Seeking NYCP Competition Review Participants

**Background**

The Department of Education, Office of Indian Education is soliciting highly qualified individuals to assist in the review process for a discretionary grant competition in 2018. The review is for the Native Youth Community Projects (NYCP)—electronic review tentatively scheduled in early August 2018. In support of this competition, we now seek individuals who can participate in panel reviews as either panel monitors, readers, second-level reviewers or alternate readers. Monitors will manage panel logistics and discussions. Readers will help us to select grant award winners by reading, providing written analysis and scoring of submitted grant applications, and by providing constructive written feedback to applicants. Second-Level Reviewers will provide quality control for comments and scoring. Alternate readers may be assigned to read applications or stand at-the-ready to take over if a reader is unable to complete the competition.

The NYCP grants are designed for communities to improve educational outcomes, specifically college- and career-readiness, through strategies tailored to address the specific challenges and build upon the specific opportunities and culture within a Native American community. Grants will support a community-led approach to providing supplemental academic programs or courses, social-emotional services, cultural education, and other support services for American Indian and Alaska Native (AI/AN) students and families. NYCP projects are based on a partnership that includes at least one tribe and one school district or BIE funded school.. Additionally, grants may help expand access to high-quality education opportunities and improve college- and career-readiness for Native youth through educational choice.

**Who Would Be a Successful Review Participant of NYCP Grant Applications?**

* Persons who have been panel monitors or readers in other ED competition discretionary grant competition reviews with experience in the subjects mentioned below.
* Persons who are school principals or other school leaders (such as curriculum coordinators or coaching specialists), teachers, district leaders, foundation officers, university faculty (who work with schools), researchers, evaluators, professional development providers, or other individuals who have significant and current college- and career-readiness experience.
* Persons with experience in educational choice, such as the founding or expansion of charter schools, the establishment and use of Education Scholarship Accounts, and the establishment and use of course choice programs.
* Persons who have administrative, project management or some other leadership experience which helps them to bridge their understanding of what happens in the classroom with what it takes to implement, sustain, and grow new educational programs or courses.
* Persons who are excellent writers, good critical thinkers, and committed to completing assigned tasks in a professional and timely manner.
* Persons who have direct college- or career-readiness experience and expertise in at least two of the following content areas:
* Partnership building between tribes and school districts/ BIE funded schools.
* Postsecondary Access, including dual enrollment and course choice,/ community-led approach to support services for AI/AN students.
* Dropout Prevention and Re-engagement of English Language Learners.
* Rural Education STEM Program
* Evaluation
* Parent/Family Engagement.
* Partnerships that foster capacity- building within the Native American community.
* High-quality, community-based charter schools. Education Scholarship Accounts that allow parents to use funds to pay for supplemental academic programs and courses.

**Other Qualifications**

Participants are eligible to apply if one has not read for three consecutive years. Field readers with advanced education degrees and/or experience working with AI/AN communities desired but not required. Individuals selected as panel readers will need to commit to being available for required web-based training webinars (1-2 hours each) prior to the review, and then by telephone one or two hours per day for up to two weeks reading, in addition to significant time for scoring and finalizing written feedback on paneling on assigned applications in the timeframe set by the Department. Your resume will be reviewed for conflict of interest concerns.

**How to Apply to be a Review Participant?**

By July 20, 2018, please submit your resume, including a valid email address and phone number to NYCP.OIE@ed.gov.