



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne, WY 82002-0050
Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

MEMORANDUM NO. 2007 - 106

TO: School District Superintendents
Curriculum & Technology Directors
Grant Managers

FROM: Chuck Mitchell, Title II D Program Manager

DATE: June 01, 2007 *CCM*

RE: Title II-D Competitive Grant RFP Release for 2007-2008

Enhancing Education Through Technology Grant

The Request for Proposal (RFP) for Title II-D Competitive Grant Funds has been posted on the Wyoming Department of Education web site at http://www.k12.wy.us/TCD/Docs/Title2D_RFP.pdf, Appendix E can be found at http://www.k12.wy.us/TCD/Docs/Title2D_AppendixE.doc. To be eligible for this grant a district must have a poverty count greater than 11.9% or collaborate/partner with a district that does. The grant should focus on high need students in your districts. Please see the RFP for additional details. Please note, in addition to the RFP, we have also listed five "Evaluation Resources" to help districts meet Title II-D evaluation requirements.

If you need assistance with this grant please contact Clementina Jimenez at 307-777-3469 or cjimen@educ.state.wy.us or me at 777-6220 or cmitch@educ.state.wy.us .

CM:cj

Enclosure



**2007-2008
Application**

Enhancing Education Through Technology

No Child Left Behind
Title II Part D

Dr. Jim McBride
State Superintendent of Public Instruction
Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

WDE Program Contact:
Clementina Jimenez, Title II D Program Coordinator
Technology, Career, and Data Unit
Phone: (307) 777-3469 FAX: (307) 777-6221
E-mail: cjimen@educ.state.wy.us

OPPORTUNITY FOR HEARING

An applicant whose application is recommended for disapproval may request a hearing before the State Superintendent of Public Instruction or designee. Formal written notification requesting such a hearing must be submitted within thirty (30) calendar days of receipt of notice that the application is recommended for disapproval to:

Dr. Jim McBride
State Superintendent of Public Instruction
Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

Hearings will be held in accordance with the Wyoming Administrative Procedure Act, W.S. 16-3-101 through 16-3-115, and Section 425 of the General Education Provisions Act.

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and the Americans with Disabilities Act may be referred to the Wyoming Department of Education, Office for Civil Rights Coordinator, Hathaway Building, Second Floor, 2300 Capitol Avenue, Cheyenne, Wyoming 82002-0050, or the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, Colorado 80204-3582, or (303) 844-5695 or TDD (303) 844-3417. This publication will be provided in an alternative format upon request.

Section I General Information

The Goals

The Wyoming Department of Education (WDE) is making funds available from Enhancing Education Through Technology, Public Law 107-110, Jan 8 2002, (commonly known as the No Child Left Behind Act or NCLB), Section 2401, Title II Part D under the re-authorized Elementary and Secondary Education Act (ESEA).

Section 2402 (b) states that the primary goal is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Additional goals [2402 (b) (2) (A)] are to assist every student in crossing the digital divide by ensuring they are technologically literate by the time the student finishes the eighth grade. Also, [2402 (b) (2) (B)] encourages the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices.

TO BE SUCCESSFUL YOUR GRANT APPLICATION MUST FOCUS ON THE GOALS AS STATED IN NCLB SECTION 2402, SUMMERIZED ABOVE.

Section II Application Information

Eligibility Requirements

Of the amount available to the state, **\$625,741** will be awarded to eligible local entities through a state-determined competitive process to those entities that have submitted an application to the Wyoming Department of Education (WDE). (Of this amount, \$150,000 is set aside for the final year of the sole multi-year grant; receipt of funds is dependent on approval.) This is a projected amount subject to change after the WDE receives the State Award notification in late July 2007; similarly, poverty data in Appendix A, although correct as dated, may change.

In addition, because funds are extremely limited, Local Educational Agencies (LEAs) will be considered for an individual grant or a partnership grant but not both. (The exception is the one authorized multi-year grant applicant. If the one authorized multi-year grant applicant's funding is denied, only then may the participating LEAs may reapply for an individual or partnership grant in Round I.) It is imperative that LEAs address total requirements when participating in or submitting a grant request. If a Round II RFP is required, Round I awarded recipients are not eligible to participate as an individual district or participate in a partnership, There is only one authorized multi year grant application still eligible; no additional multi year grants will be authorized.

Due to the decrease in funding and the increase in the number of eligible LEAs, application approval status shall be approved or denied only. There will no longer be conditional grants other than those approved requiring adjustments to budget due to reeducation in funding.

A successful applicant will qualify for one year of funding

Those awardees unable to expend awarded 2007-2008 funds, must contact Clementina Jimenez by February 28, 2009. This will allow time for reallocation of the funds to other awardees in an appropriate method.

Eligible local entities that may apply for funding in the competitive category include [See Sections 2403(1-3)]:

1. A high-need Local Educational Agency (LEA) that:
 - a. Is among the LEAs in the state with the highest number or percentage of children from families with incomes below the poverty line. In Wyoming, that level is set at the state average of 11.92% based on census data. See Appendix A for districts that qualify as high poverty. Due to the reduction in available funds, no waivers to this data will be considered.
 - b. Operates one or more Title I school(s) identified under Section 1116, Public Law 107-110 Section 1116 Academic Assessment and Local Educational Agency (LEA) and School Improvement, in other words, operates a school that has not made adequate yearly progress (AYP).
2. An eligible local partnership which must include (See Sections 2403(2)(A)(i-iv)) at least one high-need LEA and at least one:
 - a. LEA that can demonstrate that teachers in schools served by the agency are effectively integrating technology and proven teaching practices into instruction resulting in improvement in classroom instruction in the core academic subjects and the preparation of students to meet state standards;
 - b. Institution of higher education that is in full compliance with the reporting requirements of the Higher Education Act and has not been identified by the state as low-performing under the Act;
 - c. For-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction; or
 - d. Public or private nonprofit organization with demonstrated experiences in the application of educational technology to instruction.
 - e. Section 2403(2) (B) states; the local partnership may include other educational agencies, education services agencies, libraries, or other educational entities (i.e. Regional Technical Centers, BOCES etc) appropriate to provide local programs.
3. Section 2412 (c) States; if an eligible local partnership receives a sub-grant under section (a)(2)(B), a local educational agency in the partnership shall serve as the fiscal agent for the partnership.

All LEAs must have:

- Submitted a WDE-584 (Distance Education Data Collection) – District Level
- All WDE-588 (Distance Education Data Collection) – School Level submitted
- An approved District Technology Plan

Please contact Clementina Jimenez at cjimen@educ.state.wy.us if you have questions about or need to verify this information.

Application Requirements

Complete and submit one grant application, electronically. The project evaluation section is now embedded into the grant application, and is no longer accepted as an attachment. The only permitted attachments are the two district scoring rubrics, also submitted electronically. Copies become the property of WDE and elements of each may be used for training. Every attempt is made to protect individual district identities. Grants released only with the permission of the originating district.

All applications are completed according to the following criteria:

- Type face Times New Roman
- Profile Portrait (No Landscape)
- Number pages Footer Right side
- Font Size Text - 12 point (minimum)

Technology, Careers and Data Unit
Wyoming Dept. of Education
2300 Capitol Avenue, 2nd Floor
Cheyenne, Wyoming 82002-0050
Contact: Clementina Jimenez (307) 777-3469

Enhancing Education Through Technology Competitive Grant Application

WDE-342
Due: June 29, 2007
Revised: Apr 2007
Expires: Dec, 2007

- Line spacing
- Charts - 10 point (minimum)
Text - Double spaced
Charts - Single spaced

Application Requirements continue

- Margins 1 inch all around
- Length Not to exceed 30 pages including the project evaluation section, or 40 pages for partnerships. The assumption is that partnerships will need additional space to address the contributions and special needs of contributing partners.
- Attachments None permitted with the exception of the two local scoring rubrics which are required for consideration
- Signatures All required signatures must be on the application submitted, and mailed to WDE for review
(Partnerships School Districts will sign the partnership agreement statement(s) provided following the cover page. See page 15).
- Submission Application is due electronically on the due date. Late applications are not accepted and returned.
- Binders None, no folders, no binders, applications **only accepted electronically**.
- Scoring Each application shall be independently scored by the district using the scoring criteria on pages 21-33 No more than two (2) such completed scoring rubrics shall be submitted electronically as attachments with the application. One scorer must be a school board member, the second the Superintendent, a principal, the district technology director or the highest-ranking non-grant writer in the district.

Applications shall be received no later than **5:00 p.m. on June 29, 2007**. Applicants will be notified during the week of September 3, 2007 of their award status. (The one authorized multi-year grant applicant must submit by 5:00 p.m. June 29, 2007. Notification of the approval status of the multi-year application will be sent the week of July 9, 2007. If the multi-year application is denied funding, the participating LEAs may resubmit an individual or partnership application by 5:00 p.m. on August 13, 2007.)

E-mail an electronic completed application to: cjimen@educ.state.wy.us.

Mail or deliver **signature pages only**, to:

Clementina Jimenez
Title II-D Program Coordinator
Technology, Career, and Data Unit
Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

For technical assistance related to the preparation of this application, please e-mail Chuck Mitchell at cmitch@educ.state.wy.us or Clementina Jimenez at cjimen@educ.state.wy.us.

Appendices

Appendices have been included to assist you in the preparation, understanding and analysis of the application. They are as follows:

- Appendix A, page 19-20 Districts' Percent Poverty Indicators
- Appendix B, pages 21-22 Professional Development Waiver
- Appendix C, page 23 Required Assurances Form
- Appendix D, page 24-27 Evaluation Guidance
- Appendix E, page 1 -13 Grant Readers' Scoring Rubrics (provided as a separate document)

Local Uses of Funds

Professional Development:

No less than 25% of the funds awarded are to be used for ongoing sustained, and intensive, high-quality professional development [see NCLB Section 2416 9(a)]. The professional development shall provide integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as:

- To access data and resources to develop curricula and instructional materials.
- To enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals and administrators. The specific focus for WDE will be the use of the Wyoming Education Gateway (WEdGate) as a virtual means to connect parents and students to their educational community.
- Provide time and administrative support to inspire teachers to become proficient and develop course material for presentation over the Wyoming Equality Network (WEN) Video System.
- To retrieve Internet-based learning resources.
- Use technology to improve classroom instruction in the core academic subjects, to prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic achievement standards.

Administrative Funds

“Of the amount of funds made available to an applicant not more than 5 percent may be used for administrative cost or technical assistance, of which not more than 60 percent may be used by the LEA for administrative cost.”
(SEC.2404 (d))

Waiver Option:

A recipient of funds may request an exemption from the above professional development requirement if they can successfully demonstrate to the Wyoming Department of Education that they already provide ongoing, sustained, intensive, high quality professional development (**equal to the 25% requirement**). Professional Development should be based on a review of relevant research and be provided to all teachers. Focus areas should include integration of advanced technologies, including emerging technologies, into curricula and instruction [see NCLB Section 2416 9(a) (2)]. Waivers shall be received prior to submission of the grant. The WDE will accept or deny waiver requests within 10 days of receipt of the request. Only those applications with an approved waiver will be accepted with less than 25% devoted to professional development activities. **Requests for a waiver are due at the WDE by close of business June 8, 2007.**

Other Activities:

In addition to the activities described above, a recipient shall use the remaining percent of such funds to carry out other activities, which may include the following [see NCLB Section 2416 9(b) (1-10)]:

- Preparing one or more teachers in elementary schools and secondary schools as technology leaders.
- Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
- Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy:
 - Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards.

- By the development and utilization of innovative distance, learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.

Other Activities continue:

- Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content standards.
- Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricular, alignments, and assessments between students, parents, and teachers. This will assist parents in understanding the technology applied in their child's education, so that parents are able to reinforce, at home, the instruction their child receives at school.
- Acquiring, adapting, expanding, implementing, repairing and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.
- Acquiring connectivity or links, resources and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers, in order to improve student academic achievement.
- Using technologies to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly in determining the extent to which activities funded under this subpart are effective in:
 - Integrating technology into curricula and instruction,
 - Increasing the ability of teachers to teach, and
 - Enabling students to meet challenging State academic content and student academic achievement standards.
- Developing, enhancing, or implementing information technology courses.

Grant Funds

Maximum grant awards for individual applications are based on the number of students in the district. LEAs participating in a partnership must provide funds disbursement details regarding how funds are distributed among the partners, ensuring the LEA with the highest poverty level is receiving funds proportionate to their needs.

- Fewer than 2,000 students \$26,000
- 2,001 – 5,000 students \$39,000
- 5,001 - 10,000 students \$46,000
- More than 10,000 students \$66,000
- Maximum grant award for partnership grants
 - Two districts plus other partners - \$100,000
 - Three or more districts plus other partners (must include at least three districts) - \$150,000
 - There is only one authorized multi-year grant application still eligible to receive \$150,000; **no additional** multi-year grants will be authorized.

Those awardees unable to expend awarded 2007-2008 funds, must contact Clementina Jimenez by February 28, 2009. This will allow time for reallocation of the funds to other awardees in an appropriate method.

Priority Considerations

Priority is given to those applications that:

- Have LEAs with the highest poverty levels.
- Have LEAs that can document a program that received an insufficient Title II Part D formula allocation.
- Have LEAs, which meet other criteria and are not making adequate yearly progress (AYP).

Scoring Criteria

To ensure fair and equitable distribution of limited funds, the scoring committee will discuss and consider whether a district or partnership has received an award previously and if that award made a difference. (i.e. review data/evaluation provided, etc.) That is, did the district or partnership provide data to support improved student achievement? Did they turn in their award evaluation? Was the evaluation subjective or did it contain meaningful data? Did they use their grant and their subsequent evaluation to improve instruction and student learning? What is the status of the applicant's AYP? Is the grant actually focused on students and student achievement? How do the number of grant dollars requested compare with the number of students served?

Section III Application Instructions

1. **Cover Page (Form Provided)** **6 pts.**

Scoring Criteria

- All items on the cover page are to be completed.
- The cover is error free and appropriately dated.
- There is an original signature on the WDE approved cover page format provided?
- If required, there is a signed affirmation of partnership included for each partnership district/organization?

The Project Narrative includes components 2 through 16. Each component shall be labeled as such in accordance with the application requirements previously detailed.

2. **Abstract** **9 pts.**

Must be at least one paragraph and must not exceed two pages. This statement should introduce the reader to the project. It should be factual, brief, and focused. *In other words, tell what will be done, include who, how, (technology, parts, pieces, software, etc.) and why. Also, include a statement on improved student performance and professional development.* This information is used for federal reports.

Scoring Criteria

- Tells a complete story.
- Summarizes project goals and outcomes.
- Clearly identifies scope of the project.
- Identifies the project partners and their roles.
- Summarizes what will be purchased.

3. **Introduction** **9 pts.**

This section should be an overview of what will be accomplished and the planned outcomes. Include general information about objectives, the timetable, and equipment purchases, as well as what resources will be needed to complete the project.

Scoring Criteria

- Describes what will be accomplished using a chronological approach.
- Describes project goals and outcomes concisely.
- Presents an overview of resources, timetable, and equipment needed to complete the project.

4. **Target Population** **9 pts.**

Applications shall focus on the high risk, high need populations and include accountability measures to evaluate effectiveness. A clear statement of how the target population is identified, selected and how adults and families will be involved should be included.

Scoring Criteria

- Describes target population.

- Application clearly outlines the way the LEA(s) will measure student improvement and how improvements tie to the technology
- Explains why the target population is selected and how their specific needs are addressed.

5. Statement of Need **9 pts.**

A need is defined as the difference between the current status and the outcomes and/or standards that the applicant would like to achieve. Provide in the narrative, documentation to substantiate the stated need. Narrative may include, but is not limited to, demographics, test data, facility needs, and description of target population(s), student data, personnel data, and research. Concerning this application, demonstrate the interoperability of additional funding sources that help alleviate the need.

Scoring Criteria

- Narrative documents current status and clearly states defined outcomes.
- Provides adequate narrative documentation (data, money, test scores, reading levels, etc.) to demonstrate the need.
- Interoperability among other funding sources are mentioned (i.e. "Title II-D formula funds laid the foundation for. . ., these funds will be combined with. . ., to develop a complete program funds will be used in combination with. . ., these funds will bring the technology plan to life by..").

6. General Education Provisions Act (GEPA) **9 pts.**

Describe the steps the recipient of the grant proposes to take ensuring equitable access to and equitable participation in this federally funded program for students, teachers, and other program beneficiaries with special needs. This is a provision in the U.S. Department of Education's General Provisions Act. The applicant should determine whether barriers exist that impede participation by all students and educators under this initiative in the areas of race, gender, national origin, color, disability, or age. Describe the steps taken to overcome these barriers.

Scoring Criteria

- Identifies one or more of the barriers and how each are tied to the statement of need.
- Identifies specific steps or a plan that ensures equal access.
- Includes a statement that clearly articulates how special need student's requirements are met.

7. Partners **15 pts.**

A critical aspect for facility improvement is the collaboration of multiple entities as partners in the planning, implementing, and evaluation of the proposed project. In this section, describe partnerships, the steps taken and those that will be taken to keep partners involved, and plans for involving and supporting the project's end users. NCLB 2403 (B) addresses eligible partners. It is suggested that it be used in conjunction with Section 2416 (b), Other Activities, to develop acceptable partnership activities.

Scoring Criteria

- Discusses how partners are selected, why and what role they play in planning and project development.
- Discusses the continuous role of the partners, meetings, evaluation, etc.
- Describes plans for maintaining partnerships, which include what funds, will be exchanged.

8. Staff Involvement **9 pts.**

Another critical aspect of facility improvement in education is the involvement and collaboration of the school staff in the planning, implementing and evaluating of the proposed project. In this section, include how classified staff, certified staff, and administration are involved in the development of this proposal. Comprise in the narrative, plans for involving and supporting the staff; describing how staff involvement enhances student education.

Scoring Criteria

- Describe how the school staff is involved in the development of this proposal/project (planned meetings, feedback, evaluation, etc.)
- Describe how the school staff supports the implementation of this proposal, including professional development activities, frequency, evaluation, etc.

- Describe how teachers and administrators will improve learning and test scores for children through this proposal/project.

9. **School Improvement, and Professional Development Plans** **6 pts.**
This section shall include a narrative description outlining the alignment to the LEA (or building level) School Improvement and Professional Development plans. LEAs in a partnership shall individually show the project's alignment to their School Improvement and Professional Development plans.
Scoring Criteria
- Each LEA summarizes alignment to their School Improvement and Professional Development plans.
 - Identifies and describes the goals, objectives, and strategies of the School Improvement and Professional Development plans met by the project.
10. **Project Goals** **15 pts.**
This section shall include overall project goals; specifically identifying the major goal(s) of the proposed grant program. Projects shall distinguish between short-term and long-range goals. **Goals** are global statements about your desired outcome.
Scoring Criteria
- Uses data to demonstrate relationship to statement of need.
 - Addresses required funding priorities.
 - Stated globally but distinguishes short and long-term goals.
11. **Project Objectives** **15 pts.**
Specify objectives that lead to the achievement of the goal(s). Projects shall indicate measurable benchmarks. Objectives should be measurable, achievable, realistic and consistent with the needs described.
Scoring Criteria
- Aligns each objective with specific goals.
 - Identifies how each objective will be measured.
 - Includes measurable benchmarks.
12. **Activities** **12 pts.**
Describe tasks and activities planned to accomplish the goal(s) and objectives identified above for this project.
Scoring Criteria
- Describes activities undertaken to achieve each stated objective.
 - Identifies the staff responsible for each activity and their involvement.
13. **Timeline** **3 pts.**
The timeline graph or chart is a visual representation of how the goals and objectives will be completed.
Scoring Criteria
- Details all goals and objectives.
 - Identifies timeframe for the achievement of each goal and objective
 - Identifies timeframe for each activity.
14. **Evaluation Plan** **30 pts.**
In February of 2005, the USDoE released guidance, which focused on evaluation. To be successful in this area follow the guidance in Appendix D. Your planning and evaluation committee will need to identify external and internal evaluation processes that contain both subjective statements and objective data. Data will be the primary focus, initial data might include beginning assessments, teacher inventories (surveys), student achievement in a specific area, (various software, local or state assessments etc), attendance, climate surveys, (specific data that could be used or should be recorded that may change positively as a result of your project). The focus on data collection is to demonstrate progress toward goal achievement. Evaluations must contain four parts: external summative, internal summative (measuring tools, data collection products), internal formative, and external formative (discussion, analyzing, subjective tools). Each element in its own way will address how each goal's success will be/was measured. The USDoE recommends that 5%-10% of funding may be budgeted for this evaluation; any funding set aside for evaluation must be discussed in your budget narrative. Internal evaluation should be of minimal cost and simply be a continuous part of the project process.

The external evaluator (possibly a Tech Director from a neighboring district, an affiliated BOCES or a Regional Technology Center member) will validate your internal evaluation, participate in the planning process, review initial and final data, complete a separate brief final external evaluation report and ensure WDE receives both mid-term and final evaluations on the dates stated in the grant request.

See scoring criteria and Appendix D for details.

Scoring Criteria

- Evaluation plan has identified reasonable evaluation activities (see format example Appendix D)
- Plan includes a detailed timeframe for evaluation activities to include specific dates the mid-term evaluation will arrive at WDE and when both external and internal final evaluations will arrive at WDE. (3 dates)
- Plan identifies assessment tools, data type and a clear data collection path/logic (why this data)
- Plan identifies persons who are responsible for each evaluation activity and all required resources
- Identifies by name and position the required external evaluator.

15. **Dissemination of Result**

6 pts.

This section shall include a plan for disseminating information about the project (i.e. lessons learned and project results). It is useful to include a description of the target audience including how and when evaluation feedback is made available. For successful projects that fit the “best practices” category, WDE requests a presentation at one of the semi-annual School Improvement Conferences (SIC). (Coordination with Title II-D office required.)

Scoring Criteria

- Describes audience(s) and what information will be available.
- Describes how the grantee will share lessons learned and project results with others locally, regionally, and/or statewide.
- Plan describing a presentation of results at Wyoming’s School Improvement Conference

16. **Budget Narrative**

9 pts.

Proposal budgets must have clear and specific links to the program plan, provide sufficient basis of cost, and demonstrate prudent use of resources. Ineligible costs, as well as costs not supported by the project plan, will be removed from consideration. The actual amount awarded will be contingent upon the applicant’s ability to provide support for the proposed budget. In order for grant reviewers to evaluate the budget, it is essential to fully explain each budget item through the budget narrative. The budget narrative must be reasonable for the proposed project. The relationship of the items in the budget to the project narrative must be clearly defined and communicated. Address specific amounts and which will be included in the budget accounting structure by number. The narrative must flow directly (with required additions, etc.) to the accounting structure page!

- To address this requirement embed totals in each specific accounting structure section to account for the required 25%. (required)
- Similarly address the 5% administrative fund restriction by identifying total funds to be spent on administrative cost, no more than 60%. (optional)
- Identify the 5-10% of funds used for the evaluator. (optional)

For those participating in a partnership grant the budget narrative shall show how funds will be distributed to all partners, ensuring the LEA with the highest poverty level is receiving funds proportionate to their needs. The narrative shall also indicate how the LEA will spend/draw down the money in a timely fashion.

Scoring Criteria

- Presents a thorough description of projected expenditures of funds and relates information to the budget accounting structure. (If a partnership application, narrative shows distribution of funds, ensuring the LEA with the highest poverty level is receiving funds proportionate to their needs.)
- Describes the connection of the expenditures to the proposal narrative.
- Supports goal(s), objectives and activities.
- Addresses the 25% professional development requirement
- Addresses the 5% administrative split between technical assistance and administrative cost (if administrative funds requested.)

17. **Budget Accounting Structure** (*Form Provided*) **6 pts.**
The budget worksheet for the proposed project must be accurately completed using the WDE approved budget accounting structure form.
Scoring Criteria
- Should be complete, accurate, and matches budget narrative exactly.
 - Accounting structure totals can easily be traced back to the budget narrative, remarks are included, and subtotals are shown or explained.
 - Identifies the dollar amount to be spent on professional development, it is equal to or greater than the 25% requirement
 - Identifies the 5% administrative or technical assistance administrative funds split (if administrative funds are requested)
 - Identifies the budget breakdown for LEAs involved in the partnership, it is evident that the LEA with the highest need is receiving appropriate funds. (if applicable)
18. **Action Plan(s)** (*Form Provided*) **15 pts.**
This form serves as a summary of your project. A separate action plan is required for each goal. See action plan format. You must describe the goal, program objectives, indicators, baseline targets, targets with completion dates, measurement tools, people responsible, budget, and funding source.
Scoring Criteria
- There is a separate action plan included for each goal stated
 - Completed in detail with all areas described.
 - Goals, objectives, activities, and target dates match the narrative in the application.
19. **Local scoring rubrics** **12 pts.**
The applicant shall submit two local scoring rubrics. The individuals specified in the Scoring section under Application Requirements shall complete local scoring rubrics.
Scoring Criteria
- Grant scores are both present and were completed as outlined under **Application Requirements**
 - Scores appear unbiased and fairly evaluated project strengths and shortcomings
 - Individual sections compare favorably with individual committee member elements and the total is within 25 points of the committee average
20. **Priority Considerations** **18 pts.**
1. Received an allocation under this same part that was insufficient in size and scope. **9 pts.**
Scoring Criteria
- Includes data (hard numbers) to support contention, why it is insufficient.
 - Describes size and scope of intended project.
 - Explains how existing formula funds are used.
 - Refers to best practice or research based learning or instruction.
2. The LEA or schools identified did not make adequate yearly progress (AYP). **9 pts.**

Section IV Application Checklist

The WDE will review the grant submissions prior to sending them to the grant readers. Grant logistic specifications, i.e. font and size requirements, page limitations, etc. will be reviewed. Proposals that are not in compliance may be rejected during this review. A checklist to ensure each application includes all required components is provided for the writer's purposes and need not be returned with the application.

The application must be comprised of the following:

- 1. Cover page and Participating Partnership Attachment signed and mailed to WDE
- 2. Abstract
- 3. Introduction
- 4. Target Population
- 5. Statement of Need
- 6. GEPA
- 7. Partners
- 8. Staff Involvement
- 9. School Improvement and Professional Development Plans
- 10. Project Goals
- 11. Project Objectives
- 12. Activities
- 13. Timeline
- 14. Evaluation Plan
- 15. Dissemination of Results
- 16. Budget Narrative
- 17. Budget Accounting Structure
- 18. Action Plan (s)
- 19. Two copies of local scoring rubrics included as attachments and submitted electronically (complete score sheets with comments)
- 20. Priority Consideration
- 21. Submitted an electronic copy of the complete application and local scoring rubrics to WDE

Applicant must verify each of the following:

- 1. Assurances
 - Are on file or
 - Have been submitted with the application
- 2. School Improvement and Professional Development Plan
 - Are on file or
 - Have been submitted with the application
- 3. WDE – 584 Survey
 - Is on file
- 4. WDE – 588 Surveys
 - Are on file and
 - Have a 100% school building response
- 5. District Tech Plan
 - On file and
 - Approved

To determine verification of any of the above, please contact Clementina Jimenez, cjimen@educ.state.wy.us
Verification may take 3-5 business days.

**Enhancing Education Through Technology
 Wyoming Department of Education**

Cover Page

Applicant Agency:	Funding Year 2007-2008 Amount Requested: \$
Address:	Primary Contact Phone:
	Primary Contact Phone (Summer):
Primary Contact Person for Grant & Title:	Primary Contact Fax Number:
Superintendent/Agency Head & Title:	Primary Contact E-Mail Address:
Project Title:	
Original Signature of Superintendent/Agency Head:	

For WDE Use Only

LEA#:	Award Amount:
Grant Award #:	Date Approved:
Fiscal Year Funds:	Project Begin Date:
CFDA#:	Project End Date:
Signature Grant Manager:	Denial Notification Date:

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504, ADA may be referred to the Wyoming Department of Education, Office of Civil Rights Coordinator, 2nd Floor, Hathaway Building, 2300 Capitol Avenue, Cheyenne, WY 82002-0050, or the Office for Civil Rights, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Blvd., Denver, CO 80204-3582 or call (303) 844-5695 or TDD (303) 844-3417. This publication will be provided in an alternative format upon request.

**Cover Page Attachment for Participating Partners
 (Signed by all Partner Districts)**

Partner 1	Partner 2
I have read this grant. I agree with the project and planned expenditures. I have agreed to be a partner. My appointed representatives or I have participated in planning activities.	I have read this grant. I agree with the project and planned expenditures. I have agreed to be a partner. My appointed representatives or I have participated in planning activities.
District Name	District Name
District Superintendent	District Superintendent
Signature	Signature
Partner 3	Partner 4
I have read this grant. I agree with the project and planned expenditures. I have agreed to be a partner. My appointed representatives or I have participated in planning activities.	I have read this grant. I agree with the project and planned expenditures. I have agreed to be a partner. My appointed representatives or I have participated in planning activities.
District Name	District Name
District Superintendent	District Superintendent
Signature	Signature
Add additional partners and statements as required.	

**Enhancing Education Through Technology
 Wyoming Department of Education**

Budget Accounting Structure

100	Salaries	
200	Employee Benefits	
300	Purchased Services	
400	Supplies & Materials	
500	Capital Outlay	
600	Indirect Costs*	
TOTALS		

*Indirect costs may be claimed by districts that have a WDE approved indirect cost rate.

If submitting a partnership application, identify how the funds distribute to each partner within each budget series. Keeping in mind the overall total must equal the grant request.

Enhancing Education Through Technology
 Wyoming Department of Education

***Budget Accounting Structure (Change Requests)**

		<i>Original</i>	<i>Requested Change*</i>
100	Salaries		
200	Employee Benefits		
300	Purchased Services		
400	Supplies & Materials		
500	Capital Outlay		
600	Indirect Costs*		
TOTALS			

*** Use this form to report significant changes in grant expenditures i.e. those exceeding 10% of the award. Do not use the consolidated-grant change request form since funds cannot be transferred out of this competitive award. Each area changed must include a narrative explanation. Unless waived, the 25% requirement for Professional Development must be maintained.**

**Enhancing Education Through Technology
 Wyoming Department of Education**

Action Plan *

Goal	
Program Objectives	
Indicators	
Target Baseline	
Target With completion dates	
Target With completion dates	
Measurement Tool(s)	
Person responsible	
Budget	
Funding Source	

***An Action Plan (to include evaluation) is required for each goal.**

Appendix A Districts' Percent Poverty Indicators

FORMULA COUNTS USED TO DETERMINE PRELIMINARY SY 2006-07 TITLE I, PART A ALLOCATIONS

LOCAL EDUCATION AGENCY (LEA)	2004 POVERTY	NEG	DEL	FOSTER	TANF	FORMUL A COUNT	5-17 POP.	PERCENT FORMULA
ALBANY 01	439	7		38	0	484	3,391	14.27%
BIG HORN 01	108	0		4	0	112	667	16.79%
BIG HORN 02	83	0		3	0	86	625	13.76%
BIG HORN 03	45	0		2	0	47	483	9.73%
BIG HORN 04	32	7		1	0	40	333	12.01%
CAMPBELL 01	519	21		64	0	604	6,945	8.70%
CARBON 01	195	0		25	0	220	1,556	14.14%
CARBON 02	74	0		9	0	83	692	11.99%
CONVERSE 01	140	8		24	0	172	1,473	11.68%
CONVERSE 02	70	1		12	0	83	717	11.58%
CROOK 01	80	0		3	0	83	969	8.57%
FREMONT 01	164	20		8	0	192	1,624	11.82%
FREMONT 02	15	0		1	0	16	241	6.64%
FREMONT 06	23	0		1	0	24	323	7.43%
FREMONT 14	121	0		6	0	127	549	23.13%
FREMONT 21	93	0		4	0	97	400	24.25%
FREMONT 24	21	0		1	0	22	258	8.53%
FREMONT 25	303	1		15	0	319	2,448	13.03%
FREMONT 38	88	0		4	0	92	377	24.40%
GOSHEN 01	259	0		34	0	293	1,889	15.51%
HOT SPRINGS 01	66	2		15	0	83	604	13.74%
JOHNSON 01	103	0		17	0	120	1,192	10.07%
LARAMIE 01	1,342	0		142	0	1,484	13,413	11.06%
LARAMIE 02	134	0		14	0	148	936	15.81%
LINCOLN 01	41	1		3	0	45	733	6.14%
LINCOLN 02	203	0		13	0	216	2,114	10.22%
NATRONA 01	1,392	17		181	0	1,590	11,554	13.76%
NIOBRARA 01	41	0		1	0	42	336	12.50%
PARK 01	199	7		14	0	220	1,593	13.81%
PARK 06	256	9		18	0	283	2,234	12.67%
PARK 16	10	0		1	0	11	133	8.27%
PLATTE 01	144	0		25	0	169	1,128	14.98%
PLATTE 02	24	0		4	0	28	223	12.56%
SHERIDAN 01	59	0		3	0	62	752	8.24%
SHERIDAN 02	413	8		24	0	445	3,343	13.31%
SHERIDAN 03	10	0		1	0	11	77	14.29%
SUBLETTE 01	48	0		3	0	51	690	7.39%
SUBLETTE 09	47	0		3	0	50	587	8.52%
SWEETWATER 01	349	4		54	0	407	4,144	9.82%

Appendix A
Districts' Percent Poverty Indicators Continue

FORMULA COUNTS USED TO DETERMINE PRELIMINARY SY 2006-07 TITLE I, PART A ALLOCATIONS

LOCAL EDUCATION AGENCY (LEA)	2004 POVERTY	NEG	DEL	FOSTER	TANF	FORMUL A COUNT	5-17 POP.	PERCENT FORMULA
SWEETWATER 02	137	1		21	0	159	2,498	6.37%
TETON 01	132	0		13	0	145	2,418	6.00%
UINTA 01	300	2		22	0	324	2,800	11.57%
UINTA 04	46	0		3	0	49	595	8.24%
UINTA 06	64	0		5	0	69	678	10.18%
WASHAKIE 01	159	6		17	0	182	1,285	14.16%
WASHAKIE 02	13	0		1	0	14	107	13.08%
WESTON 01	74	0		2	0	76	747	10.17%
WESTON 07	14	0		0	0	14	191	7.33%

**Enhancing Education Through Technology
Wyoming Department of Education**

**Appendix B
Professional Development Waiver**

The Wyoming Department of Education must receive this waiver before submitting the competitive grant application. Please allow 10 days for processing and a response to the waiver request prior to completion of the application. Email the waiver to Clementina Jimenez at cjimen@educ.state.wy.us no later than **June 8, 2007**.

District: _____

Contact: _____

Phone: _____

E-mail: _____

This is our request to waive the 25% professional development requirement. We request a reduction to _____% that would be allocated towards the professional development component. (Include district funding component, % + local expenditures should be \geq 25% requirement.)

The rationale for such reduction is warranted based on the following justifications:

Professional development is already ongoing:

Professional development has been sustained:

Professional development is intensive:

Professional development is of high quality based on the following review of research:

The following documentation demonstrates that all teachers in core academic subjects have been offered and received professional development:

Professional development has focused on the integration of advanced and emerging technologies into curricula and instruction:

Professional Development funded by: (must show funding source and dollar amount spent on Professional Development. This must be equivalent to the original 25% Professional Development requirement.)

This waiver request has been: Approved Denied

Comments:

Signature

Date

**Enhancing Education Through Technology
Wyoming Department of Education**

**Appendix C
Required Assurances Form**

SINGLE ASSURANCE FORM FOR
STATE ADMINISTERED FEDERAL EDUCATION PROGRAMS

Sign two copies of this form. **Submit one with your application** and file one in the central office for review upon request by independent auditors, state and/or federal officials, and constituents of the agency.

For more information regarding this assurance, please visit <http://www.whitehouse.gov/omb/circulars/a133/a133.html>.

Please note that all federal programs are included in this assurance form. Signature on this form will also meet assurance requirements for competitive proposals.

This assurance covers only the programs for which this agency receives federal funds.

Compliance with the included assurances constitutes a condition of continued receipt of federal financial assistance and is binding upon the district, post-secondary institutions, administrative unit, BOCES, or other entity, its successors, transferees and assignees for the duration of the programs.

In the event of failure to comply with these assurances, it is understood that funds can be terminated and the right to receive further assistance can be denied.

The above constitutes the statute-required assurances for the receipt of federal funds under the specifically designated programs. In addition, recipients are required to fulfill all statutory, regulatory and program plan requirements inherent in the application and approval process for each program.

As the duly authorized representative of the applicant, I hereby certify that this agency will comply with the assurances. The agency that I represent has authorized me to file this form, and such is recorded in the minutes of the agency's meeting held on:

_____, 2007

Name and Title of Authorized Representative

Signature

Date

Enhancing Education Through Technology Wyoming Department of Education

Appendix D

Evaluation Guidance

The United States Department of Education (USDoE) announced in February 2005 the requirement for well-documented, rigorous evaluation for Title II-D funds. Simply stated, USDoE would like to see evidence that spending these additional dollars has, "...improved student academic achievement through the use of technology... assisted every student in crossing the digital divide by ensuring they are technologically literate by the time the student finishes the eighth grade and or, encouraged the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices." This appendix provides some tools to consider when laying out your evaluation plan.

Please visit WDE's web site, <http://www.k12.wy.us/>. At the top of WDE's Web Page there are tabs; click on WDE Units. At the bottom of the list is the Technology, Career, and Data Unit (TCD). Selecting this tab will take you to the TCD's Unit Home Page. The bottom half of that page under "Popular Items" you will find "[Evaluation Resources](#)" click on this link and it will route you to a list of evaluation resource documents. Listed there are some very useful publications and web sites to help with planning. Also included are "Useful Terms and Working Definitions." Every good plan will have many of those terms sprinkled throughout!

Please also consider using the following Checklist of Activities:

Planning for Evaluation

- Identify evaluation team members (include external evaluator, in all phases of project planning and internal evaluation development)
- Schedule evaluation team meetings
- Determine how final report will be used to inform decisions about the project
- Identify necessary resources
- Establish timeline for the implementation of the evaluation plan
- Determine what data collection tools will be used
- Locate & review existing instruments
- Determine if instruments have been validated
- Make revisions to instruments
- Determine frequency of data collection
- Identify training that data collectors will need
- Identify who will be involved in the data analysis probes
- Identify who will be involved in deciding what action will be taken as a result of the analysis
- Determine who is responsible for writing the final report
- Determine how report will be disseminated

Designing the Evaluation <ul style="list-style-type: none"><input type="checkbox"/> Review project goals, objective s, and strategies<input type="checkbox"/> Define key terms to establish common lexicon<input type="checkbox"/> Create a logic map<input type="checkbox"/> Identify questions that you want to answer concerning the implementation of the project<ul style="list-style-type: none">▪ Specify indicators▪ Specify methods/ measures▪ Specify benchmarks▪ Specify how findings will be used<input type="checkbox"/> Identify questions that you want to answer concerning the project's impact<ul style="list-style-type: none">▪ Specify indicators▪ Specify methods/measures▪ Specify benchmarks▪ Specify how findings will be used
Data Collection <ul style="list-style-type: none"><input type="checkbox"/> Determine process for collecting and storing data<input type="checkbox"/> Determine format for collecting data<input type="checkbox"/> Pilot data collection<input type="checkbox"/> Determine if changes should be made to collection instrument<input type="checkbox"/> Determine if all data required is being collected<input type="checkbox"/> Continue data collection
Data Analysis <ul style="list-style-type: none"><input type="checkbox"/> Determine how data will be sorted, grouped, and arranged before analysis<input type="checkbox"/> Conduct analysis of data<input type="checkbox"/> Review data analysis to determine findings<input type="checkbox"/> Identify recommendations for action
Reporting <ul style="list-style-type: none"><input type="checkbox"/> Determine format for reporting data<input type="checkbox"/> Write initial report<input type="checkbox"/> Team reviews report before final report is released<input type="checkbox"/> Distribute report to identified recipients
Action <ul style="list-style-type: none"><input type="checkbox"/> Review evaluation results with action team/stakeholders<input type="checkbox"/> Clarify results<input type="checkbox"/> Use results to determine course of action for modifying project

-Checklist and Evaluation Planning Example provided by USDoE and developed by SEIR TEC*, modified by WDE

* (SEIR TEC) Is the South East Initiatives Regional Technology in Education Consortium (SEIR TEC). They are a national, regional, and university-based organizations dedicated to promoting the use of technology to improve teaching and learning. SEIR TEC serves states, jurisdictions, school districts, pre-service training institutions, adult and family literacy programs, and other constituents in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

Evaluation Planning Example – Management Plan

Evaluation Activities	Timeframe	Person Responsible	Resources
<i>What evaluation activities will occur?</i>	<i>When will the evaluation activity occur?</i>	<i>Who will be responsible for ensuring the activity occurs?</i>	<i>What resources do you need to do the evaluation?</i>
Evaluation Team Meetings	Monthly	Project Coordinator	<ul style="list-style-type: none"> ○ Meeting space and resources for monthly committee meeting ○ Web-based document sharing tool, e.g., WebEx ○ State and local curriculum ○ System to collect electronic lesson plans ○ Database software, e.g., Microsoft Access, FileMakerPro ○ Rubric for assessing lessons and student projects ○ Classroom observation instrument ○ Data collection hardware, e.g., PDAs, laptops, scanner ○ Web-based survey software, e.g., ReMark ○ Quantitative data analysis
Collect baseline data	July	Project Coordinator	
Develop rubrics: <ul style="list-style-type: none"> ▪ Lesson plan review ▪ Student product review 	July	Curriculum Specialist	
Identify or develop instruments for data collection: <ul style="list-style-type: none"> ▪ Needs assessments ▪ Surveys ▪ Classroom observation protocol ▪ Teacher reflections ▪ Student portfolios ▪ Professional development questionnaire 	July	Project Coordinator	
Pilot instruments	August	Project Coordinator	
Provide training on classroom observation	August	Technology Facilitator	
Develop focus group protocol and questions	August	Project Coordinator	
Collect interim data		Project Coordinator	
<ul style="list-style-type: none"> ▪ Needs assessments 	September		
<ul style="list-style-type: none"> ▪ Surveys 	September		
<ul style="list-style-type: none"> ▪ Classroom observations 	October		
<ul style="list-style-type: none"> ▪ Focus groups 	October		
<ul style="list-style-type: none"> ▪ Feedback on PD 	As Occurs		

Evaluation Planning Example – Management Plan Continued

Evaluation Activities	Timeframe	Person Responsible	Resources
<i>What evaluation activities will occur?</i>	<i>When will the evaluation activity occur?</i>	<i>Who will be responsible for ensuring the activity occurs?</i>	<i>What resources do you need to do the evaluation?</i>
<ul style="list-style-type: none"> ▪ Professional development sessions 			<ul style="list-style-type: none"> ○ Software, qualitative data analysis
<ul style="list-style-type: none"> ▪ Teacher reflections 	Monthly		
<ul style="list-style-type: none"> ▪ Student records: <ul style="list-style-type: none"> ○ Attendance ○ Discipline ○ Drop out Rate 	Monthly		
<ul style="list-style-type: none"> ▪ Student portfolios 	Quarterly		
<ul style="list-style-type: none"> ▪ Nine-week grades 	Quarterly		
Review progress on meeting benchmarks	December		
Collect end-of-school-year data: <ul style="list-style-type: none"> ▪ End of grade tests 	May	Project Coordinator	
Analyze available data	As available (based on data collection timeline)	Project Coordinator	
Review data analysis	Monthly (based on data collection timeline)	Evaluation Advisory Team	
Write report (s)	June	Project Coordinator	
Share results with stakeholders	July	Evaluation Committee	
Make decisions based on data collected	Monthly (based on data collection timeline)		

Enhancing Education Through Technology
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Appendix E
 Grant Readers' Scoring Rubrics

Applicant Agency: _____

Project Name: _____

SUMMARY OF SELECTION CRITERIA RATING	SCORE	MAXIMUM POINTS
1. Cover Page (<i>Form Provided</i>)		6
2. Abstract		9
3. Introduction		9
4. Target Population		9
5. Statement of Need		9
6. GEPA		9
7. Partners		15
8. Staff Involvement		9
9. School Improvement and Professional Development Plans		6
10. Project Goals		15
11. Project Objectives		15
12. Activities		12
13. Timeline		3
14. Evaluation Plan		30
15. Dissemination of Results		6
16. Budget Narrative		9
17. Budget Accounting Structure (<i>Form Provided</i>)		6
18. Action Plan(s) (<i>Form Provided</i>)		15
19. Local Evaluations		12
20. Priority Considerations (<i>Optional</i>)		18
TOTAL SCORE		222

I have reviewed this application in accordance with the program regulations and selection criteria.

 Printed Name

 Signature

 Date

Applicant Agency: _____

Year: _____

Program Name: _____

Reader #: _____

	3 points - Not applicable for this section	2 points - The Cover Page	1 point - The Cover Page	0 points -
1. Cover Page (0 – 6 pts) _____X3=_____		<input type="checkbox"/> Has all items completed. <input type="checkbox"/> Has original signature <input type="checkbox"/> Is error free & appropriately dated <input type="checkbox"/> Is legible <input type="checkbox"/> If a Partnership, has signature page included with original signature(s)	<input type="checkbox"/> Has no original signature <input type="checkbox"/> Grant request is a partnership and is missing required signatures <input type="checkbox"/> There are errors on cover page	<input type="checkbox"/> There is no Cover Page, or <input type="checkbox"/> The Cover Page is not filled out completely
Comments:				
	3 points - This section is based on the RFP and addresses all of the following scoring criteria	2 points - This section is based on the RFP, however only addresses three of the following scoring criteria	1 point - This section is based on the RFP, however only addresses two or less of the following scoring criteria	0 points - This section
2. Abstract (0 - 9) _____X3=_____	<input type="checkbox"/> Tells a complete story <input type="checkbox"/> Summarizes project goals and outcomes <input type="checkbox"/> Clearly identifies scope of the project <input type="checkbox"/> Identifies the project partners and their roles <input type="checkbox"/> Summarizes what will be purchased	<input type="checkbox"/> Tells a complete story <input type="checkbox"/> Summarizes project goals and outcomes <input type="checkbox"/> Clearly identifies scope of the project <input type="checkbox"/> Identifies the project partners and their roles <input type="checkbox"/> Summarizes what will be purchased	<input type="checkbox"/> Tells a complete story <input type="checkbox"/> Summarizes project goals and outcomes <input type="checkbox"/> Clearly identifies scope of the project <input type="checkbox"/> Identifies the project partners and their roles <input type="checkbox"/> Summarizes what will be purchased	<input type="checkbox"/> Is not based on RFP requirements or is missing
Comments:				

<p>3. Introduction (0 – 9 pts.) _____X3=_____</p>	<p>3 points - This section meets all scoring criteria</p> <p><input type="checkbox"/> Describes what will be accomplished using a chronological approach <input type="checkbox"/> Describes project goals and outcomes concisely <input type="checkbox"/> Presents an overview of resources, timetable, and equipment needed to complete the project</p>	<p>2 points - This section meets two of the scoring criteria</p> <p><input type="checkbox"/> Describes what will be accomplished using a chronological approach <input type="checkbox"/> Describes project goals and outcomes concisely <input type="checkbox"/> Presents an overview of resources, timetable, and equipment needed to complete the project</p>	<p>1 point - This section meets one of the scoring criteria</p> <p><input type="checkbox"/> Describes what will be accomplished using a chronological approach <input type="checkbox"/> Describes project goals and outcomes concisely <input type="checkbox"/> Presents an overview of resources, timetable, and equipment needed to complete the project</p>	<p>0 points - This section</p> <p><input type="checkbox"/> Does not have any of the required scoring criteria</p>
<p>Comments:</p>				
<p>4. Target Population (0 – 9 pts.) _____X3=_____</p>	<p>3 points - This section meets all scoring criteria</p> <p><input type="checkbox"/> Is described <input type="checkbox"/> Outlines the way LEA will measure student improvement and how improvements tie to the technology <input type="checkbox"/> Explains why the population was selected and how their specific needs are addressed</p>	<p>2 points - This section, indicates population served, however</p> <p><input type="checkbox"/> This population does not exactly match the population described in the RFP</p>	<p>1 point - This section, indicates population served, however</p> <p><input type="checkbox"/> This population does not meet any of the requirements specified in the RFP</p>	<p>0 point -</p> <p><input type="checkbox"/> Population to be served is not described in the proposal</p>
<p>Comments:</p>				

5. Statement of Need (0 – 9 pts) _____X3=_____	3 points - This section meets all scoring criteria	2 points - This section is based on valid data appropriate to the area of service, but	1 point - This section has	0 points - This section
	<input type="checkbox"/> Narrative documents current status and clearly states defined outcomes <input type="checkbox"/> Provided adequate narrative documentation <input type="checkbox"/> Addressed interoperability among other funding sources	<input type="checkbox"/> Narrative does not document current status or clearly state defined outcomes, and <input type="checkbox"/> Does not address interoperability among other funding sources	<input type="checkbox"/> Portions which may not support the goals and objectives of the proposal	<input type="checkbox"/> Has no statement of need, or <input type="checkbox"/> The statement is inappropriate to the proposal
Comments:				
6. GEPA (0 – 9 pts.) _____X3=_____	3 points - This section meets all the scoring criteria	2 points - This section meets one or two of the scoring criteria	1 point - This section	0 points - This section
	<input type="checkbox"/> Identifies one or more of the barriers and how each are tied to the statement of need <input type="checkbox"/> Identifies specific steps or a plan that ensures equal access <input type="checkbox"/> Includes a statement that clearly articulates how special need student's requirements are met	<input type="checkbox"/> Identifies one or more of the barriers and how each are tied to the statement of need <input type="checkbox"/> Identifies specific steps or a plan that ensures equal access <input type="checkbox"/> Includes a statement that clearly articulates how special need student's requirements are met	<input type="checkbox"/> Has identified barriers but does not have a plan to ensure equal access and <input type="checkbox"/> Does not articulate how special need student's requirements are met.	<input type="checkbox"/> Does not meet any of the RFP GEPA requirements
Comments:				

<p>7. Partners (0 – 15 pts.)</p> <p>_____X5=_____</p>	<p>3 points - This section meets all three scoring criteria</p>	<p>2 points - This section meets two of the scoring criteria</p>	<p>1 point - This section meets one of the scoring criteria</p>	<p>0 points - This section</p>
	<p><input type="checkbox"/> Discusses how partners are selected, why and what role they played in planning and project development</p> <p><input type="checkbox"/> Discusses the continuous role of the partners, meeting, evaluation, etc.</p> <p><input type="checkbox"/> Describes plans for maintaining partnerships, which include what funds, will be exchanged</p>	<p><input type="checkbox"/> Discusses how partners were selected, why and what role they played in planning and project development</p> <p><input type="checkbox"/> Discusses the continuous role of the partners, meeting, evaluation, etc.</p> <p><input type="checkbox"/> Describes plans for maintaining partnerships, which include what funds, will be exchanged</p>	<p><input type="checkbox"/> Discusses how partners were selected, why and what role they played in planning and project development</p> <p><input type="checkbox"/> Discusses the continuous role of the partners, meeting, evaluation, etc.</p> <p><input type="checkbox"/> Describes plans for maintaining partnerships, which include what funds, will be exchanged</p>	<p><input type="checkbox"/> Does not mention Partners</p>
<p>Comments:</p>				
<p>8. Staff Involvement (0 – 9 pts)</p> <p>_____X3=_____</p>	<p>3 points - This section meets all scoring criteria</p>	<p>2 points - This section meets two of the scoring criteria</p>	<p>1 point - This section meets one of the scoring criteria</p>	<p>0 points - This section</p>
	<p><input type="checkbox"/> Describes how school staff has been involved in the development of this proposal/project</p> <p><input type="checkbox"/> Describes how school staff will support the implementation of this proposal, including professional development activities, frequency, evaluation, etc.</p> <p><input type="checkbox"/> Describes how teachers and administrators will improve learning and test scores for children through this proposal/project</p>	<p><input type="checkbox"/> Describes how school staff has been involved in the development of this proposal/project</p> <p><input type="checkbox"/> Describes how school staff will support the implementation of this proposal, including professional development activities, frequency, evaluation, etc.</p> <p><input type="checkbox"/> Describes how teachers and administrators will improve learning and test scores for children through this proposal/project</p>	<p><input type="checkbox"/> Describes how school staff has been involved in the development of this proposal/project</p> <p><input type="checkbox"/> Describes how school staff will support the implementation of this proposal, including professional development activities, frequency, evaluation, etc.</p> <p><input type="checkbox"/> Describes how teachers and administrators will improve learning and test scores for children through this proposal/project</p>	<p><input type="checkbox"/> Is vague in discussion of staff involvement and does not clearly reference any of the scoring criteria</p>
<p>Comments:</p>				

<p>9. School Improvement and Professional Development Plans (0 – 6 pts) _____X2=_____</p>	<p>3 points - This section meets all scoring criteria</p>	<p>2 points - This section meets one of the scoring criteria</p>	<p>1 point - In this section</p>	<p>0 points - In this section</p>
	<p><input type="checkbox"/> Each LEA summarizes alignment to their School Improvement and Professional Development plans. <input type="checkbox"/> Identifies and describes the goals, objectives, and strategies of the School Improvement and Professional development plans met by the project</p>	<p><input type="checkbox"/> Each LEA summarizes alignment to their School Improvement and Professional Development plans <input type="checkbox"/> Identifies and describes the goals, objectives, and strategies of the School Improvement and Professional Development plans met by the project</p>	<p><input type="checkbox"/> Each LEA School Improvement is summarized, however the LEA's Professional Development plan is not <input type="checkbox"/> Identifies and describes the goals, objectives, and strategies of either the School Improvement or Professional Development plan, but not both</p>	<p><input type="checkbox"/> The School Improvement and the Professional Development Plans are not addressed</p>
<p>Comments:</p>				
<p>10. Project Goals (0 – 15 pts) _____X5=_____</p>	<p>3 points - This section meets all the scoring criteria, and goals are clearly defined.</p>	<p>2 points - This section meets two of the scoring criteria, and goals are clearly defined.</p>	<p>1 point - This section meets two of the scoring criteria; however, goals are not clearly defined.</p>	<p>0 points - This section does not clearly define goals and meets one or less of the scoring criteria</p>
	<p><input type="checkbox"/> Uses data to demonstrate relationship to statement of need <input type="checkbox"/> Addresses Required funding priorities <input type="checkbox"/> States globally but distinguishes short and long term goals</p>	<p><input type="checkbox"/> Uses data to demonstrate relationship to statement of need <input type="checkbox"/> Addresses Required funding priorities <input type="checkbox"/> States globally but distinguishes short and long term goals</p>	<p><input type="checkbox"/> Uses data to demonstrate relationship to statement of need <input type="checkbox"/> Addresses Required funding priorities <input type="checkbox"/> States globally but distinguishes short and long term goals</p>	<p><input type="checkbox"/> Uses data to demonstrate relationship to statement of need <input type="checkbox"/> Addresses Required funding priorities <input type="checkbox"/> States globally but distinguishes short and long term goals</p>
<p>Comments:</p>				

	3 points - This section meets all scoring criteria	2 points - This section meets two of the scoring criteria	1 point - This section meets one of the scoring criteria	0 points - This section
11. Project Objectives (0 -15 pts) _____X5_____	<input type="checkbox"/> Aligns each objective with specific goals <input type="checkbox"/> Identifies how each objective will be measured <input type="checkbox"/> Includes measurable benchmarks	<input type="checkbox"/> Aligns each objective with specific goals <input type="checkbox"/> Identifies how each objective will be measured <input type="checkbox"/> Includes measurable benchmarks	<input type="checkbox"/> Aligns each objective with specific goals <input type="checkbox"/> Identifies how each objective will be measured <input type="checkbox"/> Includes measurable benchmarks	<input type="checkbox"/> Does not meet the scoring criteria or <input type="checkbox"/> Are missing from the proposal
Comments:				
	3 points - This section meets all the scoring criteria	2 points - This section meets one of the scoring criteria	1 point - The activities	0 points - Activities
12. Activities (0 – 12 pts) _____X4_____	<input type="checkbox"/> Describes activities undertaken to achieve each stated objective <input type="checkbox"/> Identifies the staff responsible for each activity and their involvement	<input type="checkbox"/> Describes activities undertaken to achieve each stated objective <input type="checkbox"/> Identifies the staff responsible for each activity and their involvement	<input type="checkbox"/> Described do not related to the planned objectives	<input type="checkbox"/> Are not described
Comments:				
	3 points - This section meets all scoring criteria	2 points - This section meets two of the scoring criteria	1 point - The timeline	0 points -
13. Timeline (0 – 3 pts) _____X1_____	<input type="checkbox"/> Details all goals and objectives <input type="checkbox"/> Identifies timeframe for the achievement of each goal and objective <input type="checkbox"/> Identifies timeframe for each activity	<input type="checkbox"/> Details all goals and objectives <input type="checkbox"/> Identifies timeframe for the achievement of each goal and objective <input type="checkbox"/> Identifies timeframe for each activity	<input type="checkbox"/> Describes activities, however seems unrealistic	<input type="checkbox"/> There is no Timeline for reaching goals and objectives
Comments:				

	3 points - This section meets all scoring criteria	2 points - This section meets three or four of the scoring criteria	1 point - This section meets two or less of the scoring criteria	0 points -
14. Evaluation (0 – 30 pts) _____X5_____	<input type="checkbox"/> Identifies reasonable evaluation activities <input type="checkbox"/> Includes a detailed timeframe for evaluation activities, including specific dates for mid term evaluation submitted to WDE and both an external and internal final evaluation with submittal dates <input type="checkbox"/> Identifies assessment tools, data type and a clear data collection path/logic <input type="checkbox"/> Identifies persons who are responsible for each evaluation activity and all required resources <input type="checkbox"/> Identifies by name and position the required external evaluator	<input type="checkbox"/> Identifies reasonable evaluation activities <input type="checkbox"/> Includes a detailed timeframe for evaluation activities, including specific dates for mid term evaluation submitted to WDE and both an external and internal final evaluation with submittal dates <input type="checkbox"/> Identifies assessment tools, data type and a clear data collection path/logic <input type="checkbox"/> Identifies persons who are responsible for each evaluation activity and all required resources <input type="checkbox"/> Identifies by name and position the required external evaluator	<input type="checkbox"/> Identifies reasonable evaluation activities <input type="checkbox"/> Includes a detailed timeframe for evaluation activities, including specific dates for mid term evaluation submitted to WDE and both an external and internal final evaluation with submittal dates <input type="checkbox"/> Identifies assessment tools, data type and a clear data collection path/logic <input type="checkbox"/> Identifies persons who are responsible for each evaluation activity and all required resources <input type="checkbox"/> Identifies by name and position the required external evaluator	<input type="checkbox"/> There is no evaluation plan addressed in the proposal
Comments:				

	3 points - This section meets all scoring criteria	2 points - This section meets two of the scoring criteria	1 point - This section meets one of the scoring criteria	0 points - This section
15. Dissemination of Results (0 – 6 pts) _____X2_____	<input type="checkbox"/> Describes audience(s) and what information will be available <input type="checkbox"/> Describes how the grantee will share lessons learned and project results with others locally, regionally, and/or statewide <input type="checkbox"/> There is a plan describing a presentation of results at the Wyoming's School Improvement Conference	<input type="checkbox"/> Describes audience(s) and what information will be available <input type="checkbox"/> Describes how the grantee will share lessons learned and project results with others locally, regionally, and/or statewide <input type="checkbox"/> There is a plan describing a presentation of results at the Wyoming's School Improvement Conference	<input type="checkbox"/> Describes audience(s) and what information will be available <input type="checkbox"/> Describes how the grantee will share lessons learned and project results with others locally, regionally, and/or statewide <input type="checkbox"/> There is a plan describing a presentation of results at the Wyoming's School Improvement Conference	<input type="checkbox"/> Is not addressed
Comments:				

	3 points - This section meets all scoring criteria	2 points - This section meets three of the scoring criteria	1 point - This section meets two or less of the scoring criteria	0 points - The Budget Narrative
<p>16. Budget Narrative (0 – 9 pts)</p> <p>_____X3_____</p>	<p><input type="checkbox"/> Presents a thorough description of projected expenditures of funds and related information to the budget accounting structure. (If partnership application, narrative shows distribution of funds ensuring the LEA with the highest poverty level is receiving funds proportionate to their needs.)</p> <p><input type="checkbox"/> Describes the connection of the expenditures to the proposal narrative</p> <p><input type="checkbox"/> Supports goal(s), objectives, and activities</p> <p><input type="checkbox"/> Addresses the 25% professional development requirement</p> <p><input type="checkbox"/> Addresses the optional 5% administrative split between technical assistance or administrative cost (if administrative funds are requested)</p>	<p><input type="checkbox"/> Presents a thorough description of projected expenditures of funds and related information to the budget accounting structure. (If partnership application, narrative shows distribution of funds ensuring the LEA with the highest poverty level is receiving funds proportionate to their needs.)</p> <p><input type="checkbox"/> Describes the connection of the expenditures to the proposal narrative</p> <p><input type="checkbox"/> Supports goal(s), objectives, and activities</p> <p><input type="checkbox"/> Addresses the 25% professional development requirement</p> <p><input type="checkbox"/> Addresses the optional 5% administrative split between technical assistance or administrative cost (if administrative funds are requested)</p>	<p><input type="checkbox"/> Presents a thorough description of projected expenditures of funds and related information to the budget account structure. (If partnership application, narrative shows distribution of funds ensuring the LEA with the highest poverty level is receiving funds proportionate to their needs.)</p> <p><input type="checkbox"/> Describes the connection of the expenditures to the proposal narrative</p> <p><input type="checkbox"/> Supports goal(s), objectives, and activities</p> <p><input type="checkbox"/> Addresses the 25% professional development requirement</p> <p><input type="checkbox"/> Addresses the optional 5% administrative split between technical assistance or administrative cost (if administrative funds are requested)</p>	<p><input type="checkbox"/> Does not address any of the scoring criteria or is missing</p>
<p>Comments:</p>				

	3 points - This section meets all scoring criteria	2 points - This section meets three of the scoring criteria	1 point - This section meets two or less of the scoring criteria	0 points - The Budget Accounting Structure
<p>17. Budget Accounting Structure (0 -6 pts)</p> <p>_____X2_____</p>	<p><input type="checkbox"/> Is complete, accurate, and matches budget narrative exactly</p> <p><input type="checkbox"/> Totals can easily be traced back to the budget narrative, remarks are included, and subtotals are shown or explained</p> <p><input type="checkbox"/> Identifies the dollar amount to be spent on professional development, is equal to or greater than 25% requirement</p> <p><input type="checkbox"/> Identifies the administrative or technical assistance administrative funds split (if administrative funds are requested)</p> <p><input type="checkbox"/> Identifies budget breakdown for LEAs involved in the partnership, it is evident that the LEA with the highest need is receiving appropriate funds (If applicable)</p>	<p><input type="checkbox"/> Is complete, accurate, and matches budget narrative exactly</p> <p><input type="checkbox"/> Totals can easily be traced back to the budget narrative, remarks are included, and subtotals are shown or explained</p> <p><input type="checkbox"/> Identifies the dollar amount to be spent on professional development, is equal to or greater than 25% requirement</p> <p><input type="checkbox"/> Identifies the administrative or technical assistance administrative funds split (if administrative funds are requested)</p> <p><input type="checkbox"/> Identifies budget breakdown for LEAs involved in the partnership, it is evident that the LEA with the highest need is receiving appropriate funds (If applicable)</p>	<p><input type="checkbox"/> Is complete, accurate, and matches budget narrative exactly</p> <p><input type="checkbox"/> Totals can easily be traced back to the budget narrative, remarks are included, and subtotals are shown or explained</p> <p><input type="checkbox"/> Identifies the dollar amount to be spent on professional development, is equal to or greater than 25% requirement</p> <p><input type="checkbox"/> Identifies the administrative or technical assistance administrative funds split (if administrative funds are requested)</p> <p><input type="checkbox"/> Identifies budget breakdown for LEAs involved in the partnership, it is evident that the LEA with the highest need is receiving appropriate funds (If applicable)</p>	<p><input type="checkbox"/> Does not meet the scoring criteria or is missing</p>
<p>Comments:</p>				

18. Action Plans (0 – 15 pts) _____X5_____	3 points - This section meets all scoring criteria	2 points - This section meets two of the scoring criteria	1 point - The action plan(s)	0 points - The Action Plan(s)
	<input type="checkbox"/> There are separate action plans included for each goal stated <input type="checkbox"/> There is complete detail with all areas described <input type="checkbox"/> Goals, objectives, activities, and target dates match the narrative in the application	<input type="checkbox"/> There are separate action plans included for each goal stated <input type="checkbox"/> There is complete detail with all areas described <input type="checkbox"/> Goals, objectives, activities, and target dates match the narrative in the application	<input type="checkbox"/> Are missing for some activities or <input type="checkbox"/> Are missing some detail and are unclear	<input type="checkbox"/> Do not tie to goals or are missing
Comments:				
19. Local Scoring (0 – 12 pts) _____X4_____	3 points - This section meet all scoring criteria	2 points - This section meets two of the scoring criteria	1 point - The local scoring documents	0 points - The Local Scoring documents
	<input type="checkbox"/> Grant scores are both present and were completed as outlined under Application Requirements <input type="checkbox"/> Scores appear unbiased and fairly evaluated project strengths and shortcomings <input type="checkbox"/> Individual section compare favorably with individual committee member elements and the total is within 25 points of the committee average	<input type="checkbox"/> Grant scores are both present and were completed as outlined under Application Requirements <input type="checkbox"/> Scores appear unbiased and fairly evaluated project strengths and shortcomings <input type="checkbox"/> Individual section compare favorably with individual committee member elements and the total is within 25 points of the committee average	<input type="checkbox"/> Are present and appear to have used correct scoring rubric and format	<input type="checkbox"/> Are not included in the appendix (grant will be returned without scoring)
Comments:				

20. Priority Consideration – Insufficient allocation (0 – 3 pts) _____X3_____	3 points - This section meets all scoring criteria	2 points - This section meets two of the scoring criteria	1 point - Insufficient allocation section	0 points - Insufficient allocation section
	<input type="checkbox"/> Includes data (hard numbers) to support contention, why it is insufficient <input type="checkbox"/> Describes size and scope of intended project <input type="checkbox"/> Explains how existing formula funds are used <input type="checkbox"/> Refers to best practice or research based learning or instruction	<input type="checkbox"/> Includes data (hard numbers) to support contention, why it is insufficient <input type="checkbox"/> Describes size and scope of intended project <input type="checkbox"/> Explains how existing formula funds are used <input type="checkbox"/> Refers to best practice or research based learning or instruction	<input type="checkbox"/> Attempts to demonstrate the insufficiency, but is not convincing due to lack of data	<input type="checkbox"/> Fails to demonstrate insufficiency of the allocation
Comments:				
20.1 Priority Consideration – AYP (0 – 3 pts) _____X3_____	3 points - This section	2 points - This section	1 point – This section	0 points -
	<input type="checkbox"/> Addresses the LEA or schools identified as not making AYP, identifies how the project will support this need, and collaborates with other state or federal programs	<input type="checkbox"/> Addresses the LEA or schools identified as not making AYP, and identifies how the project will support this need	<input type="checkbox"/> Simply addresses LEA or schools identified as not making AYP	<input type="checkbox"/> Not applicable for this section
Comments:				