

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

Status: Submitted

Last Updated: 07/22/2020 09:45 AM

## Technical Review Coversheet

Applicant: Georgia Department of Education (S425B200008)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Highest Coronavirus Burden</b>		
1. Coronavirus Burden	20	18
<b>Quality of Project Services and Project Plan</b>		
1. Project Services/Plan	35	30
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	23
<b>Sub Total</b>	80	71
<b>Total</b>	80	71

# Technical Review Form

Panel #1 - FY20 REM - 1: 84.425B

Reader #1: \*\*\*\*\*

Applicant: Georgia Department of Education (S425B200008)

## Questions

### Selection Criteria - Highest Coronavirus Burden

#### 1. A: Highest Coronavirus Burden (up to 20 Points)

(2) The extent to which the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant in response to Application Requirement 3. (up to 20 points)

#### Strengths:

- The application provided helpful additional updated Covid data, adding value to understanding the impact on the state. Specifically, the narrative cites census resilience data that places the applicant state “at-risk.” (pg. 2- Word narrative).
- The application provided a comprehensive perspective on the implications and inputs of poverty on family functioning. This was helpful to understand the burden on families from the virus. (pg. 2 – Word narrative)
- The application provided a critical examination of several elements of teacher retention and the virus, with a number of educators likely voluntarily choosing to not return, impacting the number of teachers in the classroom and suggesting that supporting learning in the classroom will be a challenge. (pgs. 5-6 – Word narrative)
- The application effectively addresses data examining the low connectivity and device implications for those students living in rural areas and/or living with families with low incomes. (pg. 6 – Word narrative)
- The applicant provides a helpful explanation of the effort the state has made to improve connectivity and make devices available to students. At the same time the applicant provided helpful data on the gaps that still exist with these two elements. (pg. 7 – Word narrative)

#### Weaknesses:

- There was no discussion in the application examining the implication of the Covid virus and the learning challenges with the non-English speaking population in the state. Children and families that are non-English speaking will likely experience challenges accessing online services that are provided only in English. To plan appropriately for this population, understanding the data and implications will be important elements to consider.
- There was no discussion in the application examining the implications of the Covid virus and the learning challenges for children with disabilities in the K-12. The US Department of Education has clarified that children with disabilities need to be afforded the same opportunities to access an education that all children will have. To do this effectively, it is critical to understand specifically how children with disabilities have been impacted by Covid.

Reader's Score: 18

## Selection Criteria - Quality of Project Services and Project Plan

### 1. B: Quality of Project Services and Project Plan (up to 35 points)

The Secretary considers the quality of project services and project plan.

In determining the quality of the project services and project plan, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 5 points)

In addition, the Secretary considers--

(1) The extent to which the proposed project is an exceptional approach to absolute priority being addressed and includes a detailed project plan for addressing the absolute priority. (up to 10 points)

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project to respond to the needs of students. (up to 10 points)

(3) The likelihood that the services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes. (up to 5 points)

(4) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (up to 5 points)

#### Strengths:

- B1: The state proposes to use a personalized approach for structuring the Georgia Virtual School (GAV online model, reflecting an exceptional approach to this priority. (pgs. 2 and 9 – Word narrative)
- B2: The applicant says the project plan is based on a needs assessment. Creating strategic and implementation plans using data reflects a strong approach to project planning. Using data allows an organized approach to identify both strengths and needs/gaps, and allows for effective planning. This reflects the applicant's intention to address specific gaps in services. (pg. 9 – Word narrative)
- B1: The narrative suggest teachers are provided with professional development (PD) focused on online learning teaching competencies. This is an often over-looked area of PD for educators. This reflects an exceptional approach to this priority. (pg. 10 – Word narrative)
- B1: The application proposes to use online instructional coaches to support educator competencies in online instructional practices. This reflects a strong perspective to supporting educators and is highlights an exceptional approach to this priority. (pgs. 12-13 – Word narrative)
- B1: The application proposes to develop/expand a leadership training program to support local personal learning activities. This effort is being coordinated through a consortium model, allowing for a broader reach of the professional development to a larger audience of education leaders. This strategy reflects an exceptional approach to this priority and a valuable component to the overall project. As mentioned on page 16, the consortium approach will also enhance the sustainability of the project's efforts. (pgs. 13-14 and 16 – Word narrative)
- B3: The applicant proposes an activity to actively engage families in the online instructional process. This is still in early stages of planning. However, this strategy will enhance the project's objective to ensure equal access. (pg. 17 – Word narrative)
- B2: The application proposes to enhance/broaden the connectivity of households to the internet using a public-private partnership approach. This effort provides a strong effort towards addressing the gaps in infrastructure for the groups impacted by this project. (pg. 18 – Word narrative)
- B1: The applicant proposes to engage a marketing group to provide broad awareness of the GAV in rural communities, reflecting an exceptional approach to this priority. (pg. 18 – Word narrative)

- B1: The applicant proposes to make available local technical assistance to support families and LEA administrators. This is a laudable effort and reflects another of the project's exceptional approaches to this priority. (pg. 19 – Word narrative)
- B4: The applicant proposes to operationalize interoperability with online coursework resulting in a system whereby students' successful completion of coursework will immediately post in the Comprehensive Learning Record. This reflects the applicant's attempt to use effective practices and will enhance the project's likelihood to reach its objectives. (pg. 20 – Word narrative)
- B4: The applicant provides information on the Georgia Virtual School (GAV) options that have been completed including linkages with Public Broadcasting and course alignment options, enhanced access to online coursework for grades 6-12, and availability of online access to formative assessment for grades 1-8. These types of activities reflect an exceptional approach to this work and an understanding about how to apply effective practice to the effort.
- B4: Teachers will be invited to acquire certificates around personalized learning, which reflects the use of effective practices.

**Weaknesses:**

- B0: The proposal does not address or provide strategies ensuring equal access and treatment of groups identified as underrepresented on the basis of race, color, national origin, gender, age or disability. The application identified the criteria to be used for district participation in the leadership cohort. One of those criteria is 80% of children, families and staff that indicate a willingness to participate (this is along with data on low student achievement). The criteria of 80% is concerning. The same population of children and families identified as vulnerable and in need of this support may be reluctant to participate for a number of reasons. Requiring 80% of the population to be willing may leave out several districts with student populations that need access to the GAV system. (pg. 15 – Word narrative)
- No weaknesses for B1-B4.

**Reader's Score: 30**

**Selection Criteria - Quality of Management Plan / Adequacy of Resources**

**1. C: Quality of the Management Plan and Adequacy of Resources (up to 25 points)**

**In determining the quality of the management plan and adequacy of resources, the Secretary considers--**

- (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. (up to 5 points)**
- (2) The extent to which the proposed use of funds will adequately support the proposed project. (up to 5 points)**
- (3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 5 points)**
- (4) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (up to 10 points)**

**Strengths:**

- C1: The management plans contain benchmarks and performance measures for the project with clearly identified outcomes and deliverables. This detail will likely support the project to achieve its objectives on time and within budget. (pg. 22 – Word narrative)
- C2: The strong budget narrative provides a convincing narrative explaining the activities and items included in the budget proposal. The narrative clearly explained the budget which reflected that the funds were adequate for the proposed project.
- C1: The application states parents are surveyed around their satisfaction with the current GAV. Providing attention to this type of evaluative data enhances the project's work and leads towards their likelihood to achieve the project objectives. The data for the 2018-2019 school year was very positive. (pg. 11 – Word narrative)
- C1: Table on page 26 reflects the Outputs and Outcomes expected from this project, reflecting a strong management plan to accomplish tasks.
- C3: The budget narrative provides a detailed explanation of costs attributed to the project and which reflects reasonable costs in relation to the objectives and significance.
- C4: The applicant proposes a high number of children that will participate in the virtual school offerings. This high number of potential participants reflects the design of a budget that is reasonable to the number of persons proposed to be served.

**Weaknesses:**

- C1: For the timeline, it would have been helpful to have seen a more detailed time projection by month instead of only an annual projection. A more detailed timeline with accompanying project tasks enhances a projects management plan and strengthens the accountability aspects of the project.
- C2: No weaknesses
- C3: No weaknesses
- C4: No weaknesses

**Reader's Score: 23**

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**Status:** Submitted  
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## Technical Review Coversheet

Applicant: Georgia Department of Education (S425B200008)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Highest Coronavirus Burden</b>		
1. Coronavirus Burden	20	20
<b>Quality of Project Services and Project Plan</b>		
1. Project Services/Plan	35	30
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	21
<b>Sub Total</b>	80	71
<b>Total</b>	80	71

# Technical Review Form

Panel #1 - FY20 REM - 1: 84.425B

Reader #2: \*\*\*\*\*

Applicant: Georgia Department of Education (S425B200008)

## Questions

### Selection Criteria - Highest Coronavirus Burden

#### 1. A: Highest Coronavirus Burden (up to 20 Points)

(2) The extent to which the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant in response to Application Requirement 3. (up to 20 points)

#### Strengths:

- Pages 16-19 – In addition to coronavirus burden factors that are considered in A1, the applicant presents additional data listed below that shows the state has a high coronavirus burden
  - o As of June 20, 2020, the state had 2,642 COVID-related deaths.
  - o According to CDC's social vulnerability index, Georgia is in the "most at risk" quartile.
  - o The COVID-related deaths rate is higher within the African American population. The African American population in the state is 30.5%. However, the COVID-related deaths rate in the state is 47.98%.
  - o 50% of students do not have access to early care and learning, and about 20% grow up in families that require direct social services.
  - o The state ranks 45th in healthcare in the nation and 13.6% of the population lacks health insurance. Some parts of the state do not have pediatricians, gynecologists, or even other doctors at all.
  - o About 12% of the students live with their grandparents and 1/3 of those are parent guardians. This increases the likelihood of these families not sending their kids to school.
  - o Between March and April 2020, the unemployment rate rose from 4.6% to 12.6%.
  - o The state's budget cut in education is 14%. There will be a reduced teacher workforce in addition to teacher shortages in some subjects, especially in rural areas.
  - o As of June 2020, 500,000 students need digital devices.

#### Weaknesses:

Weaknesses: No weaknesses noted.

Reader's Score: 20

### Selection Criteria - Quality of Project Services and Project Plan

#### 1. B: Quality of Project Services and Project Plan (up to 35 points)

The Secretary considers the quality of project services and project plan.

In determining the quality of the project services and project plan, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 5 points)

In addition, the Secretary considers--



**(1) The extent to which the proposed project is an exceptional approach to absolute priority being addressed and includes a detailed project plan for addressing the absolute priority. (up to 10 points)**

**(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project to respond to the needs of students. (up to 10 points)**

**(3) The likelihood that the services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes. (up to 5 points)**

**(4) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (up to 5 points)**

**Strengths:**

- For criterion B1 - The proposed project has a high-quality approach to absolute priority two to meet the educational needs of the students as mentioned below.
  - o Page 21-22 – The program intends to leverage the Georgia Virtual School (GAV) that already exists by establishing and improving human, organizational, and technology infrastructure.
  - o Page 23- The program will partner with Kennesaw State University in personalized learning practices.
  - o Page 23- GAV has been awarded the 2018 IMS Global Learning Platinum Award and recognized as one of the top digital schools in the nation by 2019 by the Learning Council.
  - o Page 23- GAV administers over 32,000 online courses annually.
  - o Page 24 – The survey results of GAV shows around 80% satisfaction from parents.
  - o Page 24 - The reports show that almost 90% of participating students pass their courses.
  - o Page 24 – Results show that 70% of students persisted from enrollment to course completion during the Spring 2020 semester.
  - o Page 24 – Enrollment in Summer 2020 grew 10% while it was 3% in the previous two summers.
- For criterion B2 – The applicant clearly specified the gaps, weaknesses, and opportunities and described how the project will address those needs.
  - o Page 25 – The program plans to provide remote instructional coaching to teachers about personalized learning which will positively impact students' success (Iteach).
  - o Page 26 and 28 – The program plans to train leadership to support them through this shift in education (Leadership Consortium). Priority for participation in the program will be given to leaders from rural school districts; school districts with high poverty rates, low rates of internet connectivity, low student achievement, or high growth in student achievement; and school districts where 80% or more of students, families, and staff agree to participate in the personalized learning.
  - o Page 30 - The program will create a support mechanism and will hire a support staff for family and student engagement and wellbeing.
  - o Page 31 – The program intends to improve internet access by hiring a full time tech support specialist who will serve the families in need.
  - o Page 31- The program plans to work with a marketing company to engage more parents and students who live in rural areas.
  - o Page 32 – The program plans to hire a specialist to offer technical assistance to districts, schools, and families.
- For criterion B3 – The proposed project will definitely expand access to remote learning options and will lead to improvements in student outcomes.
  - o The project will directly influence 75,000 students in year one and estimates a 10% increase in each of the following years.
  - o GAV and technical innovations will be available to all students in grades 6-12.
  - o Professional leadership training organizations will include personalized learning in all of their work, ultimately indirectly all students in the state will benefit from the program.
- For criterion B4 - The application has numerous meaningful citations and references to different studies and reports which support the objectives and reflect up-to-date knowledge and effective practice.

**Weaknesses:**

- For criterion B0;
  - o The applicant fails to show that the proposed project meets this criterion as there is no information, statement, or practice that ensures equal access to traditionally underrepresented groups.
- For criterion B1 – No weaknesses noted.
- For criterion B2 – No weaknesses noted.
- For criterion B3 – No weaknesses noted.
- For criterion B4 – No weaknesses noted.

**Reader's Score: 30**

**Selection Criteria - Quality of Management Plan / Adequacy of Resources****1. C: Quality of the Management Plan and Adequacy of Resources (up to 25 points)**

**In determining the quality of the management plan and adequacy of resources, the Secretary considers--**

- (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. (up to 5 points)**
- (2) The extent to which the proposed use of funds will adequately support the proposed project. (up to 5 points)**
- (3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 5 points)**
- (4) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (up to 10 points)**

**Strengths:**

- For criterion C1 - The management plan with proposed timelines, defined duties, and a dedicated project director, project management team and numerous contractors is comprehensive and adequate.
  - o Page 34-36 – Table 3 clearly summarizes the goals and activities along with timelines.
  - o Pages 109 – 116 – The application provides detailed information about the team members, contractual services and their responsibilities.
- For criterion C2 – The proposed use of funds will most likely support the proposed project.
  - o Page 6,109-116 – The budget summary on page 6 and all the details of the expenses on page 109-116 shows that the proposed funds will be adequate.
  - o Page 6,109-116 – A majority of the expenses (\$7,274,575) are allocated for contractual services.
  - o Page 6,109-116 – The second major expense is for student tuition coupons (\$6,840,000).
  - o Page 6,109-116 – The rest of the expenses are for personnel salaries, benefits, travel, equipment, and supplies along with indirect costs.
- For criterion C3 - The costs budgeted for the program seem fairly reasonable in relation to the objectives, design, and potential significance of the proposed project.
  - o Page 38,39 – The costs to accomplish the two objectives (providing leadership and educator support and improving the tech infrastructure to ensure statewide access) is reasonable since it requires a lot of team effort with a team of qualified professionals and numerous partners.
- For criterion C4 – Considering the data provided below, the costs are reasonable in relation to the number of students served and the anticipated results.
  - o Page 37 – The program will serve 75,000 students and the cost per student directly influenced by the program will be \$266.
  - o Page 37 – The program will be available to all students in grades 6-12 and the cost per students is estimated as

\$22.22 in that case.

- o Page 37 – The program will train the leadership, which will ultimately have an influence on all students in the state. The estimated cost per student in that case is [REDACTED]
- o Page 39 – Performance measures and expected outcomes are clearly summarized in Table 4 on page 39. The anticipated results include:
  - 80% satisfaction from students, parents, teachers and leaders in year 1 and 5% improvements annually.
  - an increase in student participation (5% in general and 10% in rural areas).
  - Closure of the academic gap by 3% year over year.

**Weaknesses:**

- For criterion C1;
  - o Page 34 – Even though a nice summary of goals and activities are provided in Table 3, a monthly timeline is not provided. Without a specific monthly timeline, accomplishing the planned tasks on time would be extremely difficult.
- For criterion C3 – The application presents some inconsistencies and therefore raises concerns about the adequacy of the budget.
  - o Pages 36 and 109-110 – The application states that there will be 6 new hires in Figure 2 on page 36. However, the budget narrative on pages 109-110 only shows 4 new hires.
  - o Pages 6 and 111 – The application states that the fringe benefit is calculated as [REDACTED] of the sum of all direct labor. This amount seems too high and in fact the calculation in the budget chart shows [REDACTED]
  - o Pages 6 and 111 – The budget chart shows the year 1 Travel expense as \$104,500. However, their description in the budget narrative adds up to \$55,000 per year of travel expenses ( $\$7,500 + (100 * \$200) + \$2,000 + (7 * \$1,500) + (10 * \$1,500) = \$55,000$ ). The second year and third year calculations in budget chart are also not aligned with the budget narrative.
  - o Pages 113, 114 – The costs for GAV SIS Passthrough Protocols for District SIS is confusing. The costs and numbers do not fully match.
  - o Pages 6 and 111-114 – The total amount of contractual services do not add up to the number provided in the budget chart.
  - o Pages 6 and 115 – The application states that the indirect cost rate is [REDACTED]. However, the numbers in the budget chart do not match.

**Reader's Score: 21**

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**Status:** Submitted  
**Last Updated:** 07/22/2020 09:45 AM

Status: Submitted

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## Technical Review Coversheet

Applicant: Georgia Department of Education (S425B200008)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Highest Coronavirus Burden</b>		
1. Coronavirus Burden	20	20
<b>Quality of Project Services and Project Plan</b>		
1. Project Services/Plan	35	30
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	23
<b>Sub Total</b>	80	73
<b>Total</b>	80	73

# Technical Review Form

Panel #1 - FY20 REM - 1: 84.425B

Reader #3: \*\*\*\*\*

Applicant: Georgia Department of Education (S425B200008)

## Questions

### Selection Criteria - Highest Coronavirus Burden

#### 1. A: Highest Coronavirus Burden (up to 20 Points)

(2) The extent to which the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant in response to Application Requirement 3. (up to 20 points)

#### Strengths:

The application uses indicators and information factors such as the number of confirmed cases and deaths, unemployment rate, and health care access to demonstrate the impact of COVID-19 to the state. The application also provides data to show how African American families have been impacted by the pandemic. More importantly, the application also provides data to show how school budget cuts and reduced teacher workforces due to the pandemic add burden to the school system in the state. Given the teacher shortage in the state and the impact of the pandemic, it seems reasonable to build an infrastructure to support remote personalized learning approaches and to bolster the existing capacity of Georgia Virtual School. These data provide strong evidence that Georgia has a high coronavirus burden and will have a significantly long and challenging recovery from the pandemic. (A-2)

#### Weaknesses:

No weaknesses.

Reader's Score: 20

### Selection Criteria - Quality of Project Services and Project Plan

#### 1. B: Quality of Project Services and Project Plan (up to 35 points)

The Secretary considers the quality of project services and project plan.

In determining the quality of the project services and project plan, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 5 points)

In addition, the Secretary considers--

(1) The extent to which the proposed project is an exceptional approach to absolute priority being addressed and includes a detailed project plan for addressing the absolute priority. (up to 10 points)

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project to respond to the needs of students. (up to 10 points)

(3) The likelihood that the services to be provided by the proposed project will expand access

**to remote learning options and lead to improvements in student outcomes. (up to 5 points)**

**(4) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (up to 5 points)**

**Strengths:**

1. The project addresses absolute priority 2 by improving both the human and organizational infrastructure and the State's virtual learning courses and modules for personalized learning infrastructures. Specific activities are carefully designed to achieve each of the two goals (building the human and organizational infrastructure, and bolstering the existing capacity of Georgia Virtual School). The two-pronged approach is well-conceived and includes a detailed project plan for addressing the absolute priority. As a result, the application provides strong evidence that the proposed project is an exceptional approach to addressing absolute priority 1 and includes a detailed project plan. (B-1)

2. The application clearly describes the various actions taken by the state to respond to COVID burden. The gaps are identified based on current efforts to mitigate the impacts of COVID on schools and students. The project is designed to not only address the identified gaps but also promote student-centered personalized learning, an effort that had already started before the pandemic. As a result, the application provides strong evidence that specific gaps or weaknesses in infrastructure have been identified and will be addressed by the proposed project. (B-2)

3. By improving both the human and organizational infrastructure and the State's virtual learning courses and modules for personalized learning infrastructures, the project is likely to expand Georgia's grades 6-12 students' access to remote learning options. The project also includes a well-conceived plan to develop and expand their leadership training to build a strong organizational infrastructure for remote learning. In addition, the project will support the implementation of Competencies for Learning Records based on cross-curricular, standards-based competencies, which is likely to improve student learning. As a result, there is strong evidence that services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes. (B-3)

4. The application contains plenty of meaningful research citations throughout the document. Moreover, the project will collaborate with the iTeach service unit in Kennesaw State University's (KSU) Bagwell College of Education to expand the reach of virtual instructional coaching among educators. Educators participating in the project will also be invited to earn an endorsement from KSU on personalized learning approved by the Professional Standards Commission. As a result, the application provides strong evidence that the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (B-4)

**Weaknesses:**

1. Although the project will likely benefit disadvantaged students, the project does not include any strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (B-0)

**Reader's Score: 30**

**Selection Criteria - Quality of Management Plan / Adequacy of Resources**

**1. C: Quality of the Management Plan and Adequacy of Resources (up to 25 points)**

**In determining the quality of the management plan and adequacy of resources, the Secretary considers--**

**(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. (up to 5 points)**

**(2) The extent to which the proposed use of funds will adequately support the proposed**

project. (up to 5 points)

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 5 points)

(4) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (up to 10 points)

**Strengths:**

1. The management plan describes relatively in detail the specific tasks that will be completed each year under each activity to achieve the project's goals. It also outlines the benchmarks for the two goals. Therefore, the management plan seems adequate to achieve the objectives of the proposed project on time and within budget. (C-1)

2. The budget of the proposed project aligns well with the goals and activities of the project. The budget narrative provides a very detailed description of each budget item on page 6. In particular, the budget narrative describes in detail the different categories of expense under contractual services, personnel, in-state and out-state travel. Each category of expense closely relates to the goal and activities of the project. As a result, the application provides strong evidence that the proposed use of funds will adequately support the proposed project.

3. The project asks for about [REDACTED]. Building on existing resources, the project aims to improve both the human and organizational infrastructure and the State's virtual learning courses and modules for personalized learning infrastructures. Given the long-term return and benefits of the investment, the costs seem very reasonable in relation to the objectives, design, and potential significance of the proposed project. (C-3)

4. The project will directly serve 75,000 students. The cost per student directly influenced by the project is [REDACTED]. Meanwhile, the virtual school and technical innovations will be available to all students in grades 6-12 ([REDACTED] cost-per-student) and the professional leadership training organizations will continue to evolve to include personalized learning in all of their work, ultimately touching all of Georgia's 1.8 million students ([REDACTED] cost-per-student). The costs seem very reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (C-4)

**Weaknesses:**

1. The management plan only outlines the tasks by year and a more detailed timeline (e.g., monthly timeline) within each year is not provided. This raises the concern that the objectives of the proposed project might not be achieved on time. (C-1)

**Reader's Score:** 23

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**Status:** Submitted  
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