



REQUEST FOR PROPOSAL

Proposals Due: Wednesday, September 16, 2009 by 4:00 p.m.

POWER RESULTS

Enhancing Education Through Technology (EETT)

Pursuant to: Title IID of the federal Elementary and Secondary Education Act (ESEA) of 2001 and the American Recovery and Reinvestment Act (ARRA) of 2009

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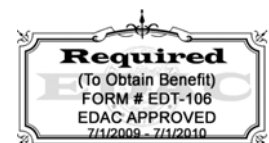


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ATTACHMENTS:

ATTACHMENT A: ELIGIBLE SCHOOL DISTRICTS, HIGH NEEDS SCHOOLS

ATTACHMENT B: TECHNOLOGY RICH CLASSROOMS

ATTACHMENT C: RUBRIC FOR ALIGNMENT WITH ARRA PRIORITIES

Enhancing Education Through Technology: Power Results REQUEST FOR PROPOSAL

Proposals Due: Wednesday, September 16, 2009

Background

This Request for Proposal (RFP) is designed to distribute funds to qualified applicants pursuant to Title II D, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001* along with the *American Recovery and Reinvestment Act (ARRA) of 2009*, to improve student achievement through the use of technology in elementary and secondary schools. The Enhancing Education Through Technology (EETT) Power Results program supports school districts and/or consortia of school districts to improve curriculum, teaching or the learning community through the substantial, innovative integration of educational technology and information literacy into their practices.

The Power Results Grant Program capitalizes on the prior work of Educational Technology and Information Literacy (ET IL) planning by supporting the development and implementation of strategies to improve the use of technology and information resources to advance student learning. The Power Results Grant Program seeks direct connections to district ET IL plans, as well as to provide support for educators.

Approximately \$4.7 million is available to successful grantees to expend on authorized purposes during the implementation period of September 30, 2009 to June 30, 2011. The Colorado Department of Education (CDE) will distribute these funds.

Funding Source	Amount Appropriated to CDE
ARRA (Title II D ARRA funds)Competitive	\$3,346,218
Regular FY 2009 Appropriation (Title II D funds)Competitive	\$1,361,965

The Grants Fiscal award documents will identify the CFDA number and the State Grant Code that will identify the funding source required in tracking these funds.

Eligible Applicants

Only eligible local entities may receive EETT competitive grant funds. An eligible local entity is either a "high need Local Education Agency (LEA)", or an "eligible local partnership." Whether the award is made to a "high need local educational agency" or an "eligible local partnership," the focus of the grant must be on addressing the needs of the high need LEA. Please see *Attachment A* for a complete listing of eligible LEAs.

A "high need local education agency" is defined as a LEA:

- 1) That has received and accepted a Title II D allocation;

- 2) Is among those LEAs in the state with the highest numbers or percentages of children from families with incomes below the poverty line; **AND**
- 3) Serves one or more schools identified for "Improvement" or "Corrective Action" under section 1116 of the ESEA **OR** has at least one school with a ranking of "Low" or "Unsatisfactory" on the 2007 School Accountability Report (SAR); a **OR**
- 4) Has a substantial need for assistance in acquiring and using technology.

An "eligible local partnership" includes at least one high need LEA (as defined above) and at least one of the following:

- 1) An LEA that can demonstrate that teachers in its schools are effectively integrating technology and
- 2) proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards;
- 3) An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low performing under that Act;
- 4) A for profit business that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction; or
- 5) A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The eligible local partnership may include other LEAs, libraries, specialists or other education entities appropriate to local programs.

Pursuant to federal regulations, a LEA (school district or BOCES) must be the lead applicant and fiscal agent for the Power Results Grant Program. A consortium of eligible LEAs may submit an application together to share resources and expertise; however, one LEA must be designated as the fiscal agent (Lead LEA) of the consortium.

Purpose of the Grant

The overall purpose of this RFP is supported by the following from Title II Part D – Enhancing Education through technology:

- To promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging state academic content and student academic achievement standards, through such means as high quality professional development programs.
- To enhance the ongoing professional development of teachers, principals and administrators by providing constant access to training and updated research in teaching and learning through electronic means.

The Power Results competition for 2009 2010 has one targeted focus area: **Building and Sustaining Technology Rich 21st Century Classrooms** (See Attachment B)

This grant program is to support individual school districts and consortiums of school districts to provide a technology rich classroom environment where interactive learning, higher level thinking skills and student engagement are pervasive and where opportunities to collaborate and connect to the rich and relevant content that would not usually be available to the highest need students. Collaborative planning, investment in core components for technology and intensive professional development – training teachers not only how to use technology but also how to integrate technology into the curriculum and IT support must be addressed.

Goal: To improve student achievement by providing technology training aligned with state content standards and integrating 21st Century and technology and information literacy skill development.

Sites may develop and integrate technology standards into core content standards with innovative methods to improve use of technology and information resources to advance student learning. The model should focus on advanced technologies to implement standards based instruction and in creating new learning environments. It may include adapting or expanding applications of technology that enable teachers to increase student academic achievement through teaching practices that are based on the review of relevant research. The model should incorporate ALA or ISTE standards for teachers and 21st Century skills in both educational technology and information literacy as outlined in the ET IL plan.

Please Note: Federal Reporting Requirements require districts to report the technological proficiency of teachers, administrators and school library personnel.

Grant Awards

Federal law requires awards to be of sufficient size and scope to support high quality, effective programs. These funds will be distributed:

- Individual district grants up to \$100,000;
- Large district grants (over 3,000 students) up to \$150,000; and
- Grants up to \$200,000 for 2 or more districts or consortium of districts.

All subsequent grant awards will be contingent upon the receipt of funding from the federal government through the EETT Power Results Grant Program. Cancellation of these funds by the federal government will result in the termination of the EETT Power Results grant program in subsequent years.

Power Results grant funding can only be paid to a Colorado school district or BOCES. By federal law, grant funds may not be distributed directly to a public or private school, charter school, postsecondary educational institution, foundation or non educational organization.

All grant funds must be expended by June 30, 2011.

ARRA Reporting Requirements

- Reporting requirements associated with the ARRA funds could be significant and includes the submission of quarterly reports. Although CDE does not know at this time what will be required for the quarterly reports, the guidance received to date indicates that grantees will be required to report on the total amounts of all ARRA funds received and expended or obligated, including the fund source, project or activity name and description, an evaluation of its completion status, and an estimate of the number of jobs that were saved or created.

- All ARRA funds must be isolated and tracked separately. Therefore, the U.S. Department of Education has created a unique Catalog of Federal Domestic Assistance (CFDA) number for these funds, which will be provided in award documents.
- The budget for the first year of the grant will reflect activities for July 1, 2009 through June 30, 2010 and year two for July 1, 2010 through June 30, 2011.
- All ARRA funds must be obligated by 6/30/2011. And all obligations must be liquidated within 90 days after the end of the funding period or the termination of the grant, as required in EDGAR (34 CFR 74.73(d) or 34 CFR 80.23(b)).
- ARRA grantees will be considered “sub grantees” under CDE’s EETT Power Results program for a two year period (2009 2010 and 2010 2011).

Award Commitments

The following describes commitments in which grant recipients of the Power Results program are expected to participate.

Evaluation: Grant recipients are required to conduct an evaluation of their projects that will include analyses of student achievement data and other relevant data sources such as measures of teacher knowledge and fidelity of implementation. In addition, grant recipients are required to participate in a pre and post survey regarding effective use of technology and any state level evaluation and monitoring of the Power Results Grant Program. 10% of the total amount requested must be set aside for this purpose.

Dissemination: The products produced by grant recipients around building and sustaining a technology rich 21st century classroom are intended for statewide distribution and utilization, including audiences in both rural and urban environments. These tools will serve as a resource and must be designed in a way that allows for ease of use. The appropriate supporting products should be developed to accompany implementation and utilization. Sustainability must be a consideration.

Products: The following products will be provided (if applicable) as part of the award commitment:

- Model Curriculum;
- Training materials (e.g., PowerPoint files, Handouts, Activity Instructions);
- Trainer of Trainer Model;
- Facilitator Guides;
- Assessments; and
- Professional Development Plan;

Products created with these funds will be disseminated statewide in supporting the goals of Title II Part D. The products created with grant funds should contain the following statement: “This program is supported by a grant awarded by the U.S. Department of Education under Title II, Part D of the Elementary and Secondary Education Act (NCLB) – Enhancing Education through Technology to the Colorado Department of Education.”

Reporting: Grant recipients will be required to submit both a mid year and an end of grant evaluation report detailing the implementation and impact of the Power Results grant program as well as any ARRA

reporting. All products must be submitted with the final report. An Annual Financial Report detailing exact expenditures will be due October 15, 2011.

Use of Funds

The following describes required expenses which must be addressed in both the budget and project design:

- Ongoing, sustained, intensive and high quality professional development which must be at least 25% of the budget; and
- Evaluation activities, which must be 10% of the budget.

Other allowable expenses include:

- Release time and stipends for educators who participate in the proposed project;
- Payroll for instructional and administrative staff, including coaches and consultants who are directly engaged in grant work, but only for the time in which they are so engaged;
- Preparing one or more teachers in schools as technology leaders who will assist other teachers, and provide stipends to technology leaders during the grant period; and
- Equipment for hardware/software that directly supports staff development.* Please see Attachment B for sample classroom technologies that May be useful when identifying technologies that would support a "tech rich" 21st century classroom. This list is only included as an example and districts should select technologies appropriate to their individual needs and priorities.

Unallowable expenses include: capital needs, including furniture such as desks and chairs; office based rent; and utilities.

Please note: Funds may be used to supplement and not supplant any moneys currently being used to provide technology support and programs already in place.

Consultation with Private Schools

As required by federal law, school districts submitting proposals must consult with all private schools in their attendance areas to provide the opportunity for staff at those schools to participate in an equitable basis of this program. Private schools that chose to participate should be involved in the program's development as well as its implementation and need only participate at levels equivalent to their public school counterparts in a given district. Grant recipients will be asked to detail consultation in reporting.

Submission Process and Deadline

The **original plus 6 copies** must be received at CDE by Wednesday, September 16, 2009 at 4:00 pm. In addition to the 6 hard copies, **an electronic copy of the proposal must be submitted to: bamberry_l@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Proposals will be due by 4 p.m. on Wednesday, September 16th

Lynn Bamberry
Colorado Department of Education
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202

&

Submit an electronic copy of the proposal to:
bamberry_l@cde.state.co.us

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria.

Component I:	Proposal Introduction Cover Page Signature Pages Executive Summary Table of Contents
Component II:	ARRA Framing Questions
Component III:	Needs Assessment
Component IV:	Technology Rich 21st Century Classrooms
Component V:	Assessment Plan
Component VI:	Budget Form and Narrative

Application Format

- The total narrative of the application cannot exceed 10 pages.
- All pages must be standard letter size, 8 1/2" x 11" using 12 point font and single spaced.
- Use a document footer with the name of the applicant.
- Use 1 inch margins.
- Number all pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Successful applicants will be required to submit disclosure and assurance pages with original signatures.
- Staple the pages of the original and each copy of the proposal. Please do not use paperclips, rubber bands, binders or report covers.

Review Process

Teams of reviewers with expertise in the fields of educational technology and information literacy will review the proposals. This review will be based on the specific criteria listed in this RFP and detailed in the scoring rubric. Priority will be given to grants that will provide service to both rural and urban schools.

Budget Instructions, Assurances, and Budget Form

INSTRUCTIONS

When completing the proposed budget and budget narrative (<http://www.cde.state.co.us/edtech/>), it is required that you include costs related to ongoing, sustained, intensive and high quality professional development (**which must be at least 25% of the budget**) and evaluation activities (**which must be 10% of the budget**). Funds may be used to **supplement and not supplant** any moneys currently being used to provide technology support and programs already in place.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should provide enough detail so that the appropriate object category can be confirmed.

Support Program. Support service programs are those activities which facilitate and enhance instruction. Support services include school based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

(100) Salaries Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization.

(200) Employee Benefits Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never the less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to object (0500 other purchased services).

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district's fixed assets, as evaluated by the district's fixed assets policy, may be coded as supply items, or may be coded as Non Capital Equipment. Items that contribute to a district's fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, food, books and periodicals, and electronic media materials here.

(800) Other Expenses – Amounts paid for good and services not otherwise classified above. Some expenditures may cross object category lines. For example, professional development and evaluation may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

Indirect Costs – Indirect costs are those elements of costs necessary in the provision of a service which are of such nature that they cannot be readily or accurately identified with the specific service.

School Districts Only: School districts may budget indirect costs only if they are designated as the fiscal agent. The indirect cost rate used varies by district. Your district budget office should provide this rate to you, or you may access it by going to CDE's web page and linking to School Finance.

ASSURANCES AND DISCLAIMERS

Schools districts that accept funding through the **EETT Power Results Grant Program** agree to the following assurances:

1. An assurance that the applicant will annually provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes participation in evaluations or studies and the submission of an annual progress report demonstrating that the selected program/curriculum is providing satisfactory results.
2. An assurance that teachers will participate in a pre and post survey regarding effective use of technology.
3. An assurance that the school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
4. An assurance that funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
5. An assurance that if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
6. An assurance that the grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the EETT Power Results Grant Program within the time frames specified.*

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Marti Rodriguez, of CDE's Grants Fiscal Management Unit will be the contact person for any modifications. She can be reached at rodriguez_m@cde.state.co.us or 303 866 6769.

POWER RESULTS 2008 2009

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

District and School Participation

- Single District/Institute Charter School Application:** One district applying on behalf of eligible students within the district. **Please list schools that will participate:**
- Multi-District Consortium Application:** Multiple districts applying on behalf of eligible students within each district. **Please list all districts and schools and/or Institute Charter Schools that will participate:**

Eligible Local Partnership (Optional)

Partnership type (mark all that apply):

- LEA Higher Education Institution For-Profit Business Public or Private Non-Profit

Name of Lead Local Education Agency (LEA):

Mailing Address:

School District Authorized Representative:

Telephone:

Fax:

Email:

Program Contact Person:

Mailing Address:

Telephone:

Fax:

Email:

Fiscal Manager:

Telephone:

Fax:

Email:

Region: *Indicate the region(s) this proposal will directly impact*

- Metro Pikes Peak North Central Northwest West Central
 Southwest Southeast Northeast

Amount Requested: *Indicate the amount of funding you are requesting. Please note: This amount should match line 16 of the CDE Budget Form.*

\$

Executive Summary

Provide a brief description (no more than 1 page) of the proposed Power Results Grant Program. Use a separate sheet of paper and place it after the Cover Page. This summary does not count toward the 10 page narrative page limit.

Part I: Signature Page *(Complete and attach after cover page for each district applying)*

- Single District/Institute Charter School Application:** *Complete this form for one district application only.*
- Multi-District Consortium Application:** *Copy and complete this form for each district in the consortium. Attach additional pages directly after this page.*

In consideration of the receipt of these grant funds, the School District Board agrees to the assurances and disclaimers in the Enhancing Education Through Technology (EETT) - Power Results Request for Proposal.

DISTRICT SIGNATURES

District Name: _____

Board President Signature: _____

Superintendent Signature: _____

If submitting a multi-district consortia application, please provide district signatures for each district within the consortium. Additional copies may be attached if necessary.

DISTRICT SIGNATURES

District Name: _____

Board President Signature: _____

Superintendent Signature: _____

DISTRICT SIGNATURES

District Name: _____

Board President Signature: _____

Superintendent Signature: _____

Enhancing Education through Technology (EETT) Power Results 2009 2010 Grant Review Rubric

Component I:	Proposal Introduction	
Component II:	ARRA Framing Questions	
Component III:	Needs Assessment	/5
Component IV:	Technology Rich 21 st Century Classrooms	/10
Component V:	Assessment Plan	/5
Component VI:	Budget	/5
	Total	/25

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

1. _____
2. _____

Weaknesses:

1. _____
2. _____

Required Changes:

1. _____
2. _____
3. _____

Recommendation:

Funded _____	Fund w/ Changes _____	Not Funded _____
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Signature of Reviewer _____ **Date** _____

Component I: Proposal Introduction

No Points

- ✓ **Cover Page and Signature Pages**
Complete the attached cover page and signature page and attach as the first two pages of the proposal.
- ✓ **Executive Summary**
Provide a brief description (no more than 1 page) of the proposed Power Results grant program. Use a separate sheet of paper and place it after the Cover Page. This summary does not count toward the 10 page narrative page limit.
- ✓ **Table of Contents**
Place a table of contents after the Executive Summary.

Component II: ARRA Framing Questions for Decision Making

No Points

Please Respond to the questions below. The responses to these questions will be scored based on the rubric in Attachment C.	Unacceptable	Acceptable	Ideal
#1 Driving results for students How will the proposed use of funds drive improved results for students, including students in poverty, students with disabilities and English language learners?			
#2 Increasing capacity How will the proposed use of funds increase educators' long term capacity to improve results for students?			
#3 Accelerating reform How will the proposed use of funds advance district or school improvement plans?			
#4 Planning for sustainability and improved productivity How will the proposed use of funds avoid – to the degree possible recurring costs that administrative units, State Operated Programs, districts and schools are unprepared to assume when this funding ends? Will the proposed use serve as “bridge funding” to help transition to more effective and efficient approaches?			
#5 Fostering continuous improvement How will the proposed use of funds include approaches to measure and track implementation and results and create feedback loops to modify or discontinue strategies based on evidence?			

Component III: Needs Assessment

5 pts.

CATEGORY	Does Not Meet Criteria Does not meet the criteria listed	Minimally Meets All Criteria Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Meets All Criteria Narrative contains all criteria listed in sufficient depth and quality to promote clear understanding of project
Points Available	0	1 - 3	4 - 5
<p>(1) Include an assessment of the training needs of teacher, principal and/or administrator needs regarding acquisition of 21st Century and technology and information literacy skills (reference needs as indicated in Section A : Needs Assessment of your ET IL plan). Provide objective data establishing the need for the proposed project. (Attach relevant student achievement and school performance data as an appendix.)</p> <p>(2) Identify specific gaps or weaknesses (including the nature and magnitude of those gaps and weaknesses) and strengths identified through the school needs assessment that will be addressed by the proposed EETT project. Remember: Teacher/administrator staff development needs should address effective integration of technology to support and improve student learning.</p> <p>(3) Describe the school's capacity for change. Provide evidence that the infrastructure is in place for the grant to be successful. This should include the level of the school's leadership, staff, and community (if applicable) support for the proposed EETT program and how they will continue to demonstrate that support.</p>			
<p>Reviewer Comments:</p>			

Component IV: Technology Rich 21st Century Classrooms

10 pts.

CATEGORY	Does Not Meet Criteria Does not meet the criteria listed	Minimally Meets All Criteria Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Meets All Criteria Narrative contains all criteria listed in sufficient depth and quality to promote clear understanding of project
Points Available	0	1 - 8	9 - 10
<p>(1) Includes a specific, well conceived description of how you will support the implementation of 21st century content standards.</p> <p>(2) Clearly demonstrate how staff development will encourage innovative teaching approaches that integrate the interactivity and engaging content technology brings to curriculum. Clearly demonstrate how the professional development does not only train teachers to use technology, but also integrates technology into the curriculum. Provide evidence that professional development is on going and job embedded.</p> <p>(3) Application must demonstrate that the proposed program/curricula/model incorporates ALA or ISTE standards for teachers and 21st Century skills in both educational technology and information literacy as outlined in the ET IL plan.</p> <p>(4) Applicant will adapt or expand applications of technology to enable teachers to increase student academic achievement through teaching practices that are based on the proven models of instruction and professional development.</p> <p>(5) Project timeline included which identifies major implementation activities and the date by which they will be accomplished.</p> <p>(6) High Need School(s): The application describes how the school meeting the definition of one identified for improvement or corrective action under section 1116 of the ESEA OR has at least one school with a ranking of low or unsatisfactory on the 2007 SAR, will benefit from the project, is benefiting from the project. (See Attachment A)</p>			
<p>Reviewer Comments:</p>			

Component V: Assessment Plan

5 pts.

CATEGORY	Does Not Meet Criteria Does not meet the criteria listed	Minimally Meets All Criteria Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Meets All Criteria Narrative contains all criteria listed in sufficient depth and quality to promote clear understanding of project
Points Available (<i>Circle one</i>)	0	1 - 3	4 - 5

(1) The application identifies who will be responsible for the evaluation of the project and describes evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project.

(2) The application describes how both the development process and final products will be evaluated, with data provided.

(3) The school district will provide clear goals detailing student and teacher outcomes and expected performance levels that will result from the EETT Grant Program. *Goal Setting:* Identify goals for your EETT Program. Goals must be stated in SMART terminology (Specific, Measurable, Attainable, Research Based and Time Phased):

- **Specific:** The objective tells exactly what you plan to accomplish.
- **Measurable:** You can determine whether or not the grant funds made a difference for this activity.
- **Attainable:** Your objective is reasonable and “do able.”
- **Research based:** Strategies included in your plan have been implemented successfully in other programs with similar communities of students.
- **Time phased:** You have specified a beginning and ending period for your objective.

For example:

- By spring 2010, data analysis in relationship to the 2009 2010 EETT cohort will show that academic growth (Colorado Growth Model) will have accelerated and that growth percentiles of students tied to participating teachers will increase in reading, writing and math to the extent that all students exceed the median growth percentile applicable to their school and grade level.
- By February 2010, all X teachers will present technology embedded lesson or student activities monthly, as measured by principal observation and walk throughs.

Reviewer Comments:

Component VI: Budget

5 pts.

CATEGORY	Does Not Meet Criteria Does not meet the criteria listed	Minimally Meets All Criteria Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Meets All Criteria Narrative contains all criteria listed in sufficient depth and quality to promote clear understanding of project
Points Available (<i>Circle one</i>)	0	1 - 3	4 - 5

A draft budget in compliance with CDE’s standard fiscal rules including a budget narrative:

- (1) All expenditures contained in the budget (<http://www.cde.state.co.us/edtech/>) are described in the budget narrative and connected to project goals and activities. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.
- (2) The funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non federal funds.
- (3) The proposed budget dedicates at least 25% to professional development and 10% to evaluation activities.
- (4) Dollars spent on hardware/software directly relates to grant activities and must directly support 21st century staff development goals and activities.*
- (5) The budget and the budget narrative adequately detail the proposed use of funds.

Note: A final budget and budget narrative will be required after actual allocations are determined. Upon approval of a final budget and budget narrative, funds will be released to the grantees.

Reviewer Comments:

Eligible School Districts 2009-2010

ADAMS COUNTY 14	KARVAL RE-23
ADAMS-ARAPAHOE 28J	LAKE COUNTY R-1
AGUILAR REORGANIZED 6	LAMAR RE-2
ARCHULETA COUNTY 50 JT	MANZANOLA 3J
BOULDER VALLEY RE 2	MAPLETON 1
BRIGHTON 27J	MESA COUNTY VALLEY 51
CANON CITY RE-1	MOFFAT 2
CENTENNIAL R-1	MONTE VISTA C-8
CENTER 26 JT	MONTEZUMA-CORTEZ RE-1
CHARTER SCHOOL INSTITUTE	MONTROSE COUNTY RE-1J
COLORADO SPRINGS 11	MOUNTAIN VALLEY RE 1
DELTA COUNTY 50(J)	NORTHGLENN-THORNTON 12
DENVER COUNTY 1	POUDRE R-1
DOUGLAS COUNTY RE 1	PRIMERO REORGANIZED 2
EAGLE COUNTY RE 50	PRITCHETT RE-3
EAST OTERO R-1	PUEBLO CITY 60
EDISON 54 JT	ROARING FORK RE-1
ELLCOTT 22	ROCKY FORD R-2
ENGLEWOOD 1	SHERIDAN 2
FORT MORGAN RE-3	SOUTH CONEJOS RE-10
FOUNTAIN 8	ST VRAIN VALLEY RE 1J
GARFIELD 16	THOMPSON R-2J
GARFIELD RE-2	WELD COUNTY S/D RE-8
GREELEY 6	WESTMINSTER 50
GUNNISON WATERSHED RE1J	WIDFIELD 3
HARRISON 2	WOODLIN R-104
HUERFANO RE-1	YUMA SCHOOL DISTRICT 1
IGNACIO 11 JT	
JEFFERSON COUNTY R-1	

Technology Rich Classrooms

Classrooms with technology rich learning environments are well equipped with computer hardware, software, electronic whiteboards and rich digital and online curricular resources. When you enter a technology rich learning environment, you quickly see that interactive learning, higher level thinking skills, and student engagement are pervasive, whether students are learning math, science, reading, or history. Using digital cameras, interactive white boards, robust courseware, digital content, and computers provides students with opportunities to collaborate and connect to the rich and relevant content that would not usually be available to the highest need students being served by these programs. Collaborative planning, investment in core components for technology , intensive professional development – training teachers not only how to use technology but also how to integrate technology into the curriculum and IT support are some of the key elements necessary to transform schools. It has been estimated that the first year cost of implementing technology rich classroom environment at \$12,000 per classroom and includes the following:

Core Components

- Teacher Laptop & Productivity Tools
- Presentation Device Collaborative Learning System (Interactive Whiteboard), LCD or Plasma TV
- Projector (if needed for the presentation device or collaborative learning system)
- Learner Response Devices for Formative Assessment & Individualized Instruction
- Document Camera
- Digital Camera
- Video Camera
- Robust Software & Digital Content
- Printer
- Company and/or District Lead Training (PD) on Technology Functionality

Additional Elements to Consider Based Upon Location and Curricular Goals

- Mobile Learning Lab or Centralized Computing Stations
- Webcam for Teacher Computer
- Flash drives for each Student
- Audio System
- Courseware and Content Aligned to Standards and Curricular goals
- Safe and Secure Communication & Community Building Tools with Web 2.0 Functionality for Teacher and Administrator Cadres as well as Home/School Connections
- Formative Assessment for Individualization of Learning
- Student, Classroom & School Data Collection, Management & Reporting

Rubric for Reviewing Title IA Applications Alignment with ARRA Priorities

This rubric outlines five guiding questions from the American Recovery and Reinvestment Act (ARRA) for driving long term education reform and improvement. It is intended to assist districts and reviewers in designing plans for short term investments that lead to sustainable and improved outcomes for students.

ARRA Priority	Unacceptable	Acceptable	Ideal
<p>#1 Driving results for students Will the proposed use of funds drive improved results for students, including students in poverty, students with disabilities, and English language learners?</p>	Application does not include a feasible plan for improved services to underserved students.	Application proposes a feasible, high quality plan to improve services to student groups that are currently underserved.	Application proposes a realistic and high quality plan to provide services to underserved students, with a particular focus on innovative approaches and those that have been proven effective in early childhood and high school programs.
<p>#2 Increasing capacity Will the proposed use of funds increase educators' long term capacity to improve results for students?</p>	Application does not include activities designed to increase educators' long term capacity.	Application includes a viable plan to offer targeted professional development for educators that is aligned with and supports other proposed activities.	Application includes a viable, high quality professional development plan for teachers and principals that is informed by data, aligned with other proposed activities, targeted to address specific learning needs and integrated into educators' professional practice.
<p>#3 Accelerating reform Will the proposed use of funds advance state, district, or school improvement plans and the reform goals* encompassed in ARRA?</p>	Application does not align with state, district, or school improvement plans; proposed activities are not clearly related to any ARRA reform goal.	Application is aligned with state, district, or school improvement plans; proposed activities are related to one or more of the ARRA reform goals.	Application is aligned with state, district, or school improvement plans; proposed activities are based on current research and targeted to focus intensely on one or more ARRA reform goals.
<p>#4 Planning for sustainability and improved productivity Will the proposed use of funds avoid recurring costs that school systems and schools are unprepared to assume when this funding ends? Will it serve as "bridge funding" to transition to more effective and efficient approaches?</p>	Application does not include a realistic plan for sustaining ARRA funded activities after funding ends; no portion of expenditures is directed toward transition costs or improving efficacy of existing systems.	Application includes activities that will depend on recurring funding, but includes a plan for improving systemic efficacy and sustaining systems and programs after ARRA funding ends.	Application directs resources to short term, one time expenditures that will have long term payoff for students and educators; for any activities that depend on recurring funding, it includes a plan for improving systemic efficacy and sustaining systems and programs after ARRA funding ends.
<p>#5 Fostering continuous improvement Will the proposed use of funds include approaches to measure and track implementation and results and create feedback loops to modify or discontinue strategies based on evidence?</p>	Application does not include a plan for measuring and tracking effectiveness and results of proposed activities.	Application includes a realistic plan to track and evaluate the effectiveness of each proposed activity.	Application includes a rigorous plan for tracking and evaluating the success and cost effectiveness of each proposed activity, including a means to detect problems and make rapid mid course corrections.

*ARRA Reform Goals include: 1) standards & assessments; 2) data systems; 3) teacher effectiveness; and 4) intervention for struggling schools.