FY10 Ed Tech Competitive Grant

Proposal Format (10 points)

Section A: Project Personnel (15 points)
Section B: Critical Academic Needs (10 points)
Section C: Critical Technology Needs (10 points)
Section D: Current Instructional Context and Needs Assessment (10 points)
Section E: System Support for Grant (10 points)
Section F: Local Implementation Plan (30 points)
Section G: Evaluation Plan (10 points)
Section H: Dissemination Plan (10 points)

Overall Quality of Proposal (10 points)

PROPOSAL FORMAT (10 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

- Document has the correct name format – ABCCounty_XYZMiddleSchool
- All components contained in **ONE AND ONLY ONE** PDF document
- Narrative consists of no more than 20 pages
- Document begins with the cover sheet (Appendix B)
- Each page contains a header with the following information:
    - Name of the grant
    - District name
    - School name
- Each page contains a footer with the following information:
    - Page number
    - Date

- The narrative uses Times New Roman font
- The narrative uses font size 10
- Document is single spaced
- Left and right margins are one inch each
- Each Section of the grant narrative is clearly labeled/identified
- Document also contains the following Appendices:
    - Appendix C – Assurance Form
    - Appendix D – Private School Form
    - Appendix E - ETC Sign-Off Form containing the Director's signature
    - Appendix G – System Letter of Commitment containing the signatures of all team members

No Characteristics Present	Fewer than 1/2 of Characteristics Present	1/2 of Characteristics Present	More than 1/2 of Characteristics Present	All of Characteristics Present	Exceeds Stated Characteristics
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2 : _____

SECTION A: PROJECT PERSONNEL (15 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

- Evidence that a complete team, including at a minimum the district IT coordinator, the building level administrator in charge of AP, and the AP teachers(s) from each classroom who will implement this project, has been assembled.
- Documents qualifications of the AP teacher(s) to support student use of handhelds to achieve grant outcomes
- Documents the technical background/experience of the district IT coordinator to support grant outcomes

- Documents the background of the school administrator in the area of school improvement and educational leadership
- Provides evidence that all team members have knowledge of the grant purpose, outcomes and the application (team members are engaged in the grant plan and share the grant outcomes and responsibilities, Letter of Commitment signed by all team members, etc.)
- Provides evidence of past successes that can be attributed to proposed project personnel, especially in the area of delivering rigorous instruction and leading school improvement initiatives

Provides no description of team qualifications	Provides minimal description of team qualifications	Broadly describes team qualifications	Specifically describes team qualifications	Specifically describes team personnel qualifications and provides some details on key achievements	Specifically describes team personnel qualifications and provides explicit details and examples of key achievements
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 3: _____

SECTION B: CRITICAL ACADEMIC NEEDS (10 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

- Documentation of the current enrollment population of students served in AP courses;
- Documents students served in AP courses as compared to the diversity of the overall high school enrollment;
- Provides baseline data on current AP exam scores (May 2008)
- Gives a clear description of the critical needs of the AP program.

Provides no description of current instructional needs context and no demographic or score data	Provides minimal description of current instructional needs and minimal demographic and score data	Broadly describes current instructional needs but provides no detail or specifics and minimal demographic and score data	Specifically describes current instructional needs and demographic data but provides no score data	Specifically describes current instructional needs and provides some details on demographic data and score data	Specifically describes current instructional needs and provides explicit details on demographic data and score data
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2: _____

SECTION C: CRITICAL TECHNOLOGY NEEDS (10 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

o Describes the School's need for handheld technology-enriched environments in AP courses identified	o Outlines the School/LEA's technology budget/expenditures over the past three years to show the need for handheld technology funding to support increased student academic success

Provides no documentation of critical technology needs	Provides minimal documentation of critical technology needs	Broadly states critical technology needs but provides no detail or specifics	Specifically describes critical technology needs but provides no detail or specifics	Specifically describes critical technology needs and provides some funding details	Specifically describes critical technology needs and provides a detailed documentation of funding and technology status
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2: _____

SECTION D: CURRENT INSTRUCTIONAL CONTEXT AND NEEDS ASSESSMENT (10 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

o Clearly describes the current instructional context for the AP program, focusing on the AP courses identified in the application; o Clearly compares the current instructional context of these AP courses to the future goals and vision for these classrooms;	o Clearly states how this grant will help the AP teachers move toward their goal(s) in support of increased student achievement. o Provides a description of teacher(s)'s instructional practices content knowledge o Provides evidence that grant outcomes are aligned to the school/LEA improvement plan o Documents a commitment by the applicant to recruit and retain more students in AP courses o Clearly defines goals for improving student participation in AP exams and student performance on AP exams

Provides no description of current instructional context and no assessment of needs	Provides limited description of current instructional context and no assessment of needs	Provides limited description of current instructional context and limited assessment of needs	Provides a description of current instructional context, an assessment of needs, but includes no details on AP teacher practices, no statement of commitment to recruit and retain more AP students, and outlines no goals for AP exam scores	Provides a description of current instructional context, an assessment of needs, includes details on AP teacher instructional practices, a statement of commitment to recruit and retain more AP students, but outlines no goals for AP exam scores	Provides a description of current instructional context, an assessment of needs, details on AP teacher instructional practices, a statement of commitment to recruit and retain more AP students, and outlines goals for AP exam scores
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2 : _____

SECTION E: SYSTEM SUPPORT FOR GRANT (10 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

- Documents the willingness and commitment of project staff, administrators, and teachers to engage in this type of handheld technology deployment and support the needed professional learning of the AP teachers;
- Schools/LEA describes specific system supports that are in place for implementing the grant and the types of face to face, online and/or blended supports to be implemented to facilitate grant outcomes

- Schools/LEA specifies that they will contract with the vendor for needed professional development to the ETC on use of the handheld technology to meet skills required in the grant outcomes
- Schools/LEAs provide a recommended 18 month professional development plan that will meet the grant purpose and outcomes.
- Optional: includes a discussion of in-kind contributions

Provides no documentation of system support for grant	Provides minimal documentation of system support for grant	Broadly states system support for grant but provides no detail or specifics on professional learning	Specifically describes system support for grant but provides no detail or specifics on professional learning	Specifically describes system support for grant and provides some details on required professional learning	Specifically describes system support for grant and provides a detailed professional learning plan with concrete examples of professional learning activities
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2: _____

SECTION F: LOCAL IMPLEMENTATION PLAN (30 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

o Clearly describes the plan for vendor-delivered and locally-delivered delivered professional development including face to face, online, and blended sessions	o Includes a copy of College Board authorized syllabus for each AP course Clearly describes types of resources students may access with handheld devices
o Clearly describes how AP teachers will use the handheld devices to deliver rigorous, engaging and authentic instruction	o Clearly describes the types of tasks that students will undertake to interpret, critically evaluate, apply and create with resources accessible with handheld devices
	o Clearly describes the type of formative assessments the teacher will employ to monitor student growth in understanding and critical thinking skills

Provides no description of how rigorous, engaging and authentic instruction will be delivered, no copy of the College Board authorized syllabus for each class, no descriptions of resources, tasks and formative assessments, no description of professional development	Provides minimal description of how rigorous, engaging and authentic instruction will be delivered, and no copy of the College Board authorized syllabus for each class, no descriptions of resources, tasks and formative assessments, and no description of professional development	Broadly describes how rigorous, engaging and authentic instruction will be delivered, provides a copy of the College Board authorized syllabus for each class, but includes no descriptions of resources, tasks and formative assessments, and no description of professional development	Specifically describes how rigorous, engaging and authentic instruction will be delivered, provides a copy of the College Board authorized syllabus for each class, and provides broad descriptions of resources and professional development but no descriptions of tasks and formative assessments	Specifically describes how rigorous, engaging and authentic instruction will be delivered, provides a copy of the College Board authorized syllabus for each class, provides detailed descriptions of resources, broad descriptions of tasks and professional development, but no descriptions of formative assessments	Specifically describes how rigorous, engaging and authentic instruction will be delivered, provides a copy of the College Board authorized syllabus for each class, provides five detailed descriptions of resources, tasks and formative assessments, and a clear description of professional development
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 6: _____

SECTION G: EVALUATION PLAN (10 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

- School/LEA describes how they will evaluate progress toward serving a more diverse population of students in AP courses
- School/LEA describes how they will use handheld technology effectively for teaching and learning, improve teachers' and students' technology literacy, improve teachers' and students' critical evaluation of online resources, and improve academic performance in AP courses.
- School/LEA specifies measures to evaluate the extent to which the project increases the integration of technology into instructional practices.

- School/LEA provides baseline demographic data and a description of the specific goals the School/LEA is setting for increasing enrollment in AP courses
- School/LEA baseline AP exam score data, including student participation in exams, and a description of specific goals for improving participation in and scores on AP exams
- School/LEA describes the evaluation method(s) that will be used to monitor student growth in critical use of online resources
- School/LEA provides a timeline for completing the implementation of the project and the evaluation steps.

Provides no description of how project will be evaluated and no baseline data	Provides minimal description of how project will be evaluated and minimal baseline data	Broadly states how project will be evaluated, provides some baseline data and a general timeline	Specifically states how the project will be evaluated, provides some baseline data and a general timeline	Specifically states how the project will be evaluated, provides some degree of detail in baseline data and timeline	Specifically states how project will be evaluated, provides explicit details and examples of evaluation, complete baseline data, and a detailed timeline
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2: _____

Scoring Rubric for FY10 Ed Tech Competitive Grant

SECTION H: DISSEMINATION PLAN (10 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:

- o Clearly describes what the School/LEA hopes to learn from participating in this grant program
- o Outlines specific plans to use this information and increased capacity locally in the future
- o Further outlines specific plans to share what is learned with others beyond the School/LEA

- o Provides a clear plan for disseminating information that will improve student achievement in AP courses
- o Conveys willingness to work with GaDOE AP unit to disseminate promising practices statewide

Provides no plan for dissemination of project outcomes	Provides minimal description of dissemination of project outcomes	Broadly states how outcomes will be disseminated but provides no detail or specifics	Specifically states how outcomes will be disseminated but provides no detail or specifics	Specifically states how outcomes will be disseminated and provides some details on plan for sharing outcomes beyond the LEA	Specifically states how outcomes will be disseminated by providing explicit details and examples of how outcomes will be shared beyond the LEA and examples of how outcomes might be shared statewide
0	1	2	3	4	5

Comments: (Required)

RAW SCORE x 2:_____

OVERALL PROJECT QUALITY (10 points)

In this section, readers are asked to consider the grant proposal holistically and assign a score for overall quality of the proposal. Above all else, the reviewer must consider the school system's capacity to implement the required grant activities so that the critical grant outcomes of increasing enrollments in AP classes statewide, thereby providing a broader spectrum of learners with access to college-level courses in the supportive atmosphere of a high school classroom; increasing the diversity of students who choose to enroll in AP courses to more accurately reflect the demographics of the state as a whole; and maintaining or improving the quality of AP programs as measured by AP exam scores, are achieved.

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Not Recommended for Funding		Recommended for Funding		Highly Recommended for Funding	
0	1	2	3	4	5
Not confident that the system has the capacity to ensure high-quality implementation and achievement of grant outcomes.		**Moderately confident that the system has the capacity to ensure high-quality implementation and achievement of grant outcomes.**		**Highly confident that the system has the capacity to ensure high-quality implementation and achievement of grant outcomes.**	

Comments: (Required)

RAW SCORE x 2: _____