

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

Status: Submitted

Last Updated: 07/10/2020 10:37 PM

## Technical Review Coversheet

**Applicant:** Missouri Department of Elementary and Secondary Education (S425B200023)

**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	12
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	12
<b>Sub Total</b>	80	44
<b>Total</b>	80	44

# Technical Review Form

Panel #8 - FY20 REM - 8: 84.425B

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

Applicant: Missouri Department of Elementary and Secondary Education (S425B200023)

## 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 addresses a high coronavirus burden and describes disparities within their target area. They have noted that over 900,000 students' education was interrupted due to the virus. Likewise, the interruption highlighted that there is a need for high quality technology devices and internet access within varying school districts especially in remote areas. Also, educators need additional skills to develop high quality lessons virtually. Moreover, according to a survey, after COVID-19, it was found that 23% of students could not participate in virtual learning at home and 65% of educators reported that they need professional development related to remote learning. Pages 21-24

#### 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. The applicant has described some approaches used to address the priorities for this competition. They will provide curriculum training for teachers with regards to remote learning which includes learning coaches who will lead the development of remote learning strategies. Also, they will allow accessibility to learning, through the availability of internet for students throughout their LEA's. Professional development services will be available which be inclusive of educators learning to build virtual libraries that can be utilized by students. Pages 19-21
2. The magnitude of gaps have been identified in some areas. For example, a needs survey demonstrated that affordability issues were the most common reason why students lacked access to the internet. Other reasons included the limited cell coverage in the area where they live, the lack of access to Wi-Fi in their area, and the absence of devices with Wi-Fi capability. Page 23
3. The applicant has provided some information regarding the likelihood that their initiatives could expand access to remote learning options and lead to improvements in student outcomes. For example, efforts will include increasing access to the internet to students to increase remote learning. This could support instruction that could benefit students who need to partake in remote learning.
4. The applicant has provided some information regarding how practices reflect knowledge from research. For example, they have noted that instructional resources and materials will be developed from educational research. Page 19

### Weaknesses:

The applicant has not clearly described 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.

1. The applicant has not clearly described their virtual libraries or specific professional development initiatives that are inclusive of specific skill development or outcomes that are expected. Likewise, methods for providing internet access to students have not been provided. This information is needed in order to determine whether or not strategies are an exceptional approach to the priority listed. Page 19
2. The applicant has not provided complete information regarding the magnitude of gaps identified due to the coronavirus. For example, an estimation of the number of educators that need additional professional development would demonstrate the potential impact of their offerings. Page 19
3. Clear processes and procedures regarding how educators will provide acceptable instructional material that will successfully facilitate improvements in student outcomes have not been clearly described. For example, the applicant has not explained their instructional strategies especially with regards to inquiry-based instruction or work-based learning. Also, they have not described how they will provide services to students other than Career and Technical Education educators and high school students as 5% of grant funds will be dedicated to other grade levels. Pages 16, 19
4. The applicant has not clearly addressed how their choice of services reflects up-to-date knowledge. They have not provided references that would substantiate the appropriateness of their strategies. Likewise, they have not adequately addressed the evidence base or the proven effectiveness of virtual libraries which would further validate how services would meet the needs of the students. Page 19

**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 some information regarding their management plan. For example, they have noted that a dedicated director position at the Department of Elementary and Secondary Education (DESE) will provide guidance and oversight of the grant including reporting and budgetary components, final selection and dissemination of the library resources, and the promotion of the resource library. The remote learning resource librarian at the university will manage the resource library, vet the resources with the staff, and provide technical assistance as needed. Also, staff will assist with the vetting of the resources for the library and develop and provide trainings for teachers across the state. Page 13
2. The application proposes a budget that includes costs for personnel [REDACTED] fringe [REDACTED] as well as travel (\$40,500). Cost estimates are for all 3 years of the grant period. Page 89
3. The applicant has provided some information regarding how costs are reasonable in relation to the design of the project. For example, they have noted that for all three years of the grant, DESE will provide an ESF-REM director to provide oversight of the grant and to continue planning for expansion of the grant. This cost is approximately [REDACTED]. Page 88
4. The applicant has provided some information regarding the reasonableness of costs per persons served. They have noted that they will train a total of 405 teachers annually. Page 87

**Weaknesses:**

1. The applicant has not provided adequate management plans. They have not clearly described staff responsibilities that are linked to specific times and project milestones. This is needed to ensure that activities will be implemented on time and within budget. Details regarding specific programmatic activities that include project milestones that clearly correlate with a timeline would support appropriate implementation and evaluation which is needed to effectively manage the project.
2. The applicant has not provided an adequate budget narrative that specifically outlines costs for each contracted trainer, specific supplies etc. Likewise, there are no descriptions of time dedicated to the project for the trainers. Therefore, it is indeterminable if costs are adequate for each position or will be appropriate to support the project. 88-89
3. The applicant has not adequately demonstrated how their budget is appropriate to the objectives of their project. For example, they have requested funding for their project director as well as contractors, however a resume or minimum job

requirements have not been offered for these positions. Therefore, it is indeterminable if the amount requested is suitable for each position. 88-89

4.The applicants have not provided clear information regarding how costs are reasonable in relation to the number of persons to be served. They have not provided a clear estimate of the number of students that they plan to provide services to therefore the appropriateness of costs are indeterminable. 87

**Reader's Score:** 12

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Status: Submitted

Last Updated: 07/10/2020 11:04 PM

## Technical Review Coversheet

**Applicant:** Missouri Department of Elementary and Secondary Education (S425B200023)

**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	12
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	13
<b>Sub Total</b>	80	45
<b>Total</b>	80	45

# Technical Review Form

Panel #8 - FY20 REM - 8: 84.425B

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

Applicant: Missouri Department of Elementary and Secondary Education (S425B200023)

## 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 applicant identifies the economic impact of the coronavirus on the state. Unemployment in the state is nearly 10 percent, with over 440,000 residents seeking unemployment benefits since the beginning of the pandemic (p. e27).

The applicant also identifies the impact on students of not being in school due to the pandemic. One study suggests that students will return to school with only 70 percent of the learning gains relative to a typical school year (p. e28). The applicant also states that the impact on students enrolled in CTE courses during the pandemic will also be severe, as students did not have the chance to practice the skills taught (p. e.28). The applicant highlights the impact on students in CTE programs that center around careers in IT, health care, and manufacturing -- which is the focus of the proposal (p. e29). This supports Application Requirement 3 that COVID-19 has had a significant impact on students, parents, and schools in the state.

#### 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) The applicant proposes some approaches to address the priorities for this grant competition. This includes developing a remote learning resource library for Career and Technical Education (CTE) instructors. The library will have resources and personnel available for CTE teachers in the state. Grant funding will assist in providing instructional coaches who will train CTE instructors on remote educational strategies (pp. e18-19).

(2) The applicant identifies some gaps due to the impact of the coronavirus pandemic, specifically on CTE students in the state (p. e30). For example, students who plan to go directly into the workforce after high school count on earning Industry Recognized Credentials. Due to the pandemic, the administration of IRC assessments was down between 70-75 percent this year (p. e30).

(3) The applicant proposes to develop a remote learning resource library for CTE instructors. The library (pp. e18-19). Professional development opportunities and coaching contacts will be provided through the nine Regional Professional Development Centers located across the state (p. e19). This could be an effective way expand access to remote learning options.

**Weaknesses:**

It is unclear from the proposal how the applicant plans to 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. There appear to be no clear strategies to do so.

(1) The applicant provides a broad outline of but not a detailed plan for how the proposal would create, develop, implement, replicate, or take to scale field-initiated educational models for remote learning. The applicant does not provide details on how the proposal would provide 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.

(2) The applicant does not comprehensively state how the proposal will address specific gaps or weaknesses in services, infrastructure, or opportunities have been identified.

(3) The applicant identifies how teachers will be trained across the state through the RPDCs but does not make a clear connection with how this will lead to an improvement in student outcomes.

(4) The applicant has not identified how the services provided reflect up-to-date knowledge from research and effective practice.

**Reader's Score: 12**

**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 provides some details about a management plan. For example, they propose that a director within the Department of Elementary and Secondary Education will oversee the grant for all three years. This person will also plan for the expansion of the grant (p. e88).
- (2) The applicant clearly lists some funds needed to support the proposed project for all three years of the grant (p. e89). Except for information given about the contracted trainers, these costs seem reasonable in relation to the objectives, design, and potential significance of the proposed project.
- (3) The applicant identifies how some costs are reasonable to meet the needs of the project, including funding needed for the program director's salary and benefits, the costs associated with setting up and maintaining the remote learning storage center, the cost for the remote learning assistance librarian, and amounts needed for teacher training (p. e88).
- (4) The applicant identifies the costs associated with the program, as well as the number of instructors to be trained yearly (pp. e87-89).

**Weaknesses:**

- (1) The applicant does not supply clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. There are no details about what staff would be responsible for meeting target dates and milestones.
- (2) The applicant does not provide a budget narrative that lists specific costs for the contracted trainers. There are also no details regarding the roles and duties of the contracted trainers, therefore making it impossible to determine if the amount requested is appropriate for each position (p. e88-89).
- (3) While the applicant does provide funding information for the project director and contracted trainers, there are no minimum job qualifications listed for these positions. It is difficult to determine if the amount requested is appropriate for each position (p. e88-89).
- (4) The applicant does not provide information about the costs of the proposal in relation to the number of persons to be served and the anticipated results and benefits for students. There is no estimate given for the number of students that might be served.

**Reader's Score:** 13

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**Status:** Submitted  
**Last Updated:** 07/10/2020 11:04 PM



Status: Submitted

Last Updated: 07/11/2020 05:33 PM

## Technical Review Coversheet

**Applicant:** Missouri Department of Elementary and Secondary Education (S425B200023)

**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	10
<b>Quality of Management Plan / Adequacy of Resources</b>		
1. Management Plan/Resources	25	17
<b>Sub Total</b>	80	47
<b>Total</b>	80	47

# Technical Review Form

Panel #8 - FY20 REM - 8: 84.425B

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

Applicant: Missouri Department of Elementary and Secondary Education (S425B200023)

## Questions

### Selection Criteria - Highest Coronavirus Burden

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

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

#### Strengths:

The application includes specific evidence of the economic impact in Missouri, both at a statewide level as well as in rural areas, including evidence of unemployment and barriers to internet access (pages 24-28). The application also demonstrates that almost 1 millions students had their education disrupted by the coronavirus and there is a need for better technology access and remote instruction in many districts. This evidence is generally supportive of a high coronavirus burden.

#### Weaknesses:

Reader's Score: 20

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

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

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

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

In addition, the Secretary considers--

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

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

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

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

**Strengths:**

## Criteria 2

The application clearly articulates the role of career and technical education in Missouri's education system and identifies how the coronavirus pandemic has interrupted and threatens to continue interrupting the education and credentialing process for students pursuing CTE coursework in Missouri (pages 17-20, pages 29-39).

The applicant identifies the specific challenges with technology fluency and online instruction skills that make it difficult for CTE instructors to deliver effective online instruction (pages 17-20, pages 29-39). This evidence is supportive of the idea that the specific activities proposed by the project will address the particular challenges associated with the interruption of the education and credentialing process for students pursuing CTE coursework in Missouri (pages 17-20, pages 29-39). The applicant has explained how and why they will provide training for teachers on remote learning strategies.

**Weaknesses:**

## Criteria 0

Based on the written application, the applicant's plan does not appear to be specifically targeted to the needs of groups traditionally underrepresented or otherwise disadvantaged (pages 17-20, pages 29-30). Given the absence of this evidence, the application does not appear to satisfy that component of Criteria B.

## Criteria 1

Based on the written application, it is not clear that the applicant's proposed project will satisfy the stated purposes of the absolute priority (pages 17-20, pages 29-39). The applicant does not provide sufficient detail regarding the online libraries and specific professional development initiatives. Likewise, methods for providing internet access to students have not been provided. The applicant's proposed project may satisfy the identified challenges regarding career and technical education but is not a novel or incisive response to the challenges of remote learning.

## Criteria 3

Based on the written application, it is not clear that the applicant's narrow focus on career and technical will lead to improvements in student outcomes (pages 17-20, pages 29-39). The application does not include specific evidence that the proposed project will boost student outcomes.

## Criteria 4

The application does not provide evidence that the services to be provided are based on up-to-date knowledge from research and effective practices (pages 17-20, pages 29-39). Therefore, the application cannot satisfy that component of Criteria B.

**Reader's Score: 10**

**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:**

Criteria 2

The proposed budget appears to include expenditures appropriate to the completion of the project with clear identified costs for staffing and non-staffing expenses (pages 86-89).

Criteria 3

Based on review of the application and its included budget, the proposed costs appear to be reasonable in relation to the objectives, design, and potential significance of the proposed project (pages 86-89). For example, the applicant has noted that they will spend under [REDACTED] for a project director.

Criteria 4

The total funding requested by the applicant is modest relative to the grant requirements and appears to be moderate relative to the potential scale of the student population that could be reached based on the number of potentially participating teachers (pages 86-89). This suggests that the costs are reasonable relative to the number of persons to be served and potentially relative to the anticipated results and benefits.

**Weaknesses:**

Criteria 1

The application does not include an adequately detailed management plan with clearly defined responsibilities, timelines, and milestones. For this reason, it is difficult to determine whether the proposed staffing, plan, and budget are sufficient to achieve the proposed project and reasonableness of the project in relation to the objectives, design, and potential significance

Criteria 4

While the budget may be suitable relative to the potential impact of the project, the application itself does not provide specific evidence of this because it does not give adequate information regarding the number of students to be reached. This shortfall makes it impossible to give full credit for item four of this criterion.

**Reader's Score:** 17

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