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

# Technical Review Coversheet

**Applicant:**       Louisiana Department of Education (S425B200042)
**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 | 23 |
| **Sub Total** | 80 | 71 |
| **Total** | 80 | 71 |

# Technical Review Form

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

**Applicant:**   Louisiana Department of Education (S425B200042)

**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 some substantial statistics and data on the impact of the Covid virus on child-care settings in the state.  This data directly impacts the population of children this award proposes to address. (pg. 24)
- The applicant provides additional data reflecting the high rate of childcare centers closed as a result of the virus. This directly impacts the children losing access to that care and education reflecting the additional burden the virus places on this population.
- The applicant identifies the impact of the Covid virus on the population of families that are Black, which they as identify as reflecting 55% of the state's virus deaths.  (pg. 24)
- The application provides information on the high unemployment rates that have resulted from the Covid virus impacting the underreported population for this priority.
- The applicant highlights that the families and children most likely to be impacted by the virus are essential workers.  These essential workers are those highly likely to rely on access to childcare for their children, which creates an added burden reflecting the need for this project.
- The applicant proposes to expand access to child-care through enhanced subsidy supports and relief grants. (pgs. 26-27)

   **Weaknesses:**

- The applicant cites the population of students as Black (44%) on page 24.  However, the applicant does not provide
   data or evidence that links ethnicity (being Black) with poor school performance as a result of Covid.  The lack of evidence linking the two elements suggests ethnicity implies poor performance/achievement.  While there may be a link, the applicant fails to provide data to support this link.

**Reader's Score:**    **18**

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

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

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

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

   **In addition, the Secretary considers--**

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

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

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

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

   **Strengths:**

   - B1: The applicant proposes to provide substantial support to the childcare community, reflecting a strong, exceptional approach to address this priority.
   - B2: Addressing the elements of childcare and supporting that component of instructional support during the early years reflects the project's identification of and support for meeting a specific need and gap in the state.
   - B1: The applicant proposes to ensure registration for the micro-grant program is available for parents who may struggle with literacy, reflecting an exceptional approach. Often parents with low literacy skills find registration for programs challenging.  This project proposes to implement a strong approach reaching out to this particular group of families. (pg. 29)
   - B2 and B4: The applicant proposes to provide a live tutoring option as an instructional strategy, reflecting an exceptional approach.  Having available expert tutoring greatly enhances the project's efforts to support potential gaps and reflects the project's attention to an effective practice. (pg. 29)
   - B2: The applicant proposes to provide electronic devices to students not able to access this equipment through their local educational agency (LEA).  This added component to the project suggests attention is being given to addressing specific gaps in service and state infrastructure. (pg. 30)
   - B3: The combination of elements addressing reaching out to families with low literacy levels, provision of devices, and continuum of supports reflects the program's attempts to address the issues of expanding remote learning services to a broader population of children and families.
   - B4: The applicant proposes to have a rolling Request for Application (RFA) process allowing for continuously approving and adding vendors to the portal available to families, reflecting recognition that additional effective practice support can be identified and made available to children and families.   (pg. 30)
   - B2 and B4:The applicant proposes to have a continuum of instructional service supports available (online vendors, tutoring, and community supports), which: 1) reflects a unique approach; 2) provides unique strategies for meeting gaps; and 3) reflects an understanding around the application of research and effective practice. (pgs. 30-31)
   - B2: There is a continuum of eligibility criteria for the children and families participating in the program (struggling schools, community need).  This will allow the program to, on an ongoing basis, address any gaps or weaknesses that may surface across the life of this project. (pg. 33)
   - B2; The applicant proposes to engage parents on an ongoing basis to provide input on their satisfaction with

vendors and the extent to which parents find the vendors' programs, along with other supports, helpful.  This reflects the project's intention to continuously address specific weaknesses in services and opportunities for services.  (pg. 35)
- B4:  Supporting early education, providing supports for families with low literacy levels, and making available "live" tutoring reflects the applicant's attention to the elements of using research and effective practice in the project's design.

**Weaknesses:**

- B0: There was no discussion about the universal accessibility of vendor instructional materials for children with disabilities except for what was mentioned on page e11, which appears to speak to state developed curricular strategies.   It is unclear from the application if this expectation will be applied to those programs produced and made available by vendors. This lack of clarity makes it difficult to determine if the applicant will be able to ensure equal access to all children with disabilities potentially impacted by the virus and who will participate in this project's activities.  (pg. 32)
- B1: no weaknesses.
- B0: There is insufficient narrative devoted to the recruitment of the most vulnerable populations.  The specific populations are identified however it is not clear how they will be recruited to ensure they will have the first option for engagement and enrollment. This lack of clarity impacts a determination if all respective groups will have equal access and those individuals needing services will be able to access them.  (pg. 33)
- B2: The applicant cites students retaining 70% of typical reading learning gains and less than 50% of usual learning gains in math. The applicant mentions both content areas as gaps early in the application leading to the impression that both content areas will be addressed in the project.  However, the application project design appears to only addresses literacy as a focus of the instructional materials.  Math is not mentioned as a target for instructional support in the application. If math is a weakness, it would seem this would be a target for online instructional support, which it is not.  Subsequently not all gaps identified by the applicant are addressed in this application.  (page 27)
- B3: no weaknesses.
- B4: no weaknesses.

**Reader's Score:      30**

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

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

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

**(1)  The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.  (up to 5 points)**

**(2)  The extent to which the proposed use of funds will adequately support the proposed project.  (up to 5 points)**

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

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

**Strengths:**

- C1: The project proposes to integrate the project work into existing state systems to ensure sustainability. This reflects a strong management plan. (pg. 49)
- C1: The project proposes to use a parent satisfaction survey process as an integral element in the system's ongoing continuous improvement process. This reflects the project's focus on accountability and the adequacy of the plan to achieve its objectives. (pg. 55)
- C3: The budget for devices and hotspots for connection at $470 appears to be acceptable, reflecting reasonable costs for the project objectives. (pg. 99)
- C1: The applicant states, "projects engage parents in the design, evaluation and improvement of the program". This reflects the project's focus on engaging families, which enhances the likelihood of achieving the objectives set out in the proposal. (pg. 41)
- The project clearly lists team members and their respective responsibilities.
- C2: The proposed use of the funds (80% directly to students) will adequately support the proposed project.
- C4: The prioritization process proposed for the students targeted for recruitment and enrollment reflects the project's proposal for costs that are appropriate and reasonable in relation to the number of persons to be served.
- C3: The costs outlined in the proposal reflect a project that has allocated funds that are reasonable to the design and potential significance of the application.

**Weaknesses:**

- C1: On pages 45-46, the personnel section does not address the inclusion of personnel with a background in technology, family engagement or special education. However, there is mention of employing someone to be determined to oversee the instructional technology component of the initiative. Given the strong foundation on technology, working with families and the likely potential to address the needs of children with disabilities, there are gaps in the management plan around defining clear responsibilities for personnel.
- C4: The cost for microgrants is proposed to be ▮▮▮▮▮▮ for year one. Considering an average of impacting 80,000 students, this reflects microgrants of approximately ▮▮ per student. This amount seems very low for a full year's access to a vendor's online program. (pg. 99)
- C1: The applicant says on pages 42 and 43 that high quality early education programs support early learning success, and this is proven by research. However, there is no evidence that online early education programs provide similar high-quality instruction and supports. The comparison between the research components of high-quality early education and online learning is not supported. Strengthening the program through the assurance of high-quality online experiences will enhance the chances the project will achieve its objectives.
- C2: No weaknesses.
- C3: No weaknesses.

**Reader's Score:** 23

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

# Technical Review Coversheet

**Applicant:** Louisiana Department of Education (S425B200042)
**Reader #2:** \*\*\*\*\*\*\*\*\*\*

|  | | Points Possible | Points Scored |
|---|---|---|---|
| **Questions** | | | |
| **Selection Criteria** | | | |
| **Highest Coronavirus Burden** | | | |
| **1.** Coronavirus Burden | | 20 | 20 |
| **Quality of Project Services and Project Plan** | | | |
| **1.** Project Services/Plan | | 35 | 35 |
| **Quality of Management Plan / Adequacy of Resources** | | | |
| **1.** Management Plan/Resources | | 25 | 23 |
| | **Sub Total** | 80 | 78 |
| | **Total** | 80 | 78 |

# Technical Review Form

**Panel #1 - FY20 REM - 1: 84.425B**

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

**Applicant:**    Louisiana Department of Education (S425B200042)

**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 information about the coronavirus burden in Louisiana as being extremely high.
•         Page 22, 24 – In addition to the coronavirus burden factors that are considered in A1, the state has provided the following indications below.
o         As of June 21, total COVID-related deaths are 3,039 and the rate of COVID-related deaths in the state is 65 per 100,000, compared with 35 nationwide.
o         The state lost 273,000 jobs and the unemployment rate has surpassed levels from the Great Recession and Hurricane Katrina. The unemployment rate is 14.5%, which is its highest rate since 1994.
o         Black students constitute 44% of public school students and 55% of the state's COVID-related deaths are Black Louisianans.
o         Black workers in Louisiana are more likely to be essential workers and less likely to be able to work from home.
o         1,024 early learning centers statewide – 64% of all centers impacting 14,600 children- have closed and 30% of the closures are expected to be permanent.
o         Black and Latino families are less likely to have tech devices which resulted in creating more COVID slide during Spring 2020 school closures.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:      20**

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

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

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

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

**In addition, the Secretary considers--**

**(1)  The extent to which the proposed project is an exceptional approach to absolute priority**

**being addressed and includes a detailed project plan for addressing the absolute priority. (up to 10 points)**

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

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

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

**Strengths:**

•        For criterion B0 - The applicant's strategies ensure equal access to all traditionally underrepresented groups.

o        Page 33 - The program will prioritize three priority areas which include more than 50% of the students from struggling schools, districts with community eligibility provision, and early care and education providers with unsatisfactory evaluations.

o        Page 33 - The priority students will receive the 86% of all microgrant funding.

o        Page 59 – In addition to nondiscrimination policies of hiring and admissions, the applicant acknowledges that students, families, or staff may face some barriers listed below.

Low-income students might lack familiarity with the format and requirements of online learning. Therefore, providers will offer help desks, guidance documents and easy to navigate websites.

Parents with English Language Learner needs may struggle with the set up and implementation. Therefore, providers will make parent materials available in Spanish and Vietnamese.

Students with visual or other impairments may have difficulty using online materials. Providers will utilize accessibility principles and comply with accessibility standards.

•        For criterion B1 - The proposed project demonstrates a comprehensive plan to meet the educational needs of the students in early grades. The plan includes five strategies as outlined below:

o        Page 28 - Online portal will be created for families to use microgrants to pay for devices, internet access, remote learning resources or live tutors.

o        Page 30 - Rigorous outreach and vetting process will be implemented for choosing the vendors.

o        Page 32 - Most disadvantaged students will have a priority to access the portal.

o        Page 34 - Providers will work closely with LEAs to support continuity of student learning.

o        Page 35 - Parent Advisory Group will be created to continuously improve remote learning.

•        For criterion B2 - The applicant clearly specified the gaps, weaknesses, and opportunities and described how the project will address those needs.

o        Page 37,38– Students lost months of instruction due to closure of schools and early learning centers and could lose further instruction if the schools stay closed this fall. The program intends to provide additional instruction via remote learning to close the gap that occurred during Spring 2020.

o        Page 38,39 – The state has huge digital divides: nearly one third of students (mostly student of colors and low-income families) do not have tech devices or internet access. 40% of microgrant funds are dedicated for tech devices and hot spots for 12,000 families.

o        Page 39 – Families lack access to quality remote learning resources. The program aims to offer at least 3 high quality resources in Year 1, increasing to 7 by Year 3.

o        Page 39,40 – Students who enter school behind usually remain behind. The project prioritizes resources and services for students who need it the most.

o        Page 40,41 – Schools, teachers, and parents need more support to help students succeed in remote learning. The project requires providers to communicate frequently with local educational agencies (LEAs), teachers, and parents.

•        For criterion B3 - The proposed project will definitely expand access to remote learning options and lead to improvements in student outcomes.

o        Page 16 - The program will provide remote learning access to 250,000 students over three years.

o        Page 16 – The program will provide tech devices or hot spots to 12,000 families.

o        Page 16 – The program targets a significant increase in the language and literacy achievement by 18% in Kindergarten and 12% in Grade 3.

• For criterion B4  - Page 21-44 – The application has numerous and meaningful citations and references to different studies which supports the objectives and reflects up-to-date knowledge and effective practice.


**Weaknesses:**

No weaknesses noted.


**Reader's Score:**     35



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

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

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

    **(1)  The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.  (up to 5 points)**

    **(2)  The extent to which the proposed use of funds will adequately support the proposed project.  (up to 5 points)**

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

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


    **Strengths:**

•     For criterion C1 - The application presents an adequate management plan to achieve the proposed project successfully.

o     Page 36 – The program will be implemented and monitored by a project director and highly qualified team members.

o     Pages 44-46  – The application clearly lists the team members who will be working on this project, their qualifications, and responsibilities.

o     Pages 53-57 – The charts clearly reflects the timelines, expected outcomes, and responsibilities.

•     For criterion C2 - The applicant justifies that the proposed use of funds will provide support to run the program effectively.

o     Page 46-47 – The application provides the details of the costs with personnel, supplies, contractual expenses for microgrants, tech devices and internet expenses, and administrative indirect expenses.

•     For criterion C3;

o     Pages 46 – The proposed budget with 80% for microgrants and less than 5% for administrative costs are substantially reasonable.

o     Page 58 – The logic model for early childhood literacy portal chart demonstrates a great visual to make the comprehensive plan and potential significance easy to understand by all stakeholders.

•     For criterion C4;

o     Page 47,64-73 – Considering that the program intends to provide broadband access to 12,000 students and additional remote learning support for early literacy to 250,000 students, the costs are reasonable and the expected results are meaningful.

**Weaknesses:**

•        For criterion C3 – Some of the proposed costs do not appear fully reasonable in relation to the objectives, design, and potential significance of the proposed project.

o        Pages 64-73 – The cost for the supplies in Years 2 and 3 do not appear to be necessary since the supplies will be provided in Year 1. The employees would not need new laptops, cell phones, or monitors every other year.

o        Pages 64-73  - The cost ▮▮▮▮▮▮▮▮▮▮▮▮▮▮ of "capacity building for Louisiana providers" is an inefficient use of funds and is therefore not very effective to achieve the objectives of the proposed project.


**Reader's Score:        23**

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**Status:**        Submitted

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

## Technical Review Coversheet

**Applicant:**    Louisiana Department of Education (S425B200042)
**Reader #3:**    **********

|  | Points Possible | Points Scored |
|---|---|---|
| **Questions** | | |
| **Selection Criteria** | | |
| **Highest Coronavirus Burden** | | |
| **1.** Coronavirus Burden | 20 | 20 |
| **Quality of Project Services and Project Plan** | | |
| **1.** Project Services/Plan | 35 | 33 |
| **Quality of Management Plan / Adequacy of Resources** | | |
| **1.** Management Plan/Resources | 25 | 25 |
| **Sub Total** | 80 | 78 |
| **Total** | 80 | 78 |

# Technical Review Form

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

**Applicant:** Louisiana Department of Education (S425B200042)

**Questions**

**Selection Criteria - Highest Coronavirus Burden**

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

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

   **Strengths:**

   The application uses indicators and information factors such as the number of confirmed cases and deaths, unemployment rate, and state revenue loss to demonstrate the impact of COVID-19. Moreover, relying on their own survey data and other data sources (e.g., retainment of learning gain in reading and math, percentages of K-1 students who met key early phonics benchmarks in 2019, number of learning center closed due to the pandemic) the application shows how students and schools in Louisiana have been significantly impacted by COVID-19. In particular, the application provides information factors to show how black students and their families have been impacted by the pandemic. As a result, the application provides strong evidence that the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant in response to Application Requirement 3.

   **Weaknesses:**

   No weaknesses.

**Reader's Score:** 20

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

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

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

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

   **In addition, the Secretary considers--**

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

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

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

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

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

**Strengths:**

1. Pages 10-11 describe strategies to ensure equal access and treatment. Moreover, ensuring the most disadvantaged families have priority access to the online portal is one of the strategies used by the project to address absolute priority one. The project identifies students in three areas (struggling schools, districts with community eligibility provisions, and early care and education providers with unsatisfactory evaluations) who will have priority access to the online portal. The project describes different ways to ensure that families of students in these priority areas receive notification about the online portal (pages 14-15). In addition, the project ensures that priority students will receive 86% of all microgrant funding. As a result, the project is very likely 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. (B-0)

2. The application describes in detail five strategies that the project will execute to address priority one. Each strategy includes sufficient detail and addresses particular needs of the project. Objectives are also identified under each strategy, and performance measures and instruments are described for each objective (attachment B). As a result, the application provides strong evidence that the proposed project is an exceptional approach to addressing absolute priority 1 and includes a detailed project plan for addressing the absolute priority. (B-1)

3. The application clearly describes the various actions taken by the Louisiana Department of Education in response to COVID-19 and identifies the gaps in implementing remote learning. Each strategy outlined in the application addresses particular needs to bridge the gaps in implementing remote learning. For example, one gap identified by the project is that Louisiana faces huge digital divides. The proposed project addresses this gap by ensuring the most disadvantaged families have priority access to the online portal. Another gap identified by the project is that families lack access to quality remote learning resources for young children, especially for early literacy instruction. The proposed project addresses this gap by implementing a rigorous outreach and vetting process through a rolling request for applications (RFA) to ensure the quality of the remote learning resources. The proposed project also identified that schools and teachers need more support to help students succeed in remote learning. The proposed project addresses this gap by ensuring providers work closely with local educational agencies (LEAs) to support continuity of student learning. This provides strong evidence that specific gaps or weaknesses in services have been identified and will be addressed by the proposed project to respond to the needs of students. (B-2)

4. Through its online portal, the project will provide a list of program providers; links to live, free tutoring services; and a list of devices available for parents to purchase for their children with the microgrants. These services and devices will allow participants of the project to have access to remote learning. The list of providers will be updated frequently by using a rolling request for application (RFA) process. Moreover, the project has a mechanism to ensure only high-quality providers will be listed in the portal. In addition, the project requires the provider to develop strong plans for partnering with parents and LEAs. As a result, the application provides strong evidence that the services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes. (B-3)

5. The application includes numerous meaningful citations to research work (e.g., section on "evidence basis for project" on pages 23-25). This provides moderate evidence that the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (B-4)

**Weaknesses:**

1. The project is designed to serve students in PreK-5. There is no research evidence cited in the application to support that online learning is viable and effective for young learners, although the application uses research to support the importance of literacy for young learners. This raises the question of whether the design of the proposed project reflects up-to-date knowledge from research and effective practice as it relates to young learners. (B-4)

**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 Project Leadership team comes from two existing teams (i.e., the Birth-3rd Grade Academics team and the Instructional Materials Review team) in Louisiana Department of Education (LDOE), who already collaborate regularly through their previous work. Attachment C describes six major project activities, each of which contain multiple tasks. Each task is designated to particular project team members with a timeline that shows when the task needs to be completed. These activities closely link to the five strategies that the project will execute and the needs of the project. All of these indicate that the project has an adequate management plan to achieve its objectives on time and within budget. (C-1)

   2. The proposed use of funds complies with the grant requirement that at least 80% of grant funds are used directly by students through microgrants. The project also ensures that priority students will receive 86% of all microgrant funding and 40% of microgrant funds are dedicated for families to purchase devices and hotspots. This provides evidence that the project has a well-balanced budget. As a result, the proposed use of funds will adequately support the proposed project. (C-2)

   3. The project asks for ▮▮▮▮▮▮▮▮ It aims to provide microgrants for high-quality remote learning programs, virtual tutoring, and the devices/internet connectivity needed for those services through implementing five strategies. Moreover, the project seems to have organizational and financial sustainability given that it is being integrated into a pre-existing system and is part of a larger vision for school transformation in Louisiana. As a result, the costs seem very reasonable in relation to the objectives, design, and potential significance of the proposed project. (C-3)

   4. The application describes two major anticipated long-term results and benefits of the project (allowing 12,000 more families to access virtual learning, and improving early literacy for 75,000-87,5000 students annually). Given the large number of family and students the project can benefit, the costs seem very reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (C-4)

   **Weaknesses:**

   No weaknesses.

**Reader's Score:** 25

**Status:** Submitted

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