

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

Status: Submitted

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

## Technical Review Coversheet

**Applicant:** Vermont State Agency of Education (S425B200020)

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

	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	17
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	15
<b>Sub Total</b>	80	52
<b>Total</b>	80	52

# Technical Review Form

Panel #10 - FY20 REM - 10: 84.425B

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

Applicant: Vermont State Agency of Education (S425B200020)

## 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:

VT has a SpEd population above the national average and the triple the national average of students with emotional disturbance diagnoses. Educators have much learning to do in the areas of flexible online/blended instruction for them to be “confident and effective” (p. e23).VT has gone from a state with one of the lowest unemployment rates in the country to over 16.5%, greater than the national average of 14.7%. This has caused tremendous pressures on families and children. “Many students were inadequately served during the COVID-19 emergency—we must build a robust and flexible support system for the future” (p. e23).Vermont’s work before and during the pandemic shows the state’s commitment to equity and leadership capacity to drive change. Educator efficacy is a key indicator of effectiveness and it’s a strength they directly recognize the role building confidence plays in growing teachers.

#### Weaknesses:

None 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 point. Special education teachers will be trained in order to increase use of Edmodo to share and tune best Instructional practice (p. e90). Students with disabilities will benefit from having better prepared teachers. The other place traditionally underrepresented are directly addressed, the application states, " Implementing a required new delivery infrastructure will likely call for new special education techniques for learning, providing compensatory services, and effectively engaging with students and families. Specifically, what types of counseling, behavioral management strategies, and/or speech and language services work most effectively in the flexible operating paradigms we will need to pursue post-COVID? Year 2 of the project will focus on indexing best practice occurring in Vermont, across the nation, and globally, as well as creating a Networked Improvement Community (NIC) to work on this issue" (p. e29). Indexing these best practices will provide a strong starting point for addressing needs of most vulnerable students.

5 points. (1) The applicant's holistic approach to serving students to ensure they are physically and emotionally ready to learn is best practice. It's also good VT has LMS platforms that can be expanded to meet learning and instruction needs. The applicant described a detailed project plan that first identifies gaps , identifies resources to address gaps, and creates a professional learning community of service providers to address needs. The project will (1) identify gaps, map resources, and develop a virtual network of service providers and supports to adequately ensure all students are emotionally and physically ready for learning; (2) create accessible, remote-ready, STEM learning opportunities aligned with state-identified growth sectors; and (3) expand recent state investments (VTED Learns/Edmodo and VTVLC, PBS partnership) to scale best practices for remote instruction and improve collective online instructional expertise. A gap analysis approach to making decisions can be very effective.

5 points. (2) Virtual Networked Improvement Communities will be developed to maximize dissemination and use of effective practices.

To accomplish the goals, the applicant proposes to:

1. Conduct a needs assessment to identify equity gaps
2. Identify, pilot and scale solutions to address gaps
3. Scale up and refine best practice of the services and practices identified through the gap analysis study (p. e28)
4. Develop mobile STEM units, distribution and maintenance plans
5. Develop modular, coordinated curriculum for online/hybrid delivery of Advanced Manufacturing Career Pathways and scale state-wide (p. e33)
6. Train educators in flexible instructional techniques and hybrid teaching systems (p. e35).

The open-ended approach to the project via the gap analysis allows some agility within the plan to prioritize needs and make decisions. The process of planning for scale and refinement is important to projects.

4 points. (3) The project description has identified measurable outcomes:

- (1) ensuring at least 60% participation rate (educators, service providers, key stakeholders) statewide and regionally,
- (2) reduction in wait lists for services by at least 20% (end of Year 2); and
- (3) reduced achievement gaps for HMS (end of Year 3) (p. e 28). These three measurables are interdependent and will be helpful in prioritizing gaps to make decisions about future projects and planning Formulating the work of the grant to reach the measurable performance outcomes is likely to result in improved student outcomes.

2 points. (4) The gap analysis and training educators in flexible instructional techniques and hybrid LMSs are grounded in current research and effective practices. There is a national movement to promote career technical education, also a very current issue.

This criterion was thoroughly discussed and my score reflects my professional assessment of this section.

**Weaknesses:**

At the onset of school closures, the state observed that students who had been receiving “intensive face to face support” (SpEd, ELL, behavioral/mental health) were disproportionately affected by the COVID response (p. e29), yet the project appears to be pouring more time and resources into mobile STEM units. The project does not appear to include sufficient focus on strategies for ensuring equal access and treatment students from groups that have traditionally been underrepresented, more specifically students with disabilities. While indexing best practices is a place to start, simply gathering the information will not affect student outcomes. It would be helpful if this piece of the project was intentionally tied into a purposeful plan to integrate findings into professional development or other appropriate applications of how the information could be used to drive student outcomes.

(2) While the project states the move to remote learning disproportionately affected students with disabilities and behavioral/mental health issues, there is little convincing evidence the project will target these professional development needs as the plan for professional development is broad and simply says special education teachers will be in the trainings for Edmodo. In reality, all educators will also need specific training on working remotely with students with disabilities and behavioral/mental health struggles and there needs to be an intentional and clearly stated plan for addressing this most urgent need in VT.

(3) There is little evidence mobile STEM units close achievement gaps and the application did not include any peer-reviewed references pertaining to using mobile STEM units to affect student outcomes.

(4) The mobile STEM units do not appear to be an effective approach to addressing priorities, especially in response to coronavirus and the high rate of special education and students with emotional and mental health needs. The mobile learning units are very small spaces that do not allow for serving a significant number of students, especially when social distancing measures are likely to remain in place for an extended time. They would be able to serve few students for the resources necessary to operate them. According to the mobile unit provider identified in the application, they’ve moved to free online resources at this time. Also, the 3 year goal of having 4 mobile units deployed around state serving 12 sites (p. e88) seems a small reach as evidenced by the 175 teachers that will be trained over three years with a potential reach of 7,000 students (p. e42)

**Reader's Score:** 17

**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:**

5 points. (1) The application includes a work plan with quarterly timeline goals that identifies roles and personnel. The plan shows how the project will work towards the stated goals of conducting a gap analysis study, purchasing mobile STEM units, and creating and providing professional development for teachers to become “agile” in the ways they facilitate learning of students. Quarterly goals are an exceptional way to plan and allows for project managers to identify and address project issues and successes quickly.

3 points. (2) The extent to which the proposed use of funds will adequately support the project goals appears stronger for the gap analysis and mobile units. The study is well designed and should result in valid and reliable data. The mobile units will be designed to reflect VT’s identified target CTE areas which will make them relevant.

2 points. (3) The gap analysis study has the potential to provide reliable and valid data that can drive very focused and prioritized efforts. Such rigorous studies are costly and the budget for the study is reasonable, especially given its potential reach of projects that could be piloted based on the outcomes of the study.

5 points. (4) The plan outlines reach for each goal (p. e 41)

- Goal 1: Approximately 80% of students on IEPs and related services ( $=85900 \text{ total students} \times .16 \text{ IEP/related services} \times .80 = 10,995 \text{ students}$ ).
- Goal 2: Up to 50% of 6th-12th and CTE students ( $= .50 \times 40,064 = 20,032$ ), plus 20% AEL students.
- Goal 3: 175 teachers receive online instructional training  $\times 40 \text{ students/year} = 7,000 \text{ students}$ .

The gap analysis study has the potential to have extensive reach depending on how the outcome pilot activities are designed and implemented. The professional development will have extensive educator reach.

This criterion was thoroughly discussed and my score reflects my professional assessment of this section.

**Weaknesses:**

(2) Hiring of five full time project managers seems excessive given the nature of proposal that includes contracting a significant amount of the work out, conducting a study to drive pilot projects decisions, purchasing mobile STEM units, and providing professional development. There is concern the professional development funding isn’t sufficient, especially given the applicant’s statements regarding the gap in educators’ remote learning instruction and the high number of the students with disabilities and behavioral health diagnoses. This may be an indication the goals are somewhat disjointed and not properly prioritized. The question as to what would happen if the gap analysis study doesn’t support prioritizing the mobile unit piece of the project contributes to the lack of confidence in this project piece.

(3) Goals, narrative and work plan are disconnected from the budget and do not intentionally prioritize students with the greatest needs. Goal 1 is that approximately 80% of students on IEPs and related services are reached through the project (p. e42). Earlier in the application it is stated these students were disproportionately affected when schools were closed, however the budget and plan doesn’t intentionally or purposefully reflect the level funding for the necessary attention, time, resources, and high quality professional development required to equip educators with the skills and tools to best meet these students’ needs.

(4) The reach of teachers trained on the mobile stations is 175 teachers over three years which is limited reach, estimated at 7,000 (p. e42) especially in relation to budgeting and the fact these mobile units will be able to serve a very limited number of students. There is not clear connection outlined in the plan that describes how students with special needs will be reached, prioritized, or served through the plan.

**Reader's Score:** 15

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## Technical Review Coversheet

Applicant: Vermont State Agency of Education (S425B200020)

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	31
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	25
<b>Sub Total</b>	80	76
<b>Total</b>	80	76



# Technical Review Form

Panel #10 - FY20 REM - 10: 84.425B

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

Applicant: Vermont State Agency of Education (S425B200020)

## 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 provided the detailed description demonstrating a high coronavirus burden imposed on the state (p. e22-25). It is stated that "Vermont's travel and tourism dependent revenue stream places it 4th hardest hit by COVID" and "the state is facing a nearly \$344M general funds deficit for FY21-22, due largely to loss of travel and tourism dollars" (p. e22-23). In addition, the applicant described the direct impact on many families across the state due to the pandemic, "Vermont moved from having one of the lowest unemployment rates in the nation (2.3% in April 2019) to 16.5% at peak caseload (mid-April 2020), well above the national average. Unemployment claims rose 1626% from mid-April 2019 to mid-April 2020" (p. e23). Food insecurity has risen 33% due to the pandemic (p. e23).

The applicant reported that Vermont Family Network solicited feedback from the parents indicating systematic gaps in special education (p. e20). In addition, the applicant clearly highlighted the immediate needs that "Vermont's current educators are ill-prepared to deliver instruction remotely or even in a hybrid format. Only 86 Vermont licensed educators currently have the Online Teacher Specialist endorsement" (p.e21). The vast majority of teachers are unlikely to be engaged in supports and training that keep online or hybrid instructional practice current. The descriptions are detailed and thorough supported with data and evidence.

#### 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:**

1 point

Ensure equal access:

The applicant stated to ensure that all students including rural students and students with special needs, regardless of address, would learn to discover, appreciate and excel in the innovative STEM learning opportunities (p. e31) through mobile STEM units distribution.

10 points

1) The applicant provided a well-thought logic model (p. e86-93) outlining the objectives aligned to the goals, strategies proposed. The applicant included three goals proposing that all students are ready to learn, all students have equitable access to high-quality, innovative learning opportunities, and all students benefit from sustained, high-quality remote and hybrid instruction (p. e19). The applicant proposed to extend the state's ongoing collaboration with Department of Mental Health focusing on embedding school-based mental health clinicians in schools (p. e26). The applicant plans to develop, map, and scale a statewide, virtual cooperative infrastructure of service providers to provide support to the school communities. The approach is ambitious that can be scaled up and disseminated. The applicant proposed to provide mobile STEM resources that can be accessed both in and out of school engaging learners in meaningful remote learning, which is innovative because it addresses existing challenges to find space for housing pre-teach/STEM equipment (p. e31). In addition, the applicant proposed to facilitate online/hybrid instructional training opportunities for core educators, which demonstrates current and effective practices (p. e34).

10 points

2) The applicant convincingly stressed the necessity to conduct a multi-method needs assessment to reveal geographic patterns where schools are struggling to develop or maintain capacity for mental health counseling (p. e26), so that the applicant can develop remote/hybrid network of service providers to meet the identified model and scale up the practices across the state (p. e19). The recent state student performance scores reflected student underperformance in math and science as identified weaknesses, the applicant proposed to create STEM learning pathways between middle/high schools and CTE to make math and science more engaging and improve performance, so that students are prepared for the state's critical manufacturing industry to rebound after the COVID -19 (p. e30). To address the gap of insufficient number of certified teachers to teach online and hybrid format, the applicant proposed to focus on facilitating online/hybrid instructional training opportunities for teachers throughout the state (p. e34).

The applicant clearly identified specific gaps and proposed strategies and plans to address the gaps responding to the needs of students.

5 points

3) The proposed project contains remote learning options as a part of its design. For example, the applicant proposed to develop remote/hybrid network of services providers to meet the mental and health needs of the students (p. e19). The applicant proposed to develop module, coordinated curriculum for online/hybrid delivery of Advanced Manufacturing Career Pathways (p. e32). The applicant proposed to provide teachers with online and hybrid training opportunities (p. e34). The applicant demonstrated and provided strong evidence that all of the approaches provide access to remote learning options. The sufficient descriptions of strategies proposed would likely lead to improvements in student outcomes.

5 points

4) The applicant stressed that its vision to provide mobile digital technology is based on the successful model implemented in Texas, which reflects effective practice (p. e32). The applicant proposed to offer online trainings to teachers focusing on using best instructional practices, that reflects up-to-date knowledge and effective practice.

**Weaknesses:**

Ensure equal access:

Though the applicant committed to provide access to all students in STEM experience, there is no information provided to describe the strategies.

1) No weaknesses noted.

2) No weaknesses noted.

3) No weaknesses noted.

4) No weaknesses noted.

**Reader's Score: 31**

**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:**

5 points

1) The applicant provided a well-thought logic model (p. e86-93) outlining the objectives aligned to the goals, strategies proposed including activities and person involved, and desired short-, intermediate-, and long-term outcomes. The applicant provided a detailed management plan outlining the roles and responsibilities of key personnel including work contractors (p.e37). It is exceptional that the applicant plans to contract external evaluator to monitor and evaluate the progress of the project including qualitative and quantitative data collection and analysis (p. e37). The incremental timeline is evident identifying milestones for accomplishing tasks proposed for each quarter in each of the three years. Based on the above evidenced, the management plan is adequate to carry out the proposed project.

5 points

2) The budget narrative provided detailed projection for each item using the standard budget proposal format. It is clear and adequate to support the proposed project (p. e113-116)

5 points

3) The budget narrative provided sufficient descriptions for each itemized category clearly aligned to the activities under each goal proposed (p. e113-116). For example, "Funds requested to reimburse mileage for all participants in the Needs Assessment (Year 1) ..." (p. e114). This example serves as an evidence that the applicant provided sufficient description for each itemized category aligned with the activity under each objective.

10 points

4) The applicant provided sufficient evidence to describe the impact of project that would benefit approximately 80% of students on IEPs, 50% of CTE students and 20% (Adult Education and Literacy) AEL students, and 7,000 students educated by 175 teachers having received online instructional training (p. e41). The costs are reasonable for the impact described above.

**Weaknesses:**

- 1) No weaknesses noted.
- 2) No weaknesses noted.
- 3) No weaknesses noted.
- 4) No weaknesses noted.

**Reader's Score:**     **25**

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

Status: Submitted

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

## Technical Review Coversheet

Applicant: Vermont State Agency of Education (S425B200020)

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	31
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	25
<b>Sub Total</b>	80	76
<b>Total</b>	80	76

# Technical Review Form

Panel #10 - FY20 REM - 10: 84.425B

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

Applicant: Vermont State Agency of Education (S425B200020)

## 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:

2.The application sufficiently addresses a high coronavirus burden and clearly describes information factors as well as measurable and observable indicators of change that are both qualitative (e.g., changes in health, how lives were changed) and quantitative (e.g., Due to COVID, on June 23 businesses were only at 25% customer capacity; and Vermont was hardest hit by COVID. Additionally, unemployment rate went from 2.3% to 16.5% and food insecurity has risen 33% due to COVID-19. Recent data also indicate an alarming rise in overdose deaths linked with the onset of COVID-19 as well as additional educational challenges. Because of the virus, statewide school closures and remote learning was mandated. Additionally, several needs were identified such as, sufficient internet in terms of both availability and quality; teacher readiness for remote learning; student readiness for remote learning; and quality content and lessons aligned to state academic standards. e4

#### Weaknesses:

None 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:**

The application noted that girls, rural students and students with special needs do not get enough access and exposure to STEM coursework. The application stated that Vermont must ensure that all students, regardless of address, learn to discover, appreciate and excel in STEM experiences of some form. e31

1.The applicant has clearly described an exceptional approach to absolute priority being addressed and includes a detailed project plan for addressing the absolute priority. They will develop or expand high-quality course-access programs and initiate services such as, monitoring course participation; conducting comprehensive needs assessment (NA) to ascertain gaps; developing, mapping, and scaling a statewide, virtual cooperative infrastructure of service providers to provide school communities with flexible delivery support; offering an online learning environment, and offering teacher training to increase student access to STEM programming and technology. These services are appropriate as they will allow access to technology for all students especially those in remote communities. e87

Technology gaps within the target area have been clearly identified. They have noted weaknesses in services and infrastructure including LEA challenges to find space for housing pre-tech/STEM equipment, lack of student access to broadband, connectivity and geographic challenges related to rurality, and disparities in teacher facility with remote instructional delivery. To address this, they will outfit the mobile labs and include a mobile digital technology and fabrication lending library housed within portable platforms that can be shared across the state. In addition, curricular materials will be provided to accompany local use of the mobile STEM units.

Likewise, to address the lack of broadband access, they will utilize a contractor to create and pilot test the mobile units, followed by a pilot launch of 1-2 sites expanding to 4 pilot sites by the end of Year 1. e31

3. The application has provided clear information regarding the likelihood that their initiatives could expand access to remote learning options and lead to improvements in student outcomes. For example, the application addresses the likelihood that services such as, Career Pathway Curriculum implementation for grades 6-12 will drive lesson plans; expand access to remote learning options; and lead to improvements in student learning. The proposed project is designed to develop and implement systemic initiatives to enhance skills, strategies and knowledge of families including the use of technology tools needed to effectively communicate and meet the educational needs of their school-age children through increased access to high-quality remote learning. Additionally, the project provides professional development (PD) to enhance the competencies of school personnel; and provide practice and real-time modeling and observation. Their Pathway Curriculum and Professional Development training will provide online instruction by quality teachers to ensure efficient distance learning for students, which will undoubtedly assist students with educational gaps. e27

4.The applicant has clearly addressed how their choice of services reflects up-to-date knowledge, such as, Moon, U. J., & Bouchey, H. A. (2019). Effects of perceived parents' and teachers' values and beliefs on rural adolescents' college plans. Social Science Journal, 56 (4), 458-469 and includes appropriate references. Strategies are adequate to the goals, objectives, and outcomes of the proposed project. Specific services will include Equitable Access to Innovative STEM Learning; cataloguing services deployed during and after the COVID-19 crisis; and scaling up and refining best practice to address the specific educational needs of their States, as related to remote learning. Their design meets this criterion as

they offer instructional training certification for educators in remote learning, and varying instructional designs to address diverse learning styles as well as increase digital resources. e26 12

**Weaknesses:**

The applicant has not identified a clear plan to provide equal access and treatment for participants. Purposeful outreach efforts to assure that members of all groups are encouraged to participate in the proposed projects such as, high-quality remote learning are not addressed. It is unclear if the application will ensure 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. (No page found.)

1. None noted.

2. None noted.

3. None noted.

4. None noted.

**Reader's Score: 31**

**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 has provided clear information needed in order to effectively assess the efficiency of their management plan. Details regarding milestones and specific responsibilities on the timeline for actions necessary to carry out and support the implementation and evaluation plan; and strategies to achieve the objectives within budget on time are documented. The applicant clearly documents committed staff responsibilities that are linked to specific times and project milestones. Project Director has a (Ph.D.) will oversee Data Analysis and Research unit. Project Coordinators will be responsible for managing and implementing core activities of the project, working closely with the field, contractors, external evaluator, and other AOE staff. External evaluator will assess parent satisfaction with the State's grant-related remote learning offerings; and the number and different types of new remote learning options that are provided. This plan



will allow the project to stay on task and ultimately accomplish its goals and objectives. e34

2.The application proposes a complete budget that is sufficient to support the activities of the project. Proposed expenditures are outlined in areas of personnel, fringe benefits, contractual, and supplies. Costs are related to the objectives of the project are clearly demonstrated by the applicant. e114

3.Their budget clearly links the proposed expenditures to the proposed objectives, design, activities and significance of the proposed project. The budget addresses the needs and objectives of the project, and is sufficient to support project activities. A budget narrative is included and shows reasonable costs in relation to services proposed such as training, participant transportation and costs for staff. e6

4.The application has provided clear information regarding costs in relation to the number of persons to be served, objectives, implementation plan, and to the anticipated results and benefits. (10,995) students are on IEPs and related services; 20,032 plus are in 6-12th grade; 175 teachers and 7,000 students receive online training. e41

**Weaknesses:**

1. None noted.

2. None noted.

3. None noted.

4. None noted.

**Reader's Score:** 25

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**Status:** Submitted

**Last Updated:** 07/20/2020 12:56 PM