

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 09/09/2024 09:10 AM

Technical Review Coversheet

Applicant: Chugachmiut (S411C240353)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	10
Sub Total	70	70
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	3	0
Competitive Preference Priority 2		
1. Impact of COVID-19	3	3
Sub Total	6	3
Total	76	73

Technical Review Form

Panel #8 - Early Tier 1 - 8: 84.411C

Reader #1: *****

Applicant: Chugachmiut (S411C240353)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factor:

Reader's Score: 20

Sub

1. (1) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (20 points)

Strengths:

The application includes a clear description of the novel strategies and extension of existing strategies for the project. The project will build upon the elements of Indigenous learning that emphasize the importance of whole learning that occurs through the interconnection between community, culture, and self-expression. The project will implement Place-Based Learning (PBL), Identity-Based Education (IBE) and Trauma-Responsive Interventions (TRI) for high school students (grades 9-12) in the Chugach region of Alaska (p. e15). The project involves creating and developing a social emotional learning curriculum, co-teaching pedagogy, instructional coaching plan, and local master-artist mentorship series with a collaboration between the LEA sub-grantees and the Identity Project implementation team (pages e15-18). This project is innovative because it focuses on the social-emotional learning factors of Alaska Native students who are largely unrepresented in extant Education research (p e8).

Weaknesses:

None

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub

Sub

1. (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (10 points)

Strengths:

This application clearly defines the conceptual frameworks and the quality of the frameworks for the project (pages e12, 15, 29, 75, 127, 131, 133, 134). The application documents an array of research studies supporting the study. Some of the frameworks include the theory of change, an Indigenous connectedness framework for understanding well-being, framework for understanding the emotional responses to the trauma, LaFever's Medicine Wheel framework, and Brayboy's Tribal Crit framework (pages e12, e131-134). The project will add activities following these frameworks by adding spiritual learning alongside the mental, physical, and emotional domains, promoting a more balanced and culturally-relevant approach to education. Which proposes a 4-part approach based on the Medicine Wheel, a teaching tool used by many Indigenous communities (pages e133-134).

Weaknesses:

None

Reader's Score: 10

2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

Strengths:

The objectives are clearly identified, described, and measurable. For example, objective #2 effectively seeks to recruit and train artists as co-teachers, providing training to teachers & artists to implement integrating pedagogy. This objective appropriately supports goal #2 which anticipates improving teachers' capacity to affect students' Social Emotional Learning outcomes by hosting continued staff training and integrating pedagogy to foster collaborative teaching with community connections from August 2025 to May 2029. The goals and objectives correspond to the measurable outcome of 90% attendance at all training and coaching events (2 immersive trainings, 8 Creativity in Praxis trainings and 20 bi-weekly coaching sessions)" (p. e17).

The application explains how the applicant will accomplish the objectives and how they will measure objective completion (pages e15-19). The logic model supporting the goals, objectives, and outcomes clearly describes how they were developed (p. e15-18, e75).

Weaknesses:

None

Reader's Score: 5

3. (3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (15 points)

Strengths:

The application clearly identifies the needs of the target population and how the project will successfully address those needs. The project addresses the underserved and high-need American Indian and Alaska Native (AIAN) students in the Chugach region in southcentral Alaska. AIAN students in the geographic area have lower rates of attendance, lower graduation rates, and a higher dropout rate (p. e11). Many of the students are students of color, experience poverty rates of over 30%, and have a lower score qualifying them as needing additional supports (p.

Sub

e11). The applicant appropriately proposes to increase attendance and graduation rates through the incorporation of Culture in Learning and increase retention through psychosocial support and engagement with their peers, family, community, and educators (p. e18).

Weaknesses:

None

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:

Reader's Score: 10

Sub

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)

Strengths:

The applicant appropriately encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The applicant effectively proposes to identify and secure the most qualified candidates for available employment positions in the Tribal communities and embrace hiring practices that represent the diversity of the community (p. e19). Positions are filled by recruiting from Native communities, tribal colleges, the Rural Student Service program in the University of Alaska system, and through the network of Tribal hiring in the Alaska Native Jobs Board (pages e19-20).

The application clearly identifies the key personnel qualifications with relevant education and work experience. All of the staffed positions are filled with highly educated and experienced personnel (pages 20-22). The Co-Project Director has earned a master's degree in special education from the Oregon College of Education, is a PhD candidate in Bilingual/Special Education with the Oregon State University, and has 7 years of work experience (p. e21). The application includes a job description with roles, responsibilities, and qualifications needed to fill the vacant key staff positions.

Weaknesses:

None

Sub

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

Reader's Score: 10

Sub

- 1. (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

Strengths:

The application includes a clearly defined management plan for the project. The management team will work as a partnership with three local Tribes, 2 partnering Local Education Agencies the Chugachmiut Tribal Education Department, and the Identity Project Program staff to develop a joint working plan via an early Memorandum of Agreement (MOA) to guide and govern the project (p.e15). The partnership will be led with regular convenings with the partnering agencies first to adapt the Identify Project curriculum to meet the place, culture, and community needs (p. e15). The roles and responsibilities are clearly defined for all key staff and participating partners (pages e 23-28).

The application includes a comprehensive timeline for each of the project's years (p. e81). The activities are connected in a timeline with clear responsible parties listed.

Weaknesses:

None

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

- 1. Competitive Preference Priority 1:**

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners (up to 3 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)**
- (b) Historically Black colleges and universities (as defined in the NIA)**
- (c) Tribal Colleges and Universities (as defined in the NIA)**
- (d) Minority-serving institutions (as defined in the NIA)**

Strengths:

The applicant does not address the priority.

Weaknesses:

The applicant does not address the priority.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

Addressing the Impact of COVID-19 on Students, Educators, and Faculty: Community Asset-Mapping and Needs Assessment and Evidence-Based Instructional Approaches and Supports (up to 3 points).

Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them through the following priority areas:

(a) Conducting community asset-mapping and needs assessments that may include an assessment of the extent to which students, including subgroups of students, have become disengaged from learning, including students not participating in in-person or remote instruction, and specific strategies for reengaging and supporting students and their families; and

(b) Using evidence-based instructional approaches and supports, such as professional development, coaching, ongoing support for educators, high-quality tutoring, expanded access to rigorous coursework and content across K-12, and expanded learning time to accelerate learning for students in ways that ensure all students have the opportunity to successfully meet challenging academic content standards without contributing to tracking or remedial courses.

Strengths:

The application clearly describes the project is designed to address the impacts of Covid19. The applicant intends to clearly identify how COVID has led to exacerbating childhood traumas like stress, anxiety, depression, and such that have led to unique factors affecting Tribal education (pages e14-15). The project will conduct a community asset mapping, a needs assessment of students who are disengaged from learning, and document how the project intervention facilitates improving them (pages e14-15, 135-137).

Weaknesses:

None

Reader's Score: 3

Status: Submitted
Last Updated: 09/09/2024 09:10 AM

Status: Submitted

Last Updated: 09/06/2024 05:22 PM

Technical Review Coversheet

Applicant: Chugachmiut (S411C240353)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	9
Sub Total	70	69
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	3	0
Competitive Preference Priority 2		
1. Impact of COVID-19	3	3
Sub Total	6	3
Total	76	72

Technical Review Form

Panel #8 - Early Tier 1 - 8: 84.411C

Reader #2: *****

Applicant: Chugachmiut (S411C240353)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factor:

Reader's Score: 20

Sub

1. (1) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (20 points)

Strengths:

The project proposes to implement a project that is focused on identity-based learning and utilizes an Indigenous framework to support the project (p. e12). This is a promising new strategy that is uniquely tied to the needs and assets of the target population and builds on existing strategies to support the needs in this region.

The proposed project brings together a number of promising strategies and provides evidence that supports their effectiveness in supporting the proposed population in the region. These include indigenous pedagogy, culturally responsive education, community-based learning, and identity-based education which is part of Universal Design for Learning (p. e12-13).

Weaknesses:

No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub

1. (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (10 points)

Sub

Strengths:

The logic model clearly identifies the way that the proposed project will be conducted and includes the goals, activities, and outcomes (p. e75). This logic model demonstrates the underlying mechanisms and a clear conceptual framework for how the project will be conducted to support the proposed outcomes.

The theory of change model demonstrates the way that the project will address the underlying issues within the target population and creates a model for how the project will work to support improved outcomes for the target population, specifically focused on SEL (p. e79). This theory of change provides a clear model that is grounded in empirical evidence (p. e127-137) to support the conceptual framework.

The applicant provides ample research that supports the conceptual framework (p. e127-137). This evidence demonstrates the strength of the proposed framework and supports the multiple components of the project. For example, there is ample evidence to support the identity development and culturally relevant education which are a central focus of the framework.

Weaknesses:

No weaknesses found.

Reader's Score: 10

2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

Strengths:

The applicant provides a clearly defined set of goals, objectives, and outcomes to be achieved by the project (p. e15-19). The goals, objectives and outcomes are aligned to specific phases of the project and are clearly explained and defined.

The applicant provides a set of outcomes that are clearly measurable and defines specific targets that would determine effectiveness of the project (p. e15-19). These outcomes are clearly aligned to the project goals and objectives.

Weaknesses:

No weaknesses found.

Reader's Score: 5

3. (3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (15 points)

Strengths:

The applicant identifies a set of needs for the target population, including negative academic and SEL outcomes due to trauma and poverty (p. e11). Additionally, a specific need identified is that there is a high rate of suicidality in the target population and there is a need for SEL interventions that support students' mental health and well-being. These needs are then connected to a larger need for an identity-focused, culturally relevant intervention that incorporates SEL strategies and promotes cultural connectedness in schools (p. e11-12). Thus, the project clearly identifies the needs of the target population and directly connects the components of the project to those needs.

Sub

Weaknesses:

No weaknesses found.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:**

Reader's Score: 10

Sub

- 1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)**

Strengths:

The applicant includes a clearly defined set of strategies about how they will encourage applications for employment from persons who are members of groups that have traditionally been underrepresented (p. e19-20). These strategies include recruiting from Native communities and tribal colleges, as well as through the Alaska Native Jobs Board. They also indicate that they will advertise positions through targeted advertising and outreach. These strategies are specific and designed to ensure that the applicant is encouraging applications from traditionally underrepresented groups.

The key project personnel have the qualifications, including relevant training and experience to successfully administer the proposed project. For example, the principal investigator is a Tribal citizen of the Nome Eskimo Community, holds a PhD in Indigenous Studies and has training and experience working with the target population (p. e20). The Project Director has experience in leading large grant projects focused on Indigenous youth and experience working in this area (p. e20-21). The experience of the key personnel is relevant and strongly related to the project activities.

Weaknesses:

No weaknesses found

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

Reader's Score: 9

Sub

- 1. (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

Strengths:

The applicant has outlined the responsibilities for each of the key personnel on the project (p. e23-24). The various project tasks that each person is responsible for are included as part of a list and identified who is responsible for the various leadership roles.

The applicant clearly connects the goals of the project to various project activities in a timeline that outlines what activities will be completed, when and then which key personnel will be responsible for ensuring that work is done (p. e81). This ensures that the key personnel on the project have clearly defined responsibilities to ensure they are meeting the goals and objectives through the various activities they are responsible for.

Weaknesses:

The timeline does not include specific milestones to explain how the project will ensure that the goals are met on time (p. e81). The timeline only includes the larger goals and small activities but does not connect them to milestones of the project to ensure that the project is meeting milestones at various points of the grant to ultimately meet the larger goals.

Reader's Score: 9

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

- 1. Competitive Preference Priority 1:**

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners (up to 3 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)**
- (b) Historically Black colleges and universities (as defined in the NIA)**
- (c) Tribal Colleges and Universities (as defined in the NIA)**
- (d) Minority-serving institutions (as defined in the NIA)**

Strengths:

The applicant did not address this criteria.

Weaknesses:

The applicant did not address this criteria.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

Addressing the Impact of COVID-19 on Students, Educators, and Faculty: Community Asset-Mapping and Needs Assessment and Evidence-Based Instructional Approaches and Supports (up to 3 points).

Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them through the following priority areas:

(a) Conducting community asset-mapping and needs assessments that may include an assessment of the extent to which students, including subgroups of students, have become disengaged from learning, including students not participating in in-person or remote instruction, and specific strategies for reengaging and supporting students and their families; and

(b) Using evidence-based instructional approaches and supports, such as professional development, coaching, ongoing support for educators, high-quality tutoring, expanded access to rigorous coursework and content across K-12, and expanded learning time to accelerate learning for students in ways that ensure all students have the opportunity to successfully meet challenging academic content standards without contributing to tracking or remedial courses.

Strengths:

The applicant proposes to conduct community asset-mapping and needs assessment that will focus specifically on identifying the needs of students who have become disengaged from learning (p. e15). The focus of this needs assessment will be to identify the impact of Covid and to allow for the design of programming to support these identified areas of need.

The applicant provides ample empirical evidence to support the instructional approaches and supports that will be implemented through the project period (p. e127-137). The purpose of these evidence-based approaches is to ensure that students in the target population have the academic support and expanded access to what they need to meet challenging academic content standards without contributing to tracking or remedial courses. For example, one of the approaches in the project is to implement culturally relevant curriculum, which has demonstrated effectiveness in supporting students' positive academic achievement.

Weaknesses:

No weaknesses found.

Reader's Score: 3

Status: Submitted
Last Updated: 09/06/2024 05:22 PM

Status: Submitted

Last Updated: 09/11/2024 04:26 PM

Technical Review Coversheet

Applicant: Chugachmiut (S411C240353)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	10
Sub Total	70	70
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	3	0
Competitive Preference Priority 2		
1. Impact of COVID-19	3	3
Sub Total	6	3
Total	76	73

Technical Review Form

Panel #8 - Early Tier 1 - 8: 84.411C

Reader #3: *****

Applicant: Chugachmiut (S411C240353)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factor:

Reader's Score: 20

Sub

1. (1) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (20 points)

Strengths:

The applicant indicates innovation in strategy because the proposed project aims to develop and deliver place based indigenous curriculum to Alaska native students. The proposed project will create a social-emotional learning intervention in regional schools using culturally relevant activities and classes adapted from the Identity Project curriculum and tailored for Sugpiaq and Eyak youth. This project is innovative because it focuses on the social-emotional learning factors of Alaska Native students who are largely unrepresented in extant education research. (p. e8-13)

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub

1. (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (10 points)

Sub

Strengths:

The application includes a conceptual framework underlying the proposed research and demonstration activities. For example, the proposed project incorporates the theory of change and the role of indigeneity and identity into the project's design. In order to improve rural and remote Alaskan students' contributions to the professional workforce, the design of the proposed project will align place-based education with regional indigenous culture. (p. e16,17, e79, e127-131)

Weaknesses:

None noted.

Reader's Score: 10

2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

Strengths:

The application presents goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable. For example, the logic model sufficiently outlines objectives, outcomes, and performance measures which includes qualitative as well as quantitative measurements. For example, goal 2 is to improve teachers' capacity to affect students' Social Emotional Learning outcomes by hosting continued staff training and integrating pedagogy to foster collaborative teaching with community connections from August 2025 to May 2029. This goal will be accomplished by recruiting and training artists as co-teachers, providing training to teachers & artists which is likely to result in improved educator awareness of essential evidence-based practices at work in the current landscape of liberatory education. (Goal Table, p. e16-19)

Weaknesses:

None noted.

Reader's Score: 5

3. (3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (15 points)

Strengths:

The design of the applicant's proposed project is appropriate to, and will successfully address, the needs of the target population. For example, documented unmet needs of Native youth are higher school discipline rates, higher enrollment in special intervention programs, lower rates of retention and graduation, and lack of access to an adult educator/mentor with their cultural background. Addressing these needs, the proposed project will create and integrate culturally relevant materials into the curriculum, support students by offering mental health services, tutoring, and extracurricular activities, develop programs to increase parental involvement and support, and work with local agencies to solve transportation issues for students. (p. 11-13)

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:

Reader's Score: 10

Sub

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)

Strengths:

The application includes actionable commitment to encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. For example, recruiting from Native communities, tribal colleges, the Rural Student Service program in the University of Alaska system, and through the network of Tribal hiring in the Alaska Native Jobs Board indicates hiring practices that represent the diversity of the community and the development of Alaska Natives in the workforce. The applicant appropriately demonstrates the qualifications of key personnel. For example, detailed relevant experience and qualifications for the Principal Investigator and the Project Director are included in the application.

(p. e19, 21)

Weaknesses:

None noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:

Reader's Score: 10

Sub

1. (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The applicant's management plan is adequate to achieve the objectives on time and within budget including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. For example, the management plan includes a thorough and reasonable budget justification, a detailed work plan detailing who is responsible for each task, and an organizational chart illustrating functional relationships. (e23,34, e80,81, e83-108)

Sub

Weaknesses:

None noted.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1:

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners (up to 3 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)
- (b) Historically Black colleges and universities (as defined in the NIA)
- (c) Tribal Colleges and Universities (as defined in the NIA)
- (d) Minority-serving institutions (as defined in the NIA)

Strengths:

Applicant does not address criteria.

Weaknesses:

The applicant does not demonstrate how their project will be implemented by a partner as defined in the NIA. (p. e1-140)

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

Addressing the Impact of COVID-19 on Students, Educators, and Faculty: Community Asset-Mapping and Needs Assessment and Evidence-Based Instructional Approaches and Supports (up to 3 points).

Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them through the following priority areas:

(a) Conducting community asset-mapping and needs assessments that may include an assessment of the extent to which students, including subgroups of students, have become disengaged from learning, including students not participating in in-person or remote instruction, and specific strategies for reengaging and supporting students and their families; and

(b) Using evidence-based instructional approaches and supports, such as professional development, coaching, ongoing support for educators, high-quality tutoring, expanded access to rigorous coursework and content across K-12, and expanded learning time to accelerate learning for students in ways that ensure all students have the opportunity to successfully

meet challenging academic content standards without contributing to tracking or remedial courses.

Strengths:

The application addressed the impacts of the COVID-19 pandemic and the impacts that extend beyond the duration of the pandemic. For example, the proposed project includes conducting community asset mapping and a needs assessment of students who are disengaged from learning. This needs assessment will also include students not participating in instruction to guide an intervention research plan that can understand the preliminary needs of COVID-19 and how the intervention facilitates improving them. (p. e15, e135, 137)

Weaknesses:

None noted.

Reader's Score: 3

Status: Submitted
Last Updated: 09/11/2024 04:26 PM

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 10/02/2024 01:07 PM

Technical Review Coversheet

Applicant: Chugachmiut (S411C240353)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Sub Total	30	27
Total	30	27

Technical Review Form

Panel #2 - Early Tier 2 - 3: 84.411C

Reader #1: *****

Applicant: Chugachmiut (S411C240353)

Questions

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

Reader's Score: 27

Sub

1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice). (20 points)

Strengths:

The applicant will contract with independent external evaluators who have established expertise in curriculum development and tribal evaluations (e24-e25). Through a rigorous quasi-experimental design (QED), the evaluation will inform yearly curriculum revision and produce actionable findings by generating evidence that meets What Works Clearinghouse (WWC) standards with reservations (e27).

Weaknesses:

The applicant does not provide details regarding the small focus groups they intend to conduct at the end of the evaluation year, such as how they will engage participants or facilitate them (e30).

Reader's Score: 18

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

The evaluation team will collaborate and communicate with the project staff throughout the project through regular video meetings as well as in-person meetings to provide performance feedback (e25). At the beginning of the project, a clear plan for reporting results will be established so they can be integrated into the implementation process to improve project planning, allow for curriculum modifications yearly, and support annual reporting to the funder (e25).

Weaknesses:

The evaluation's reliance on ninth graders to self-elect to sign up for the intervention-created elective class offered in experimental group schools has a potential for bias (e27).

Reader's Score: 4

Sub

3. (3) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation. (5 points)

Strengths:

The applicant provides a clearly detailed evaluation plan including components such as observations and interviews with participating teachers, schools, families, and community organizations. The applicant will work regularly with the school to assess changes in teaching and other outcomes, and addresses mediators such as race/ethnicity, socio-economic status, stable home environment, learning styles/differing abilities, and perceived family and community support, and outcomes such as credit accumulation and GPA. (e29-e31)

Weaknesses:

None noted.

Reader's Score: 5

Status: Submitted
Last Updated: 10/02/2024 01:07 PM

Status: Submitted

Last Updated: 10/03/2024 07:50 PM

Technical Review Coversheet

Applicant: Chugachmiut (S411C240353)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	28
Sub Total	30	28
Total	30	28

Technical Review Form

Panel #2 - Early Tier 2 - 3: 84.411C

Reader #2: *****

Applicant: Chugachmiut (S411C240353)

Questions

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

Reader's Score: 28

Sub

1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice). (20 points)

Strengths:

The combination of independent evaluation, proper practices, standardized protocols, and comprehensive data collection positions the project to produce reliable evidence of its effectiveness. The iterative and adaptive approach will allow ongoing adjustments based on findings, enhancing its ability to refine the curriculum and assess effectiveness over five years. Internal and external evaluators such the partnership between the Principal Investigator (PI) and Alaska Technology and Development Group, Inc (ATDG) add different perspectives and expertise, which is why they opted for ATDG. ATDG's strong background in curriculum development and Tribal evaluation would support that the assessment is culturally relevant and methodologically rigorous, that would meet What Works Clearinghouse (WWC) expectations for quality evaluation practices (e24-e25). If effectively implemented, this evaluation process has a strong foundation to meet the WWC standards with reservations.

Weaknesses:

The plan mentions collaboration among evaluators and project staff, but insufficient emphasis on engaging community members and students in the evaluation process may hinder the contextual understanding of the intervention's impacts.

Reader's Score: 19

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

Regular tracking of attendance, participation, and fidelity ensures the project stays on track. Teacher pre-and-post-intervention surveys assess changes in teaching practices, impacting performance evaluation. Community Engagement Tracking, evaluating community involvement helps assess broader project impacts. This is a longitudinal project, with every year having a new cohort (9th graders), that are followed, surveyed, etc. for their entirety of their high school years (well the first cohort since those that follow 2026/27, 2027/28, and 2028/29 will complete high school after grant ends) (e27/e29).

Sub

The use of Example Evaluation Plan for Quasi-Experimental Design (QED) will inform yearly curriculum revisions and produce Impact and actionable evaluation findings will inform annual curriculum updates, ensuring continuous improvement.

Weaknesses:

A potential weakness is the “volunteer” option of students for the elective courses. This would mean there is no baseline (set variables) of the students taking part in the project. The reliance on self-selected student participation raises concerns about self-selection bias, which may skew results, (e27/e29)

Reader's Score: 4

- 3. (3) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation. (5 points)

Strengths:

The evaluation plan for The Identity Project (IP) curriculum has several strengths that boost its effectiveness. It outlines nine key outcomes for measuring impact, enabling focused analysis (e29). Using a quasi-experimental design (QED) allows for causal inferences by comparing treatment and control groups, and the rigorous matching method helps address potential biases. The multilevel modeling would improve the accuracy of statistical analyses by considering the layered structure of data (students within schools). Propensity score matching ensures that treatment and control groups are similar in key points, improving validity. By integrating both qualitative and quantitative data, the evaluation offers a comprehensive view of the intervention's impact on student outcomes.

Weaknesses:

No weakness noted.

Reader's Score: 5

Status: Submitted
Last Updated: 10/03/2024 07:50 PM