

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

Status: Submitted

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Technical Review Coversheet

Applicant: Massachusetts Dept. of Elementary and Secondary Education (S425B200010)

Reader #1: *****

	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	22
Sub Total	80	70
Total	80	70

Technical Review Form

Panel #9 - FY20 REM - 9: 84.425B

Reader #1: *****

Applicant: Massachusetts Dept. of Elementary and Secondary Education (S425B200010)

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 adequately identified indicators it utilized to show its high coronavirus burden aligned with supporting data relating to the number of confirmed cases, socio-economic impact, and educational concerns for all students due to school closures as a result of the health crisis. For example, the applicant stated that it ranked third in the nation with the amount of COVID-19-related deaths with 7,938 and seventh in confirmed cases with 107,611. Some economic impact was evident through the indication of a decrease of 13.1% in tax collections as compared to May of last year, including sales and meals taxes being down by 12.2% and 60.7% respectively (pp. 3-4).

Weaknesses:

The applicant did not fully discuss the impact on the education of students when the health crisis forced school closures and forced educators to covert to remote delivery of course content for all students state-wide. The applicant's current platform for delivery expects students to access remote classes for three to four hours per day, but there was not sufficient evidence to support that this occurred or its impact (p. 6).

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:

The applicant made assurances that equal access and treatment would occur for eligible participants who are members of groups traditionally underrepresented based on race, color, natural origin, gender, age, and disability through giving priority to receive services from the proposed project to 25 urban school districts that serve a diverse group of students (p. 19). 5 points

1) The applicant clearly described the proposed project that addresses Absolute Priority 3 and increases the learning options through partnerships to provide programs and services that would focus a hybrid educational delivery model. The project would address two areas that include support for families with services and materials to help students at home to continue learning and deliver professional development to teachers to build their skills to provide instruction in either format, in-person or remotely (pp. 19-20). For example, to support families, these funds would expand a current pilot that provides translation and interpretation services to families of English language learners that include materials in their home language; virtual family workshops on various topics such as subject and grade level requirements and understanding learning expectations; and enter into a partnership to pilot coaching services in English and native languages, as needed. The applicant included letters of support from the Governor and Lieutenant Governor for the proposed project. (pp. 12-16). 7 points

2) The applicant provided a discussion of gaps that existed in supporting families with at-home education of their children and educators with building skills to successfully utilize instructional materials remotely that would be addressed by the proposed project to meet the needs of students, families, and educators. It was clearly stated that due to the disruption of the school year by the coronavirus, that some schools were not prepared to provide an effective remote learning experience and support for students, families, and educators which would be addressed through focusing on three levels of support in the proposed project (pp. 7-14). The applicant indicated that through survey results of school districts, few were currently utilizing high-quality core curriculum and instructional materials and that the proposed project would be made available to all school districts within the state and that training for educators and administrators delivered through contractors would also be made available (pp.7-9, 22-23). 10 points

3) The applicant described a clear plan to increase learning options through work with experienced contractors to create a high-quality core curriculum with instructional materials, professional development for all school staff, and support to families in the education of their children to improve learning. Academic achievement is likely to occur with additional services such as Deeper Learning Tasks that would be created by teachers and used to deliver grade-level content related to real-world events and the Acceleration Fellows Program for Rising 9th Graders, that would support 100 students annually transitioning from middle school to high school (pp. 7-13). 3 points

4) The applicant sufficiently referenced relevant research throughout the narrative that was used to support the components of the programs planned for delivery to participants through the implementation of the proposed project. For example, some research relating to providing students with a high-quality curriculum included Chingos, M. and Whitehurst, G. 2012 and Bennet, and Hurwitz, 2020, regarding the inclusion of Deeper Learning Tasks in lessons. 5 points

Weaknesses:

1) The applicant did not discuss the plan to address the inequities in electronic access and devices that would ensure those impacted by racial, socioeconomic, and linguistic differences as stated in the narrative since all materials to be provided by the contractors and support services from the school districts would not be printed materials. Electronic devices would be needed for families to access much of the proposed project, that includes family workshops and translations, but it is unclear what would be available to families in order to participate (p. 14).

3) It is unclear how the applicant would show improvement of student achievement from the use of the high-quality curriculum and training to educators and administrators since school districts may choose to use the high quality curriculum that would be uploaded into the remote platform and school districts may choose to use it or use the curriculum they have purchased or developed which may not meet the criteria of "high-quality curriculum." (pp. 8)

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 applicant described the management of the proposed project that included current staff and their positions within the entity who would be the responsible contact for the three levels of support that would be provided through the proposed project. The management structure described by the applicant is adequate for oversight of the components. The timeline described by the applicant aligns with the delivery of the proposed project (Budget Narrative). 3 points
- 2) The applicant clearly discussed the allocation of funds that would support the creation of many of the programs and products through contracts that would be utilized and implementation of the services for the proposed project to build the skills of educators and parents in the education of students. For example, approximately \$4 million dollars over the grant period would be used for professional development of staff and \$760,000 for translation and interpretation services for families (Attachment: Budget Narrative). 5 points
- 3) The applicant aligned the budgeted items with the program and services that were discussed in the design of the proposed project. These budgeted costs are reasonable in order to successfully develop and implement the project for the targeted participants (Attachment: Budget Narrative). 5 points
- 4) The applicant requested [REDACTED] for the proposed project for the three-year grant period. These funds would provide programs and services to 286,300 students and 2,350 educators is reasonable. The applicant would have project staff in place to progress monitor implementation that would allow proper management to ensure that the needs of participants are being met (pp. 30-31). 9 points

Weaknesses:

1) The objectives provided by the applicant are too general, such as objective 1.1 “increase in rigor and relevance in learning experiences” and the baseline for objective 3.1 is missing. The objectives did not clearly explain the projections of improvement; therefore, it is difficult to determine if they would be met. The management plan does not provide a clear connection to the many components of each support level of the proposed project that would ensure effective management to meet objectives on time and within budget. (pp. 28-29, Appendix 5).

4) However, the applicant did not indicate the number of parents or families that would receive services from the proposed project which are extensive and key to families being successful in supporting students through in-person or remote delivery of grade-level content. (pp. 30-31).

Reader's Score: 22

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Technical Review Coversheet

Applicant: Massachusetts Dept. of Elementary and Secondary Education (S425B200010)

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	32
Quality of Management Plan / Adequacy of Resources		
1. Management Plan/Resources	25	24
Sub Total	80	74
Total	80	74

Technical Review Form

Panel #9 - FY20 REM - 9: 84.425B

Reader #2: *****

Applicant: Massachusetts Dept. of Elementary and Secondary Education (S425B200010)

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 offers multiple pieces of evidence in support of their status as a high-burden Coronavirus state. For example, the application highlights the fact that:

- As the COVID-19 pandemic has unfolded, at one point, Massachusetts was behind only New York and New Jersey with regard to death rates due to COVID-19 (p. 3).
- In the state of Massachusetts, data demonstrate that Black and Hispanic minority residents are far more likely to test positive for COVID-19 (p. 3). The applicant demonstrates that in densely populated areas (e.g., Chelsea) are experiencing higher rates of COVID-19 infections.

This data indicates a clear and high coronavirus burden for the applicant. 18 points

Weaknesses:

The applicant offers information and data for general state trends, but it is unclear how this translates into negative impacts for schools and students within the particular state context. For example, on page 4, the applicant outlines loss of tax revenue, but does not specify what this means at the LEA level. This section would have been strengthened with a clear articulation of how the broader state trends are expected to impact districts and schools.

-2 points

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:

Quality and sufficiency of strategies for ensuring equal access: The applicant's proposed project services and project plan are both responsive to the Secretary's call and are designed to ensure that traditionally underserved and/or minoritized groups are targeted for receipt of services outlined in the proposed work. Specifically, the applicant aims to provide high-quality resources (p. 8) that have been rated as such by either the state and/or EdReports and are available for delivery in remote and/or hybrid formats. Additionally, the applicant makes clear that the project is designed to meet the needs of students who are English learners and/or students with disabilities (p. 8). 5 points

Sub-criterion 1: The applicant's plan is an exceptional approach because it includes a novel and robust focus on supporting families as they work to facilitate teaching and learning in their homes (p. 12). In order to address specific weaknesses and challenges in the current educational environment, the project plan includes support for translation and interpretive services for families of students who are English learners. 10 points

Sub-criterion 2: The applicant is currently piloting this work with five high-needs districts (p. 13) and these grant funds would allow for expansion and further development of this work. The applicant notes that families of English learners need support in the state. English learner students and families are in need of supports for accessing school resources, and this is exacerbated by COVID challenges and remote learning demands. For example, if parents cannot read English, then helping students, especially young students, with schoolwork in a remote learning environment becomes very difficult. The applicant plans to use part of these grant funds to develop a language and interpreter training and certification program for people to support districts and students who are English learners, which is also novel and exceptional (p. 13). Families of English learners will also receive support from district coaches, who would be hired and supported with these funds (p. 15). These coaches would work to help families of English learner students understand "how school works" in a setting or culture that is unfamiliar and at times difficult to access. 8 points

Sub-criterion 3: This application outlines a plan for family workshops--designed to help families navigate students' online opportunities, resources, and expectations (p. 14). The applicant's focus on supporting families, expanding family members' skills and knowledge for providing student support, and strengthening ties between families and school (e.g., interpreters, coaches) are all designed to improve student outcomes for a population that is currently struggling in Massachusetts – English learners. 4 points

Sub-criterion 4: A focus on high-quality resources, building capacity for support staff (e.g., interpreters, coaches), and professional development aimed at improving teachers' readiness to provide quality remote and/or hybrid learning experiences are all grounded in current best practices and evidence from educational research. The applicant outlines (p. 25) specific frameworks that drive the areas of focus for this project (e.g., Institute of Education Sciences review of instructional strategies; Deeper Learning). 5 points

Weaknesses:

Quality and sufficiency of strategies for ensuring equal access: No weaknesses noted.

Sub-criterion 1: No weaknesses noted.

Sub-criterion 2: The applicant notes that some families do not have access to devices, or have indicated a preference for print materials, but the focus on interpretive and translation services hinges on access (p. 14-16). It is not clear how the applicant will bridge this gap between lack of access and/or lack of will to use devices, and the need for technology with regard to interpretive and translation services. -2 points

Sub-criterion 3: The high-quality curriculum that will be developed and/or offered will be optional and it is unclear how the applicant will work to promote the broad uptake of high-quality curricular resources in remote learning. Thus, one of the main foci of the work plan, high-quality curriculum developed for use in remote teaching, may not be put to good use by a sufficient number of districts to allow for the desired outcomes. - 1 points

Sub-criterion 4: No weaknesses noted.

Reader's Score: 32

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-criterion 1: The applicant outlines a strong management plan, with details which persons are responsible for each major component of the project (p. 28-29). A leadership team is already identified, with personnel who have demonstrated experience in the various areas required to successfully execute this work (p. 28 and Appendix 8). In addition to identifying which team members will take responsibility for which project tasks and objectives, the work plan offered also outlines meeting schedules designed to keep the project running smoothly (p. 29) with weekly, monthly, quarterly, and annual targets. This work plan and meeting schedule indicates that the applicant would be able to complete the work on time and within budget. 5 points

Sub-criterion 2: The proposed funds appear to be adequate for supporting all project activities. The applicant offers a detailed budget narrative which specifies how and when funds are to be allocated. The costs appear to be reasonable in relation to the activities and personnel required. 5 points

Sub-criterion 3: The budget seems aligned with the scope of work planned, as well as the significance of the proposal. 4

points

Sub-criterion 4: The costs are reasonable given the number of persons who would be served (e.g., pg. 31, Figures 1 and 2). The applicant aims to serve almost 300,000 students and 2,000+ educators, so the budget requested is reasonable.
10 points

Weaknesses:

Sub-criterion 1: No weaknesses noted.

Sub-criterion 2: No weaknesses noted.

Sub-criterion 3: The information on what the distribution of funds would look like for the vendor who successfully secures the contract in response to the request for response is incomplete. Although the applicant provides overall budget numbers, there is not sufficient detail for the reviewers to determine how the funds would be allocated (e.g., how much for salaries, how much allowed for travel, how much for materials, etc.). Thus, clarity on use of a significant portion of the funds requested is lacking. (Attachment A). -1 point

Sub-criterion 4: No weaknesses noted.

Reader's Score: 24

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Technical Review Coversheet

Applicant: Massachusetts Dept. of Elementary and Secondary Education (S425B200010)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Highest Coronavirus Burden		
1. Coronavirus Burden	20	17
Quality of Project Services and Project Plan		
1. Project Services/Plan	35	33
Quality of Management Plan / Adequacy of Resources		
1. Management Plan/Resources	25	23
Sub Total	80	73
Total	80	73

Technical Review Form

Panel #9 - FY20 REM - 9: 84.425B

Reader #3: *****

Applicant: Massachusetts Dept. of Elementary and Secondary Education (S425B200010)

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 provides documented evidence that maintaining academic continuity for students is a problem that corresponds with the COVID-19 crisis. The provided data indicates that the targeted service area is experiencing a public health emergency, being 3rd overall of deaths; 7th overall with total COVID-19 cases; and has a stark racial divide in the impact of the virus. The State produced one of the earliest, largest, and deadliest virus outbreaks, because of a biotechnology conference, which equally caused a destructive and disruptive impact on the education system as well as the economy. Additional evidence demonstrating the impact of the virus outbreak focuses on barriers resulting in higher rates of positive cases among Black and Hispanic students, students with disabilities and English learners (88%), and lack of budgeted state funds to support the transition to remote learning. Providing information about three additional indicators that reflects on school closures requiring access to necessary resources for students and staff; the need to provide guidance and professional learning; and having to prepare for re-entry in the fall, further validates the impact of COVID-19. (pgs. 3-5)

Weaknesses:

The indicators presented by the applicant, relative to high coronavirus burdens, need to be further discussed to validate effective plans for remote learning guidance for students; school district preparedness; economic burdens; and teachers not being prepared to deliver remote instruction. (pgs. 5-6)

Reader's Score: 17

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:

Quality and sufficiency of strategies for ensuring equal access:

The applicant presents field-initiated strategies that targets historically underserved students, students of color (17% Black; 44% Hispanic), economically disadvantaged students (58%), English Learners (24% ELs), and disadvantaged students (20%). The plan includes providing effective and engaging learning resources, expanding access to AP courses and exams, virtual access to high-quality curriculum materials, guidance and teacher support to targeted students and families. These components provide assurance that the targeted populations of students are provided virtual access to remote learning opportunities. (Abstract) 5 pts.

1. The applicant describes the approach for the project to ensure continuity of education during the school year, through a prepared hybrid model for students returning to school and learning remotely. The plan presents three levels of support for pursuing virtual access to high quality core instructional materials; a resource bank of tasks linked to gains in student achievement; new strategies to support AP courses and exam passing; an accelerated program for rising 9th graders; and extended guidance for families to support learning at home. These strategies are intended to close the skill gaps caused by unfinished learning during the previous school year. The challenges created by the COVID-19 crisis dictates the services needed for targeted students most at-risk, that include: providing instructional materials in the languages families speak at home; making available translation and interpretation services to ensure effective support; providing printed learning materials to directly help students and families with the content; coaches offering hands-on support; and providing families access to virtual workshops by subject and grade level. The efficient use of resources, instructions and comprehensive plans are extensive, and the collaboration between partners and educators will provide support and address serious disparity that needs attention because of the virus impact. (pgs. 10-15) 10 pts.

2. The applicant indicates that the remote learning component designs are generated from students, teachers, and parent's survey results, revealing several barriers, gaps, and challenges. The identified needs focus around engaging disengaged students to prevent learning loss; decrease inequitable learning gaps through quality curriculum materials; and commitment to support parents in managing a remote and hybrid learning environment at home. There are mechanisms identified to eliminate barriers for communication and feedback, especially for families of EL students and students with disabilities. The applicant describes procedures to engage the students in new lessons and curriculum through meaningful remote experiences; provide assurance to remove the achievement gaps; and address the disparities. Plans to address these components are intended to produce on-going learning and improvements for meeting the needs of the student population and families. (pgs. 20-22) 10 pts.

3. The applicant presents a proposed project that demonstrates a rationale based on effective professional development for educators to navigate a hybrid model school year. The proposed plan identifies needs and gaps generated by the COVID-19 closure and addresses them by: creating a new curriculum delivery platform in the current educational setting and by addressing the needs of the targeted population of students both within in-person and remote learning scenarios. The applicant demonstrates the multiple training segments and educational units of the professional development, such as, educational materials/lesson plans; innovative ways to incorporate remote learning and instruction for students; and created designs to make it easier to implement parental facilitation of learning lesson plans with the students. The implementation of these components specifies details for creating a combination of virtual training sessions, self-paced training modules, individual district consultation and virtual office hours, which can result in skillfully implemented remote as well as in-person learning environments. (pgs. 13-15) 3 pts.

4. The applicant references up-to-date research throughout the plan for improving student outcomes. The project design

aligns with the research-based logic model that is founded on high quality instructional materials that are used for effective teacher delivery; teaching grade-level content through real-world tasks, access to AP coursework; mastering 9th grade content with passing grades; effective family engagement; and curriculum-specific professional development. The plan alludes to multiple services and supports that have been proven appropriate and aligns with research and effective practices, such as, focus on meaningful remote learning experiences and transition seamlessly when in-person learning is possible. The applicant clearly specifies elements of the project, which are modeled through the strategies, objectives and performance measures, and will support successful student outcomes. (pgs. 22-27) 5 pts

Weaknesses:

Quality and sufficiency of strategies for ensuring equal access:

No weaknesses noted.

1. No weaknesses noted.
2. No weaknesses noted.
3. The applicant lacks a definitive plan to ensure that students and families have the necessary technology at home to participate in the remote learning program, which is intended to improve student academic outcomes. (pg. 8)
4. No weaknesses noted.

Reader's Score: 33

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 applicant demonstrates the capacity to ensure the delivery of high-quality programs; leverage existing staff; and providing equipment, resources, services, and materials, which are detailed in the project plan and aligns with program objectives, performance indicators, milestones, deliverables, and achieved outcomes. The project plan includes multiple tools that are necessary to execute the program, such as, internal controls; financial oversight; production of quality

program materials; and channels of communication, which gives the applicant checks and balances for effective implementation. The dedicated scheduled meeting times (monthly; quarterly; annually), are described as procedures that allows for data analysis, benchmarks, and milestone progress reporting based on objective outcomes. The reporting generated from this documented input on the program mechanisms, verifies the need to evaluate quality remote learning materials, products, and services for accomplishing project objectives on time and within budget. (pgs. 27-30) 5 pts.

2. The applicant details a management structure to ensure an effective project implementation and includes structural tiers for tracking objectives outcomes. There are collaborative project teams specific to overseeing the program components and providing thorough descriptions of the proposed use of funds. The requested budget-line items are outlined in the narrative and appear appropriate to provide the needed support to schools as well as making sure that the services, resources, and supports lead to documented milestones results and outcomes. (pgs. 29-30) 3 pts.

3. The applicant targets the use of funds to provide high-quality instructional materials for teacher delivery in both remote and in-person learning environments. The project plan includes multiple initiatives to build the infrastructure to ensure that the strategies to be implemented, focus on supporting students to attain academic achievement, support families of the most vulnerable students, and to provide curriculum-specific professional development offerings to teachers. The applicant presents information on the key personnel that includes qualifications, training, and experiences that are needed to ensure that all facets of the program's services, resources, and activities that will be offered to students, parents, and teachers will be properly promoted and successful. The full-time program staff has an array of experience working with similar innovative projects and their qualifications and experiences includes understanding of grant requirements; leadership and educational management; working with school curriculum development to close achievement gaps; and professional development/training. The costs seem reasonable for ensuring effective implementation, management, and support of the proposed project. (pgs. 28-29) 5 pts.

4. The applicant anticipated the proposal will serve about 300,000 students and over 2,000 educators over the three-year grant period. The applicant provides details about engaging the large number of participants in new lessons and curriculum in both remote and classroom environments. The requested funds can ensure on-going learning and improvements for meeting the needs of the target population and families throughout the duration of the grant. The applicant indicates that a significant impact will be reflected by addressing educational disparities for the targeted population of students; commitments to remove the achievement gaps; build a model of innovative schooling that includes remote learning; and improving levels of education, that are impacted by the COVIC-19 crisis. (pgs. 32-33) 10 pts.

Weaknesses:

1. No weaknesses noted.

2. The applicant requests funding for hiring a vendor with an existing curriculum delivery platform; hiring a vendor with deep expertise in adult learning remote learning principles; hiring a vendor to develop and provide families with remote learning platform expertise; hiring a vendor to recruit educators and provide professional learning; partnering with a vendor to create a targeted training program; and identifying a partner to provide coaching services to families. However, it is not clear how the applicant can project the costs of these services without providing some researched potential vendors or partners who can demonstrate that the needed support and resources are available for the targeted teachers, students, and family populations the applicant intends to serve. (budget narrative)

3. No weaknesses noted.

4. No weaknesses noted.

Reader's Score: 23

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