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

Technical Review Coversheet

Applicant: Kansas State Department of Education (S425B200009)
Reader #1: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Highest Coronavirus Burden		
1. Coronavirus Burden	20	20
Quality of Project Services and Project Plan		
1. Project Services/Plan	35	30
Quality of Management Plan / Adequacy of Resources		
1. Management Plan/Resources	25	20
Sub Total	80	70
Total	80	70

Panel #7 - FY20 REM - 7: 84.425B

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

Applicant: Kansas State Department of Education (S425B200009)

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 majority (76.8%) of school systems in the state indicated that truancy was a barrier to implementing distance learning and (69%) indicated that limited internet access hindered children in participating in the state's "Continuous Learning" initiative. This survey data is used to gauge impact and to compare districts' perception on truancy, there is a need to provide supports to schools to bolster student engagement. P6

   Data suggest that education will suffer because families were ill-equipped to create optimal learning environments at home, while trying to overcome food and job insecurities. Providing supports for parents and enhancing opportunities for food will allow students to engage in the learning process at a greater level. P6

   Timely coordination of educators, KSDE, and KPBS to provide weekly programming to PreK-12 students systematically across the state supports families and students in actively participating in the instruction which may increase student learning outcomes.P7

   Covid-19 impact on the health of K-12 students was low for eastern Kansas especially the state's rural settings. They did suffer cluster outbreaks, but cases in this region of the state have peaked. The state acknowledges that Covid-19 continues to spread, since June 1, 2020, the amount of cluster sites has increased from roughly 140 to 187. P7

   Weaknesses:

   no weakness 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:

(1) The proposed approach has proven to be effective in both traditional classroom settings and in remote learning environments where parents and others provided support. Schools and districts have seen positive effects when implementing a system of Competency-Based Learning (CBL). Creating partnerships with external research collaborators knowledgeable in the area of Competency-Based Learning will support the state department of education in leveraging evidence-based strategies to improve the implementation of CBL. Including capacity building of stakeholders, professional learning, learning material development, and collaboration systems. Additionally, experience held by collaborating partners as it relates to the scaling and diffusion of CBL will be used to ensure coherent and supported implementation in the state. The specific objectives and project outlines clearly illustrate an advance understanding of the key areas in the state that need to be addressed for developing an exceptional approach to absolute priority. P8-9

(1)Use of data to drive creation of professional learning network to support ongoing teacher efforts to implement the transition to the new Competency Based Learning (CBL) model state-wide is research based and proven to foster greater implementation of new models of instruction. P7

(1)Timelines for and progression stages demonstrate an attention to detail in implementing the project.
Defining the delivery models also provides guidance when implementation is taking place expediting diffusion of Competency Based Learning (CBL) through strategic partnerships with external collaborators and through the creation of training-of-trainer cadres that will be responsible for distributing CBL training, materials, and supports to all education systems. P8-9

(1) The creation of an Advisory Board to provide feedback fosters capture of data relevant to the learning required for continuous improvement. The Advisory Board will provide KSDE with feedback as it relates to the implementation of the Kansas Model of Competency-Based Learning, access and adoption of remote learning feedback will also be captured by the board. The "Continuous Learning" guidance, systems in the state will be required to collect feedback from stakeholders (certified staff, classified staff, families, and community) related to the implementation of remote learning and recommendations related to increasing student outcomes. P10

(2) The project will actively address the stated gaps and the specific solutions to the gaps demonstrate an understanding of how to respond and address student needs. Solutions include extended training to develop teacher capacity, diverse entry point for access to this training, and collaboration with partners outside of education to allow for greater participation. Innovative approaches for all 36,000 educators to be allowed to access training materials at their level of readiness for professional learning and targeted growth related to remote learning are core to the project. Training will be provided through Educational Service Center staff and a strategic partnership with the Kansas Public Broadcasting Service (PBS). P10-13

(3)A well develop partnership plan with providers who currently could scale and provide services at a state-wide level. The use of televised content the plan is not entirely reliant on internet to deliver instruction. By using the Kansas Public Broadcasting System (KPBS) access by students in diverse locations and different socio-economic households will be supported and expanded access will likely occur when multiple ways to access educational content is supported. P17

(4) Research used to develop services in the plan integrates research and best practices from current educational and industry professionals as cited in the narrative. Creating and sharing best practices that are supported by research may be important to the state since they have a vision of serving the community as a prototype for educational reform as noted

by the Kansas State Department of Education (KSDE) immediately mobilizing a task force to create the "Kansas Continuous Learning Guide" and sharing it with multiple states and others. P15-17

Weaknesses:

(1) Lack of specific outline on how underrepresented student populations would be served by project. Limited discussion of strategy for incorporating equal access to all student populations.

(2) A possible gap in the deployment of project services is created by limited assessment systems to gauge for teacher implementation and engagement. Without robust feedback loops to assess the adoption and engagement of users, gaps in the delivery of the delivery of services and supports may be missed   or opportunities for refinement may be overlooked and the teachers and students may suffer a lack of engagement in the overall program. This could lead to the state's ability to respond to the needs of all students.

(3) In Kansas, 11-15% of students do not have internet access or appropriate devices to support a virtual method of learning. The creation of state-wide access to technology infrastructure to ensure equitable access to all Kansas students could increase the likelihood of improving student outcomes and ensuring that the digital divide does not increase.

(4) no weakness 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:

(1) The management plan has specific short- and long-term action plans for strategic objectives that involve State requirements, such as improvement of student achievement and development of highly qualified faculty to support Competency-Based Learning fosters the state's ability to accomplish each programs individual strategic objectives. P19-23

(1) Performance measures have formal and systematic methods for gathering and disseminating action planning on strategic objectives and gather feedback from several resources and partnerships allows for target interventions and response to gaps in programs. P23

(2) By integrating the existing partners, the costs are reasonable and the training system, resources and support are aligned to make significant impact on student outcomes. Money is not diverted to build a program, but is used to enhance programs already proven to engage students and support families. P23

(3) Project costs have been aligned to the number of persons to be served by leveraging an external partner expert in CBL, using existing service centers, and continued funding of a current program promote the ability to grow the programs to meet future needs, foster innovative partnerships and forecast possible growth areas. P24

(4) In this project, the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. KSDE will build capacity by providing professional learning to every teacher in the state to impact the educational experience of every student. The budget includes the costs for contracts with in-state and national educational services and vendors who might provide training (or collaborate with us to build training materials) across the state on various topics related to grant work, including, but not limited to: Competency-Based Learning, Remote Learning (i.e. Distance Learning, Virtual Learning, Blended Learning, etc), Leadership, Personalized Learning, Project-Based Learning, and Equity and Access. Educators and families alike will be supported in creating age-appropriate, rigorous learning opportunities for students outside of the classroom.

Weaknesses:

(4) In this project, contracts make up approximately 90% of the budget. Thus, grant work done in collaboration with in and out of state partners will be essential to project success. Each collaborating partner, in addition to creating content, will also be responsible for creating systems of measurement around project deliverables. Kansas may need to analyze the effectiveness of this approach to ensure that the grant funds expended are reasonable and the project achieves the anticipated results and benefits when developing the programs that are instrumental in impacting all students.

Reader's Score: 20

Status: Submitted
Last Updated: 07/20/2020 12:56 PM

Technical Review Coversheet

Applicant: Kansas State Department of Education (S425B200009)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Highest Coronavirus Burden		
1. Coronavirus Burden	20	18
Quality of Project Services and Project Plan		
1. Project Services/Plan	35	30
Quality of Management Plan / Adequacy of Resources		
1. Management Plan/Resources	25	15
Sub Total	80	63
Total	80	63

Technical Review Form

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

Applicant: Kansas State Department of Education (S425B200009)

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 applicant clearly describes 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.   The applicant notes that 69% (230 out of 332) of Kansas school systems responding to KSDE's "Continuous Learning" survey, reported that internet access was a barrier to effective continuous learning (e 21). Moreover, the applicant notes that it is estimated that 73,053 school-aged youth - 15% of Kansas students - do not have access to broadband internet, which is higher than the reported 11.6%. Additionally, 255 systems (76.8%) reported that student participation and truancy was a barrier to the implementation of their "Continuous Learning" plan (e22). Furthermore, the applicant also cites the disparities in employment noting the total number of unemployed individuals dauntingly increased by 257% when comparing April 2019 to April 2020. Other challenges include, but are not limited to: food insecurities, a lack of familial support, and emerging cluster sites for COVID-19. Specifically, since June 1, 2020, the applicant explains the amount of cluster sites has increased from roughly 140 to 187 (e21-23).

   Weaknesses:

   The applicant does not clearly describe how truancy is a result of distance learning. Specifically, the applicant does not provide supporting data evidencing how COVID-19 impacts student engagement and truancy.

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:

SUB 1: The applicant meets partial aspects of the criteria. The applicant proposes to address Absolute Priority 3. The applicant proposes to ensure that all 492,000 students and their families and caregivers have access to competency-based learning, high-quality digital content and remote learning experiences; and competency-aligned programming and public service announcements through Kansas PBS television and Kansas Public Radio (KPR) stations. Specifically, the applicant proposes to enhance professional learning for administrators and teacher leaders to support the system-wide implementation of CBL and remote learning; create materials and support resources for a system of curriculum, instruction, and assessment that both aligns with established competencies and also functions in a remote learning environment; and collaborate to expand remote learning experiences that are widely accessible to support families and students who are unable to attend brick and mortar schools via collaborating with educators, Education Service Centers (ESC) throughout the state, an external research partner, and public television broadcast stations (e24).

SUB 2: The applicant identifies 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. For example, the applicant identifies the following gaps. 1) training capacity for the Kansas Model of Competency-Based Learning; 2) diverse entry points for teachers seeking to implement Competency-Based Learning; 3) diverse entry points for teachers to develop instructional skills relative to remote learning; and 4) student access to virtual and remote learning. The applicant also identifies viable solutions for each of the aforementioned gap. Specifically, the applicant notes that in concert with Kansas PBS, this project will create original content for the continuation of the Learning Across Kansas television series that was established in response to COVID-19. Thirty-minute shows were created each week for students in elementary, middle, and high school. Each show had a host (a former Kansas Teacher of the Year) and then featured mini-lessons for each content area; each week had a theme that all lessons connected back to. These shows allowed students to stay engaged in learning from the safety of their homes.

SUB 3: Furthermore, the applicant has already started creating Competency-Based Learning guidance, including assessment rubrics, for teachers of students Pre-Kindergarten through grade 12 (e29) . The guidance provided in "Navigating Change 2020" will not only serve as a resource for schools to prepare for interruptions posed by COVID-19, but it will also lay the groundwork to fundamentally change how schools operate. Moreover, the applicant asserts the tools and resources being developed will be available to support every student through every teacher, and this guidance will be available for free. Schools will not be required to purchase expensive curriculum; instead, this guide will serve as the basis for districts to build upon to implement a competency-based curriculum aligned with Kansas Standard.

SUB 4: The applicant describes the extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. For example, the applicant proposes to model The American Institutes for Research to demonstrate positive associations between student of core CBL practices and positive changes in learning capacities. The proposed evidence-based research will assist students with task management as well as with any social and emotional needs cited in the critical feedback analysis that was previously conducted by the applicant. The applicant will particularly target the professional learning of teachers and administrators to ensure the implementation fidelity and success for the proposed project (e31-32).

Weaknesses:

The applicant does not specify what interventions and supports they will employ to serve under-served populations.

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:

SUB 1: The applicant clearly describes 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 task. For example, the applicant's timeline clearly identifies the objectives, responsible party, and timeline for commencement and completion (e36-e39). Specifically, the applicant denotes that in order to expand remote learning experiences that are widely accessible to support families and students who are unable to attend brick and mortar schools the applicant proposes to create public service announcements that will be reviewed and revised annually by KSDE Project Team Kansas Educators, PBS, & KPR.

SUB 2: The applicant clearly identifies how funds will be allocated. Specifically, the applicant notes that approximately 90% of funds will be used to fund contracts in three main areas: 35% will be utilized for collaborating with a nationally recognized external partner, as well as in-state partners, in Competency-Based Learning to expedite the creation of resources and training materials; 35% will be used for providing compensation for their Education Service Centers to become certified trainers for the Kansas Model of Competency-Based Learning and to participate in ongoing training related to CBL in Kansas while also certifying teachers as 'coaches' over the Kansas Model of CB; 30% will be used for funding the continuation of the Learning Across Kansas program. The proposed funding allocation illustrates the applicant's ability to, in concert with PBS, to create professional learning opportunities for educators in Kansas and to create targeted PSAs in support of families and caregivers across the state.

SUB 3: The applicant also notes how the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. For example, the applicant asserts the Grant Coordinator will help manage the Kansas State Department of Education's ESF-REM grant beginning August 1, 2020 and ending July 31, 2023 (appendices). Additionally, the applicant notes that each year, the applicant will budget $300,000 to partner with the 4 Public Broadcasting System Stations (approximately $70,000/each) and Kansas Public Radio Stations (approximately $20,000) across Kansas to produce both Public Service Announcements (PSA) to help parents and families support their student(s) learning at home. These funds are clearly aligned with the proposed project objectives and will allow for the furthered production of 'Learning Across Kansas' for students of all ages to supplement the education provided by their school (appendices/ e80).

Weaknesses:

SUB 4: The applicant does not clearly delineate the cost per child to determine if the requested amount of ███████ is reasonable in relation to the number of persons to be served and to the anticipated results and benefits. The applicant does not clearly identify a performance measure. Specifically, the applicant does not provide a baseline to determine what is deemed a "success" measure to delineate if anticipated results will be effective.

Reader's Score: **15**

Status: Submitted
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Status: Submitted
Last Updated: 07/20/2020 12:56 PM

Technical Review Coversheet

Applicant: Kansas State Department of Education (S425B200009)
Reader #3:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Highest Coronavirus Burden			
1. Coronavirus Burden		20	18
Quality of Project Services and Project Plan			
1. Project Services/Plan		35	30
Quality of Management Plan / Adequacy of Resources			
1. Management Plan/Resources		25	15
	Sub Total	80	63
	Total	80	63

Technical Review Form

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

Applicant: Kansas State Department of Education (S425B200009)

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 applicant presents a narrative of the state's coronavirus burden. For example, the applicant states that between 11% and 15% of students do not have access to broadband internet. In addition, unemployment in the state is up 257% over the previous year and that food insecurity rose by 4-7% over the past two years (e22).

    The applicant noted that Kansas's coronavirus peak was later than that of costal states, and that cluster sites around Kansas are increasing. Because the data indicates that the state may be affected later than the peak in large coastal states/cities, the applicant makes a compelling case that the future coronavirus burden may be greater than the current burden.

    Weaknesses:

    The applicant cites "student participation and truancy" as one of the largest barriers to implementation of the "continuous learning" plan (76.8% of systems reporting that these were barriers; e22). The applicant links "student participation and truancy" to the amount support from families and caregivers. Furthermore, the applicant states that "coded data" show that lack of support was connected to families' mental health, physical health, food insecurity, job insecurity, and struggles with parenting skills.

    An increase in coronavirus may lead to truancy, but the applicant does not discuss other factors that may also lead to truancy, such as (1) lack of engaging content, (2) lack of incentive (e.g., no grades/scores), (3) sharing of a single device among multiple children, (4) two parent working households, etc. It is unclear how much of the truancy can be traced back to coronavirus.

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:

Equal Access: The applicant states that CBL incorporates, "strategies to ensure equity for each student are embedded in the culture, structure, and pedagogy of schools, and education systems" (e32).

(1) The applicant proposes an exceptional approach to Absolute Priority 3. The implementation of Competency Based Learning (CBL) is timely and innovative. Grade-band competencies and assessment rubrics will allow students to move through developmental progressions (e25). The approach allows students to demonstrate mastery of competencies irrespective of seat time. It also allows students to master broader competencies rather than specific skills that relate to state standards. CBL has been implemented in at least two other states (e24).

The applicant proposes a detailed project plan in 3 stages that addresses how CBL will be implemented across the state.

(2) The applicant identifies gaps and weaknesses and how they will be addressed by the proposed project. Most of the gaps center on teacher and administer training on CBL and teacher training on the creation of high-quality digital lessons (e26-28). These gaps are addressed through numerous training and professional development opportunities.

The applicant also identifies student access to virtual and remote learning as a gap (e28). This gap is addressed by using public television and public radio to provide lessons for students so that those without internet can stay engaged.

(3) The virtual implementation of CBL and learning through public access television and radio shows potential to increase access to remote learning options.

(4) The American Institutes for Research (AIR) has conducted a study to measure six key CBL features. Results were promising, but limited (e31). Because CBL is relatively new, presenting any well-conducted research on the topic is a strength.

Weaknesses:

Equal Access: While the applicant states that CBL incorporates, "strategies to ensure equity for each student are embedded in the culture, structure, and pedagogy of schools, and education systems" (e32), there is no description of these strategies nor does the applicant say how the strategies promote equal participation and access from traditionally underserved groups.

(1) No weaknesses noted.

(2) No weaknesses noted.

(3) The applicant does not describe how improved access to CBL will lead to improved outcomes for students. The application does not provide a baseline for student learning nor any short-term learning targets or annual goals.

(4) The applicant presents AIR's results as showing "positive associations" (e31). A correlational study showing positive associations is not strong evidence that an intervention/practice/policy should be scaled-up into a statewide effort. It is more common to see a pilot study of the efficacy of an intervention/practice/policy (and a few replication studies) before scaling-up to a statewide practice. The applicant is in the process of creating and developing CBL, but the existing evidence that was cited does not support that any of the components of CBL are ready for scale-up.

Furthermore, the applicant concedes that systematic implementation of all components of CBL may be necessary to realize the full impact; however, the applicant does not propose any kind of "fidelity of implementation" in the project to measure how well teachers are implementing each component.

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 is clearly described with defined responsibilities, timelines, and milestones for accomplishing project tasks (e36-e39).

   (2) The applicant provides evidence that the proposed use of funds will adequately support the proposed project (e39-e40). The project centers on capacity building and the following funding is allocated for that purpose:
   •   35% of contract funds will be used to expedite the creation of resources and training materials;
   •   35% of contract funds will be used to create certified trainers and coaches;
   •   30% of contract funds will fund the continuation of content on public television and also create PSAs to support families and caregivers.

   (3) Costs are reasonable in relation to the project objectives, design, and potential significance. If teachers learn to implement CBL for on-site learning, remote learning, and hybrid learning (e25), it could introduce a more seamless education for kids during the time while schools are affected by coronavirus.

   (4) The applicant states that costs described in the grant will serve every teacher and every student in the state (e40).

Weaknesses:

(1) In the charts on e36-e39, the applicant does not create quantitative performance measures with associated targets. Without a target, it is impossible to know whether the applicant will achieve the objective and accomplish project tasks. For example, for Objective 6 – "Collaborate to expand remote learning experiences that are widely accessible to support families and students who are unable to attend brick and mortar schools" the performance measures do not provide targets. The applicant states that it will, "Track the frequency and viewership of the PSA"; however, there is no target provided as to how frequent the viewership "should" be in order to determine that the applicant met the objective. As another example, the applicant will, "Create content for new episodes of Learning Across Kansas"; however, there is no target provided as to how many will be created, in which subject areas, in which grade bands, etc.

(2) No weaknesses noted.

(3) No weaknesses noted.

(4) While the applicant states that the costs described in the grant will serve every teacher and every student in the state, there is no statement or description about how it will serve students well. The project focuses on building the capacity of teachers, and the applicant states that "By building capacity to implement Competency-Based Learning, KSDE will impact teaching and learning." The applicant does not describe how it will affect learning. For example, the applicant could describe how the project activities lead to (1) improved academic outcome for students; (2) an increase in participation in remote-learning; (3) a reduction in truancy; (4) an increase in student and/or parent satisfaction; etc. Details regarding how students are affected are lacking; therefore, the number of individuals served by this project may be the "number of teachers" in the state and not the "number of teachers + students" in the state .

Reader's Score: **15**

Status: Submitted
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