Integrating the National Educational Technology Standards (NETS-S) to Prepare College and Career Ready Students

Grant Rubric

Proposal Format (Required)

Section A: Project Personnel (19 points)
Section B: Critical Academic Needs in a Core Area (6 points)
Section C: Critical Technology Needs (10 points)
Section D: Current Instructional Context and Needs Assessment (16 points)
Section E: System Support for Grant (20 points)
Section F: Local Implementation Plan (34 points)
Section G: Evaluation Plan (12 points)
Section H: Dissemination Plan (22 points)
Section I: Budget Plan (21 points)

Total Points Possible: 160

PROPOSAL FORMAT (REQUIRED)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	Present	Not Present
☐ Document has the correct name format – AbcCo_FY11.	☐	☐
☐ All components contained in ONE AND ONLY ONE PDF document.	☐	☐
☐ Narrative consists of no more than 25 pages and is single-spaced.	☐	☐
☐ The narrative uses font size 10 and Times New Roman.	☐	☐
☐ Document begins with the cover sheet (Appendix B).	☐	☐
☐ Each page contains a header with the following information: • Name of the grant • District name	☐	☐
☐ Each page contains a footer with the following information: • Page number • Date	☐	☐
☐ Each section of the grant narrative is clearly labeled/identified.	☐	☐
☐ Appendix C – Assurances Form is completed and signed	☐	☐ **STOP! Application will not be scored**
☐ Appendix D – Private School Consultation Form is completed and signed	☐	☐ **STOP! Application will not be scored**
☐ Appendix E – System Letter of Commitment contains the signatures of all team members	☐	☐ **STOP! Application will not be scored**
☐ Appendix G – Budget Table completed and signed	☐	☐ **STOP! Application will not be scored**

Comments: (Required)

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SECTION A: PROJECT PERSONNEL (19 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	Highly Evident	Somewhat Evident	Not Present
☐ Provides evidence of a complete and fully committed team, including at a minimum each of the following: • the district Superintendent, • the district Instructional Technology Coordinator, • the district Network Administrator, • the district technical support leader, • the district level administrator in charge of professional development, • the district level administrator in charge of curriculum and instruction, • the principals of the schools involved in the grant, • subject area or grade-level lead teachers from the schools involved in the grant.	☐ 3 points	☐ 1 point	☐ 0 points
☐ Documents the LEA's ability to designate highly qualified Technology Integration Coaches to service each elementary and middle school. Shows evidence of the LEA's planning and consideration for selecting the individuals to serve in these roles. Although these individuals may not be selected at the time of application, it is evident that the LEA is particularly mindful of the skill-set and time commitment that will be required of these individuals.	☐ 6 points	☐ 3 points	☐ 0 points
☐ Documents qualifications and evidence of commitment from the grant teacher(s) to support student use of the technology to achieve grant outcomes including evidence of a teacher technology professional development needs assessment, for example LoTi.	☐ 4 points	☐ 2 points	☐ 0 points
☐ Documents the technical background/experience and evidence of commitment of the district IT coordinator to support grant outcomes.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Documents the background and evidence of commitment of the school administrator(s) in the area of school improvement and educational leadership.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Provides evidence of past successes that can be attributed to proposed project personnel, especially in the areas of technology integration and differentiation.	☐ 2 points	☐ 1 point	☐ 0 points
Total Points Earned for Section A : _____ /19			

Comments: (Required)

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SECTION B: CRITICAL ACADEMIC NEEDS IN A CORE AREA (6 POINTS)			
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	**Highly Evident**	**Somewhat Evident**	**Not Present**
☐ Clearly defines and documents in table format (table may be attached as an additional appendix so as not to count toward the 25-page limit) the need in core academic area(s) using well-established data sources and trend data over time.	☐ 4 points	☐ 2 points	☐ 0 points
☐ Documents academic needs in terms consistent with the Georgia Performance Standards and the Common Core State Standards and how these needs will be addressed through the grant goals.	☐ 2 points	☐ 1 point	☐ 0 points
Total Points Earned for Section B : _ _/6			

Comments: (Required)

SECTION C: CRITICAL TECHNOLOGY NEEDS (10 POINTS)			
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	**Highly Evident**	**Somewhat Evident**	**Not Present**
☐ Describes the schools' need for increasing student access to technology and improving student 21st century skills.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Provides in table form (table may be attached as an additional appendix so as not to count toward the 25-page limit) longitudinal baseline data on 8th grade technology literacy from the LEA's middle schools.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Describes how the school can utilize the grant to improve student 21st century skills, student engagement, and increased instructional use of the NETS-S.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Provides a table (table may be attached as an additional appendix so as not to count toward the 25-page limit) outlining the school's/LEA's technology and textbook/instructional resources budgets and expenditures over the past three years to show the need for increased technology funding.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Describes the school's infrastructure needs in relation to the recommended infrastructure specifications listed in Appendix A.	☐ 2 points	☐ 1 point	☐ 0 points
Total Points Earned for Section C : _ ___/10			

Comments: (Required)

SECTION D: CURRENT INSTRUCTIONAL CONTEXT AND NEEDS ASSESSMENT (16 POINTS)			
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	**Highly Evident**	**Somewhat Evident**	**Not Present**
☐ Clearly describes the current instructional context focusing on the instructional use of the NETS-S.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Clearly compares the current instructional context to the future goals and vision for implementing a K-8 scope and sequence for integrating the NETS-S into the GPS and CCGPS.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Clearly states how this grant will help the teachers move toward the grant goals.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Provides a clear description of teachers' current instructional practices and content knowledge.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Clearly describes how teachers will review, refine, and/or create NETS-S integrated, GPS/CCGPS based resources that will be custom delivered to teachers' desktops through the State Longitudinal Data System's (SLDS) teacher landing page.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Clearly describes how teachers will increase students' 21st century skills through the implementation of the NETS-S into the K-8 GPS/CCGPS.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Documents a commitment by the applicant to address specific learning goals, the GPS/CCGPS, NETS-S, and authentic, engaging instruction for their students.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Provides evidence that grant goals are aligned to the school/LEA's school improvement plan.	☐ 2 points	☐ 1 point	☐ 0 points
Total Points Earned for Section D : _____/16			

Comments: (Required)

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SECTION E: SYSTEM SUPPORT FOR GRANT (20 POINTS)			
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	Highly Evident	Somewhat Evident	Not Present
☐ Documents the willingness, commitment, dedication, and ability of project staff, administrators, and teachers to engage in this type of curriculum change and technology deployment.	☐ 3 points	☐ 1 point	☐ 0 points
☐ LEA describes specific system supports that are currently in place to assist them in fully implementing the grant, including evidence of strong support from top district leadership.	☐ 3 points	☐ 1 point	☐ 0 points
☐ Describes specific types of system supports the LEA will enact to support the grant teachers and the grant program.	☐ 3 points	☐ 1 point	☐ 0 points
☐ Addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.	☐ 3 points	☐ 1 point	☐ 0 points
☐ Describes how school/LEA's technology service department will provide and support the necessary infrastructure, Internet capacity, and electrical wiring for the grant software and equipment.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Describes actions the LEA will take to sustain implementation of the processes and strategies that positively impact student achievement after completion of the monitoring period.	☐ 3 point	☐ 1 point	☐ 0 points
☐ Identifies plan for retaining human, material, and financial resources after the funding period ends.	☐ 3 point	☐ 1 point	☐ 0 points
☐ Optional: includes a discussion of in-kind contributions.	☐ *No points value*		
Total Points Earned for Section E: _ ____/20			

Comments: (Required)

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SECTION F: LOCAL IMPLEMENTATION PLAN (34 POINTS)			
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	**Highly Evident**	**Somewhat Evident**	**Not Present**
☐ Clearly describes how the school/LEA's grant proposal is aligned to the GPS/CCGPS and the NETS-S.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Clearly describes how the school/LEA's grant proposal is aligned to research and best-practice models of project-based, engaged, or differentiated learning.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Clearly describes the types of activities that will happen in the participating schools during the grant period (2011/12 – 2013/14 school years), and how the participating teachers and schools will work collaboratively as a team.	☐ 5 points	☐ 3 points	☐ 0 points
☐ Clearly describes how the K-8 scope and sequence provided by GaDOE will be implemented in all LEA middle and elementary schools during the grant period.	☐ 5 points	☐ 3 points	☐ 0 points
☐ Provides specific examples of how the instruction/classroom activities occurring in the grant classrooms will change to incorporate 21st century skills.	☐ 3 points	☐ 2 points	☐ 0 points
☐ Clearly describes the type of formative assessments teachers will employ to monitor student growth in academic and 21st century skills.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Describes how the implementation of netbook and digital learning resources will be utilized to meet grant goals.	☐ 5 points	☐ 1 point	☐ 0 points
☐ Describes the steps and process for monitoring: • effective student/teacher use of grant equipment. • effective assignment/location of grant equipment. • effective purchase/distribution of grant equipment.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Describes how parents and students will be engaged through a required NETS-S awareness session.	☐ 2 point	☐ 1 point	☐ 0 points
☐ Describes how the school will ensure student and teacher adherence to LEA Acceptable Use Policies.	☐ 2 point	☐ 1 point	☐ 0 points
☐ Clearly describes how implementation of this grant will coincide with the implementation of the school's CLIP.	☐ 2 point	☐ 1 point	☐ 0 points
☐ Describes how the school will accommodate students with special needs.	☐ 2 point	☐ 1 point	☐ 0 points
Total Points Earned for Section F: _ _/34			

Comments: (Required)

SECTION G: EVALUATION PLAN (12 POINTS)			
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	**Highly Evident**	**Somewhat Evident**	**Not Present**
☐ Describes how the school/LEA will evaluate progress toward research-based instructional practices, using technology effectively for teaching and learning, improving students' 21st century skills, and academic performance on the GPS and CCGPS.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Specifies the steps and processes for assessing success in implementing the funded project.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Specifies measures to evaluate the extent to which the project increases the integration of technology and 21st century skills into instructional practices.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Specifies the criteria used to measure the impact of the project on student achievement, and teacher mastery of 21st century skills. At a minimum, includes CRCT data for 2008-2009 and 2009-2010 for the LEA's elementary and middle schools, and 2008-2009 and 2009-2010 8th grade technology literacy assessment data for the LEA's middle schools. If available, include a baseline measure of teacher technology assessment data.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Describes school/LEA's ability to participate in the grant-wide pre and post 21st Century Skills Assessment that will be used to demonstrate their students' and teachers' 21st century skills.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Provides a timeline for completing the implementation of the project and the evaluation steps.	☐ 2 points	☐ 1 point	☐ 0 points
Total Points Earned for Section G: _____/12			

Comments: (Required)

SECTION H: DISSEMINATION PLAN (22 POINTS)

Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	Highly Evident	Somewhat Evident	Not Present
Clearly describes what the school/LEA hopes to learn and gain from participating in this grant program.	☐ 2 point	☐ 1 point	☐ 0 points
Outlines specific plans to use this information and increased capacity locally in the future.	☐ 2 points	☐ 1 point	☐ 0 points
Outlines specific plans to share what is learned with others statewide.	☐ 2 points	☐ 1 point	☐ 0 points
Provides a clear plan for disseminating information that will improve student academic and 21st century skills achievement.	☐ 4 points	☐ 2 points	☐ 0 points
Includes specific plans for vertical articulation with high schools.	☐ 2 points	☐ 1 point	☐ 0 points
Provides evidence of targeting specific audiences.	☐ 2 point	☐ 1 point	☐ 0 points
Describes plans to develop specific, usable products that would be useful to others.	☐ 2 points	☐ 1 point	☐ 0 points
Describes how technology will be used to aid dissemination activities.	☐ 2 points	☐ 1 point	☐ 0 points
Identifies how the dissemination plan will benefit a broad audience and a variety of stakeholders.	☐ 2 points	☐ 1 point	☐ 0 points
Identifies a high probability that others would respond to the school/LEA's dissemination plan.	☐ 2 points	☐ 1 point	☐ 0 points

Total Points Earned for Section H: _____/22

Comments: (Required)

Georgia Department of Education
FY2011 Ed Tech Competitive Grant Rubric
Integrating the NETS-S to Prepare College and Career Ready Students

SECTION I: BUDGET PLAN (21 POINTS)			
Characteristics of high-quality proposals meeting both the purpose and outcomes of the grant:	**Highly Evident**	**Somewhat Evident**	**Not Present**
☐ Provides a detailed table of planned expenditures using the format shown in Appendix G that gives the function, object, cost, and detailed description of each item to be purchased (table must be attached as Appendix G and will not count toward the 25-page limit). Applicants must utilize the *Title II, Part D Chart of Accounts* listed in Appendix H.	☐ 2 points	☐ 1 point	☐ *Application will not be scored if table is not attached*
☐ Budget table accounts for all grant funds, and follows the guidelines listed on pages 4-5 of this guidance document.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Narrative provides evidence of thoughtful planning and consideration for how the grant funds will be expended in order to provide the maximum fiscal impact for district students and personnel.	☐ 5 points	☐ 3 points	☐ 0 points
☐ Narrative includes description of how the items within the budget table support the goals of the project.	☐ 3 points	☐ 2 points	☐ 0 points
☐ Narrative includes description of how the total costs indicated in the budget table are reasonable and necessary in relation to the number of persons to be served, to the scope of the project, and its anticipated benefits.	☐ 3 points	☐ 2 points	☐ 0 points
☐ Narrative includes description of how the requested funds were allocated for accomplishing tasks and activities described in the application.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Narrative includes description of how Title II, Part D *Integrating the NETS-S to Ensure College and Career Readiness* Competitive Grant funds will supplement and not supplant other Federal, State, and local funds.	☐ 2 points	☐ 1 point	☐ 0 points
☐ Narrative includes description of how at least 25% of the total budget is spent on professional development activities related to the Title II, Part D *Integrating the NETS-S to Ensure College and Career Readiness* Competitive Grant (Function Code 2210).	☐ 2 points	☐ 1 point	☐ 0 points
Total Points Earned for Section I: _____/21			

Comments: (Required)

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STOP! Total your scores for Sections A through I	Points Earned
Total the points earned for each section using the following scoring blocks. If the total score for Sections A through I is **92** or less, then the applicant will <u>NOT</u> be recommended for funding. If you think this score is not a correct representation for the nine sections, then please go back and re-score them.	

Section	Points Earned
Proposal Format (REQUIRED)	**N/A**
Section A: Project Personnel (max. 19 points)	
Section B: Critical Academic Needs in a Core Area (max. 6 points)	
Section C: Critical Technology Needs (max. 10 points)	
Section D: Current Instructional Context and Needs Assessment (max. 16 points)	
Section E: System Support for Grant (max. 20 points)	
Section F: Local Implementation Plan (max. 34 points)	
Section G: Evaluation Plan (max. 12 points)	
Section H: Dissemination Plan (max. 22 points)	
Section I: Budget Plan (max. 21 points)	
Total Points for All Sections (max. 160 points)	

I have scored and added comments to each section, and verified my calculations to ensure that they are an accurate indicator of the quality of this grant proposal.

Grant Reader Name _____

Date _____

Grant Reader Signature_____