NO CHILD LEFT BEHIND ACT OF 2001

PUBLIC LAW 107-110

ESEA TITLE II, PART A – STATE LEVEL ACTIVITIES

MONTANA PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECT

Region IV

COMPETITIVE GRANT APPLICATION

DUE: JULY 15, 2011

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

PO Box 202501
Helena, MT 59620-2501

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MONTANA PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECT

Competitive Grant Application
Title II, Part A, of the Elementary and Secondary Education Act (ESEA)

Due Date:
Postmarked no later than July 15, 2011.

Return to:
Kelly Glass, Accreditation Unit Manager
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Funds Available:
One grant will be awarded for $50,000 per year for up to two years for Regional Service Agency, Region IV, contingent upon the availability of federal funds.

Fiscal Information:
The successful project is expected to operate for two full years. A grant award will be issued for each budget year within that period. Funds will be available September 1, 2011, through September 30, 2013. **Continuation funds will be contingent upon sufficient progress in meeting the goals of the program and availability of federal funds.**

Review Process:
The application review process will consist of (1) an external review by a panel of educators experienced in reading similar grant proposals who will score the applications; and (2) a review by an OPI team that will make necessary policy decisions regarding the award.

Appendix B provides the basic rubric that will be used as part of the review process. Each of the **eight** parts of the narrative will be evaluated and scored separately. Along with the numerical score, each reviewer will list the strengths and weaknesses of the responses to each part. A grant accepted for funding may require project and budget revisions before final approval and funding is released.

Stipulations:
Region IV is currently conducting a Title II Part D continuation grant (Helmville host district) that is active through September 30, 2012 and as such the recipient of the grant will retain the services of the currently employed technologist for the duration of the aforementioned grant. Submitters are strongly encouraged to collaborate with the current technologist to help build relationships across the region.

Successful applicants will be notified by August 15, 2011.

Application:
One original and four copies of the complete application package must be submitted. **Submission by fax or electronic mail will not be accepted.** The original copy must include original signatures.

Assistance: Contact Jeff Crews, (406) 360-6340, jcrews@mt.gov.

MONTANA PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECT GRANT

Application Sections:

Section I.	General Information
Section II.	Introduction and Background Material
Section III.	Definitions
Section IV.	Evaluation of Application
Section V.	Requirements for Grant Narrative
Section VI.	Budget and Budget Narrative
Section VII.	Statement of ESEA Title II, Part A Assurances
Appendix A	Cover Sheet
Appendix B	Review Rubric

The original and four copies of the completed grant application must be postmarked by July 15, 2011.

Address your application packets to:

Kelly Glass, Accreditation Unit Manager
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

BECAUSE OF THE POSSIBILITY OF ELECTRONIC MESSAGING FAILURE, FAXED APPLICATIONS WILL NOT BE ACCEPTED.

For technical assistance regarding your application, please contact:

Jeff Crews – Regional Services Specialist
Office of Public Instruction
1300 11th Avenue
PO Box 202501
Helena, MT 59620-2501
Telephone: (406) 360-6340
E-mail: jcrews@mt.gov

MONTANA PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECT GRANT

I. GENERAL INFORMATION

Purpose:

The purpose of the Montana Professional Development Partnership Project is to improve student achievement in Montana schools by providing state support and funding for high-quality professional development in core academic areas of math, reading, language arts, science and social studies that focuses on (1) increasing the subject-matter knowledge of teachers; (2) increasing teacher understanding and use of effective, research-based instructional strategies; and (3) increasing teacher competency in the use of educational technology. In addition, this program seeks to encourage and support the development of "regionalized" delivery models that will address the challenges and limitations that are presented by the geographic size and rural nature of Montana to the effective and efficient delivery of these high-quality professional development opportunities.

Private School Participation:

Funds awarded through these subgrants are subject to the requirements of Section 14503 of ESEA P.L. 108-382 (Participation by Private School Children and Teachers) and the regulations in 34 CFR 299, Subpart E. The statute and regulations require that subgrantees provide private schools in their area the opportunity for meaningful collaboration with the subgrantees during the planning process for any subsequent professional development activities. Further, the subgrantees must provide private school children and their teachers, or other educational personnel, the opportunity to receive services and benefits of the program on an equitable basis with public school children and teachers.

Supplement Not Supplant:

Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

Subsequent Opportunity to Apply:

The Office of Public Instruction (OPI) is committed to the competitive process required by this program. Awards will be made only for high-quality proposals that describe programs that attend to all competition requirements. There is no obligation on the part of the OPI to award all the available funds in the first round of competition. Pending the results of the initial grant competition, a second round of the competition may be announced after the August 2011 awards.

Grant Writing Assistance Provided:

1. The OPI will provide grant application technical assistance for interested applicants. Contact Jeff Crews – Regional Services Specialist Telephone: (406) 360-6340, E-mail: jcrews@mt.gov

MONTANA PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECT GRANT

II. INTRODUCTION AND BACKGROUND FOR THE GRANT'S PROFESSIONAL DEVELOPMENT MODEL

Current research supports the belief that in order to have a positive and lasting impact on classroom instruction and student learning, high quality professional development programs must contain the following key elements. Professional development programs created through this grant need to provide for these same elements.

(1) The programs need to be classroom focused and enhance the capacity of local teachers to enact curricular reforms that produce higher student achievement in core academic areas.
(2) The programs need to recognize that effective and lasting changes in professional beliefs and practices require time; multiple learning opportunities; and appropriate and adequate organizational support.
(3) The programs need to both facilitate the growth of a teacher's subject matter knowledge and increase a teacher's understanding and use of effective, research-based instructional strategies.
(4) The programs need to provide activities and training that reflect sound research and theory but are clearly grounded in the practice of teaching and learning.
(5) The programs need to employ a variety of professional development styles that both engage the individual teacher's strengths but also support and enhance the development of a "learning community" where teachers work in collaborative and mutually supportive environment.
(6) The programs need to be data driven.

III. DEFINITIONS

Professional Development

As defined by ARM 10.55.714, "professional development" means instructional related activities that:
(1) are focused on teachers as central to student learning, yet include all other members of the school community;
(2) are focused on individual, collegial, and organizational improvement;
(3) respect and nurture the intellectual and leadership capacity of teachers, principals and others in the school community;
(4) reflects proven scientifically based research and practice in teaching, learning, and leadership;
(5) enable teachers to develop further experience in state content standards and assessment, teaching strategies, use of technologies, and other essential elements in teaching to high standards;
(6) promotes continuous inquiry and improvement embedded in the daily life of schools;
(7) is ongoing and sustained;
(8) is planned collaboratively by those who will participate in and facilitate that development;
(9) requires substantial time and resources;
(10) is driven by a coherent long-term plan; and
(11) is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Scientifically Based Research

The term "scientifically based research" means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:
(1) employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
(2) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
(3) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
(4) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
(5) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

IV. EVALUATION OF APPLICATION

The application review process for the grant narrative will consist of: (1) a review by a panel of educators experienced in reading similar grant proposals who will score the applications; and (2) a review by an OPI team that will make necessary decisions regarding the awards.

This application narrative will address **eight** aspects of an applicant's plan – **Grant Narrative Parts A-G and Budget Narrative**. The panel of reviewers will assess each plan. Each aspect or part of the plan will be worth a set number of points (See chart below). Individual panel members will:

(1) evaluate each of the **eight** parts separately;
(2) indicate at what level the plan is meeting the expectations for that part;
(3) give each aspect a total number of points up to the maximum for each part; and
(4) list the strengths and the weaknesses of each part.

Part A – Partnership	Maximum Points: **27**
Part B – Regionalized Approach	Maximum Points: **18**
Part C – Needs Assessment	Maximum Points: **9**
Part D – Content Knowledge and Research-Based Instruction	Maximum Points: **18**
Part E – Implementation Support and Sustainability	Maximum Points: **27**
Part F – Instructional Technology	Maximum Points: **9**
Part G – Assessment and an Accountability Plan	Maximum Points: **27**
Budget and Budget Narrative	Maximum Points: **27**

V. REQUIREMENTS FOR GRANT NARRATIVE

The application grant narrative needs to describe how the proposed model will address the critical attributes and questions listed below in each part.

Part A – Partnership

The project must utilize a **"partnership"** approach, one that provides for a meaningful and sustainable collaboration between various professional development providers in the design, funding and delivery of the professional development activities. This partnership could include curriculum consortiums, colleges and universities, individual school districts, special education cooperatives, Comprehensive System of Professional Development (CSPD) units, professional organizations such as Montana Council of Teachers of Mathematics, etc. A successful model must include a Montana institution of post-secondary education and at least two other partners.

Critical Attributes and Questions:

1. **Is there a thorough description of the partnership? How was it developed?**
2. **Is the overall capacity to manage the project, organize the work and meet deadlines evident?**
3. **How are the duties and responsibilities shared by the partners?**
4. **How will the partners work together during the planning phase?**
5. **How will the partners work together during the implementation phase?**
6. **What process will be put in place to support and sustain the partnership both in short term while funding is provided and in the long term beyond the life of the grant funding?**
7. **What process or mechanism will be developed to facilitate ongoing communication between the partners?**
8. **How will the effectiveness of the partnership be assessed?**
9. **What documentation and evidence will be gathered to support the successful design and implementation of this grant component?**

Part B – Regionalized Approach

The project must utilize a "regionalized" approach, one that serves a pre-determined geographic region of the state. The project needs to provide for service to districts of varying size.

Critical Attributes and Questions:

1. **Is there a thorough description of the "region" being served? The term region should not be interpreted as meaning one-half of the state or the whole state. It is expected the "region" will be something similar to the current breakdown of regions for the Montana Association of School Superintendents.**
2. **How will the project serve districts of varying size within the "region"?**
3. **Are high need and high poverty schools and districts included in the service region?**
4. **What documentation and evidence will be gathered to support the successful design and implementation of this grant component?**

MONTANA PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECT GRANT

Part C – Needs Assessment

The project must provide a system for identifying and prioritizing professional development needs for schools and districts, both individually and collectively. It must reflect consideration of the Continuous School Improvement (CSI) Process in place in the target schools and districts. Where applicable and appropriate, the project must include high need and high poverty schools and districts. The grant does not intend that there be only one targeted need for all participating schools and teachers. The model should be designed to serve multiple needs simultaneously as the developing capacity allows.

Critical Attributes and Questions:

1. **Is there a thorough description of the identification and prioritization process to be used?**
2. **Is it evident that the process will result in the identification and inclusion of high need and high poverty student populations, schools and districts when applicable and appropriate?**
3. **References to CSI must be specifically outlined for each target school and/or district.**
4. **What documentation and evidence will be gathered to support the successful design and implementation of this grant component?**

Part D – Content Knowledge and Research-Based Instruction

The professional development activities provided need to both increase the teacher's content knowledge in core academic areas and increase the teacher's use of effective, research-based instructional strategies. In addition, the goals must indicate how they are aligned with applicable local and Montana Content and Performance Standards. Professional development activities need to include a component that helps teachers understand the role such an alignment plays in effective instruction and subsequently, in increased student learning.

Critical Attributes and Questions:

1. **Is there a thorough description of how the project ensures that the activities provided will support both the goal of increasing teachers' content knowledge in the core academic areas and the goal of increasing teachers' use of effective, research-based instructional strategies?**
2. **In particular, what process will be used to identify what is a research-based strategy? Will the process include a literature review that defines and supports the proposed activities when selected or designed in the project?**
3. **The project is encouraged to build upon any prior professional development work. When such reference is made is there a process for insuring a discussion of that prior work and the lessons learned?**
4. **How does the process address increasing teacher understanding of the critical role standards and curriculum play in the design and delivery of effective instruction?**
5. **What documentation and evidence will be gathered to support the successful design and implementation of this grant component?**

Part E – Implementation Support and Sustainability

The professional development activities need to be sufficiently intensive, focused, sustainable, and of sufficient duration to significantly impact classroom practice and subsequently, student achievement. In addition, the targeted professional development activities must include applicable and appropriate components for school and district leadership.

Critical Attributes and Questions:

1. **Is there a complete description of the process and potential contexts for the initial delivery of the professional development?**
2. **In general, how will the project provide implementation support and sustainability for professional development initiatives? Is the plan within the scope and capacity of the project?**
3. **In particular, how will this project provide ongoing implementation support for the instructional pedagogy that is part of the professional development training that reflects the need for time and opportunity for (1) activities such as ongoing study, (2) practice implementing the new strategy, (3) practice with feedback from a coach or mentor, and (4) ongoing refinement of the implementation?**
4. **How has the project provided for meaningful involvement of school and district leadership in the implementation and support of the professional development?**
5. **How will the project help the school provide targeted professional development for teachers who need more intensive or in-depth assistance with classroom implementation of new skills and strategies?**
6. **If the professional development proves effective, is there a long-term vision and process for replication of the training and strategy within the school(s) and district(s) – a goal of systemic change?**
7. **Is there a tentative timeline for the project components included?**
8. **What documentation and evidence will be gathered to support the successful design and implementation of this grant component?**

Part F – Instructional Technology

The project will need to incorporate the use of instructional technology and demonstrate the capacity to design and implement an online professional development component as a part of an overall delivery model.

Critical Attributes and Questions:

1. **Is there a thorough description of any training for and use of, applicable and appropriate instructional technology as part of the professional development activities?**
2. **If applicable and appropriate, has the project incorporated distance learning technology as part of the delivery model for the professional development activities?**
3. **Is there a thorough description of how the project will build the capacity for online professional development as part of the overall delivery model?**
4. **What documentation and evidence will be gathered to support the successful design and implementation of this grant component?**

Part G – Assessment and Accountability Plan

The project must provide for a comprehensive accountability and evaluation process. One component of that process must be the use of the Montana Surveys of Enacted Curriculum (MSEC), a content alignment and professional development assessment strategy.

Critical Attributes and Questions:

1. **How will the project insure the development of applicable measurable objectives and annual targets for both the delivery model and for the subsequent professional development activities designed and implemented?**
2. **Is there a thorough description of how the project will assess the effectiveness of the professional development project components including planning, implementation and subsequent impact on teacher effectiveness and student achievement?**
3. **What assessments will the project use – state, local, project-developed, etc.?**
4. **How will the project obtain formative data on the training activities themselves?**
5. **How will the project provide for some type of formative evaluation or review of the implementation process to identify barriers and facilitating events or structures that informs the project's ongoing planning and implementation efforts?**
6. **How will the project assess growth in the ability of the teachers to understand and use the challenging local and Montana Content and Performance Standards in the core academic areas targeted?**
7. **How will the project communicate and disseminate information on the project in general and subsequent professional development activities in particular, to appropriate and applicable constituencies?**
8. **What documentation and evidence will be gathered to support the successful design and implementation of this grant component?**

VI. BUDGET AND BUDGET NARRATIVE

The budget narrative should describe the basis for determining the amounts shown on the budget submitted. Both the budget and the narrative must be aligned with the activities described in the grant proposal narrative, and need to justify the effective and efficient use of funds and clearly describe the full range of resources that will be used to accomplish the goals of the project.

Critical Attributes and Questions:

1. **Is there a thorough description outlining the basis for determining the amounts shown on the budget page?**
2. **Is there a complete description of the full range of resources that will be used to accomplish the goals of the project?**
3. **Is the budget aligned with the activities described in the grant proposal narrative?**
4. **Is the proposed budget an effective and efficient use of funds?**

VII. STATEMENT OF ESEA TITLE II, PART A ASSURANCES

Should an award of funds from the ESEA Title II, Part A be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the OPI that the authorized official will:

1. Upon request, provide the Montana Office of Public Instruction with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.

2. Conduct educational activities funded by this project in compliance with the following federal laws:
   a. Title VI of the Civil Rights Act of 1964
   b. Title IX of the Education Amendments of 1972
   c. Section 504 of the Rehabilitation Act of 1973
   d. Age Discrimination Act of 1975
   e. Americans with Disabilities Act of 1990
   f. Improving America's Schools Act of 1994

3. Use grant funds to supplement and not supplant funds from nonfederal sources.

4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups.

5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Montana Office of Public Instruction.

6. The applicant will retain records of the program for five years and will allow access to those records for purposes of review and audit.

MONTANA PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECT GRANT

Applying Institution or Organization (Prime Applicant):

Program Title:

Program Director

Name:

Title:

Address:

Telephone: **Fax:**

E-Mail:

Total Amount of Funds Requested: **$**

Identified Service Region:

Professional Development Provider Partners:

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official Grants Officer or Superintendent of Fiscal Agent

Title

_____ _____

Signature of Authorized Official **Date**

Appendix B, Review Rubric

Montana Office of Public Instruction
ESEA Title II, Part A – Montana Professional Development Partnership Project Grant

PART A – PARTNERSHIP

0 – 3 Points **Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.**	4 – 9 Points **Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1) There is not a complete description of the partnership including: **a.** who are the partners **b.** how it was developed and is there evidence of ongoing collaboration in the design and implementation of the partnership **c.** how the duties and responsibilities are shared between the partners **d.** how is communication facilitated between the partners **2)** There is little or no evidence that there is sufficient capacity in the partnership to organize and manage the project **3)** There is not a complete description of how the effectiveness of the partnership will be assessed both during the development and operation time frame **4)** There is not a complete description of a process to provide effective financial support and sustainability for the partnership during and beyond the life of the grant **5)** There is no indication of what documentation and evidence will be gathered to support the successful design and implementation of the grant component	**1)** There is a complete description of the partnership including: **a.** who are the partners **b.** how it was developed and is there evidence of ongoing collaboration in the design and implementation of the partnership **c.** how the duties and responsibilities are shared between the partners **d.** how will the communication be facilitated between the partners **2)** There is evidence that there is sufficient capacity in the partnership to organize and manage the project **3)** There is a description of how the effectiveness of the partnership will be assessed both during the development and operation time frames **4)** There is a description of a process to provide effective financial support and sustainability for the partnership during and beyond the life of the grant **5)** There is clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (3 X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

PART B – REGIONALIZED APPROACH

0 – 3 Points	4 – 9 Points
Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.	**Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1) There is not a complete description of the "region" to be served by the project **2)** There is a description but the region is not within the scope specified in the grant **3)** There is not a complete description of how districts of varying sizes will be adequately served by the project **4)** There are no high need and high poverty schools included in the service region **5)** The region identified is not compatible with the capacity of the partnership described **6)** There is no indication of what documentation and evidence will be gathered to support the successful design and implementation of the grant component	**1)** There is a complete description of the "region" to be served by the project **2)** The region is within the scope specified in the grant **3)** There is a complete description of how districts of varying sizes will be adequately served by the project **4)** There are high need and high poverty schools included in the service region **5)** The region identified is compatible with the capacity of the partnership described **6)** There is a clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (2X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

PART C – NEEDS ASSESSMENT

0 – 3 Points	4 – 9 Points
Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.	**Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1) There is not a complete description of a process to identify and prioritize professional development needs **2)** There is no indication that the project can and will serve more than one targeted professional development need **3)** There is no indication that the professional development needs of teachers of high need and high poverty populations will be identified and prioritized **4)** There is not a complete description of how the project will integrate the CSI process present in each school and district **5)** There is no indication of what documentation and evidence will be gathered to support the successful design and implementation of the grant component	**1)** There is a complete description of a process to identify and prioritize professional development needs **2)** There is a clear indication that the project can and will serve more than one targeted professional development need **3)** There is a clear indication that the professional development needs of teachers of high need and high poverty populations will be identified and included when applicable and appropriate to do so **4)** There is a complete description of how the project will integrate the CSI process present in each school and district **5)** There is a clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (1X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

PART D– CONTENT KNOWLEDGE AND RESEARCH-BASED INSTRUCTION

0 – 3 Points **Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.**	4 – 9 Points **Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1) There is not a complete description of how the project will target both the goal of increasing teachers' content knowledge and the goal of increasing teachers' use of effective, research-based instructional strategies when designing professional development activities **2)** There is not a complete description of a process for identifying what is a research-based strategy **3)** There is not a complete description of a process to identify and build on previous professional development work in the schools and districts **4)** There is not a complete description of how the ongoing goal of increasing teachers' understanding of the critical role local and Montana Content and Performance Standards in the design and delivery of effective instruction will be achieved **5)** There is no indication that the primary focus of the professional development activities will be the core academic areas **6)** There is no indication of what documentation and evidence will be gathered to support the successful design and implementation of the grant component	**1)** There is a complete description of how the project will target both the goal of increasing teachers' content knowledge and the goal of increasing teachers' use of effective, research-based instructional strategies when designing professional development activities **2)** There is a complete description of a process for identifying what is a research-based strategy **3)** There is a complete description of a process to identify and build on previous professional development work in the schools and districts **4)** There is a complete description of how the ongoing goal of increasing teachers' understanding of the critical role local and Montana Content and Performance Standards in the design and delivery of effective instruction will be achieved **5)** There is a clear indication that the primary focus of the professional development activities will be in the core academic areas **6)** There is a clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (2X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

PART E – IMPLEMENTATION SUPPORT AND SUSTAINABILITY

0 – 3 Points **Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.**	4 – 9 Points **Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1. There is not a complete description of the process and potential contexts for the initial delivery of the professional development activities **2.** There is not a complete description of how the project will provide for implementation support and sustainability for the instructional pedagogy that is part of the professional development training including: **a.** how time will be provided for ongoing study, practice, practice with feedback **b.** how the project will facilitate targeted professional development for teachers who need more intensive or in-depth assistance with the classroom implementation **c.** how the project will insure the meaningful involvement of school and district leadership **3.** There is not a complete description of a process for the replication of the training for a successful strategy within the school or district – systemic change **4.** There is no timeline for the overall project components **5.** There is no indication of what documentation and evidence will be gathered to support the successful design and implementation of the grant component	**1)** There is a complete description of the process and potential contexts for the initial delivery of the professional development activities **2)** There is a complete description of how the project will provide for implementation support and sustainability for the instructional pedagogy that is part of the professional development training including: **a.** how time will be provided for ongoing study, practice, practice with feedback **b.** how the project will facilitate targeted professional development for teachers who need more intensive or in-depth assistance with the classroom implementation **c.** how the project will insure the meaningful involvement of school and district leadership **3)** There is a complete description of a process for the replication of the training for a successful strategy within the school or district – systemic change **4)** There is at least a tentative timeline for the overall project components **5)** There is a clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (3X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

PART F– INSTRUCTIONAL TECHNOLOGY

0 – 3 Points	4 – 9 Points
Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.	**Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1) There is not a complete description of a process to identify and implement applicable and appropriate instruction technology training as part of the professional development activities	**1)** There is a complete description of a process to identify and implement applicable and appropriate instruction technology training as part of the professional development activities
2) There is not a complete description of whether, and how, appropriate and applicable distance learning will be employed	**2)** There is a complete description of whether, and how, appropriate and applicable distance learning will be employed
3) There is not a complete description of how the project will build appropriate and applicable capacity for online professional development either initial training or ongoing support	**3)** There is a complete description of how the project will build appropriate and applicable capacity for online professional development either initial training or ongoing support
4) There is no indication of what documentation and evidence will be gathered to support the successful design and implementation of the grant component	**4)** There is a clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (1X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

PART G – ASSESSMENT AND ACCOUNTABILITY PLAN

0 – 3 Points **Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.**	4 – 9 Points **Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1) There is not a complete description of how the project will insure the development of an effective and comprehensive assessment and accountability process for the project in general including: **a.** the development of applicable measurable objectives and annual targets for the design and implementation of the proposed delivery model **b.** what assessment instruments will be used **c.** what formative evaluation process will be used during implementation to identify barriers and facilitating events or structures that informs the project's ongoing planning and implementation efforts **2)** There is not a complete description of how the project will insure the development of an effective and comprehensive assessment and accountability process for the subsequent professional development activities designed and implemented by the project **a.** the development of applicable measurable objectives and annual targets for the professional development activities designed **b.** what assessment instruments will be used **c.** how the MSEC will be used as an assessment tool **d.** what formative evaluation process will be used during implementation to identify barriers and facilitating events or structures that informs the project's ongoing planning and implementation efforts **e.** assessing the ability of teachers to understand and use the challenging local and Montana Content and Performance Standards **3)** There is not a complete description of how the project will communicate and disseminate information on the project and subsequent professional development activities to appropriate and applicable constituencies **4)** There is not a clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component	**1)** There is a complete description of how the project will insure the development of an effective and comprehensive assessment and accountability process for the project in general including: **a.** the development of applicable measurable objectives and annual targets for the design and implementation of the proposed delivery model **b.** what assessment instruments will be used **c.** what formative evaluation process will be used during implementation to identify barriers and facilitating events or structures that informs the project's ongoing planning and implementation efforts **2)** There is a complete description of how the project will insure the development of an effective and comprehensive assessment and accountability process for the subsequent professional development activities designed and implemented by the project **a.** the development of applicable measurable objectives and annual targets for the professional development activities designed **b.** what assessment instruments will be used **c.** how the MSEC will be used as an assessment tool **d.** what formative evaluation process will be used during implementation to identify barriers and facilitating events or structures that informs the project's ongoing planning and implementation efforts **e.** assessing the ability of teachers to understand and use the challenging local and Montana Content and Performance Standards **3)** There is a complete description of how the project will communicate and disseminate information on the project and subsequent professional development activities to appropriate and applicable constituencies **4)** There is a clear description of what documentation and evidence will be gathered to support the successful design and implementation of the grant component

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (3X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

BUDGET AND BUDGET NARRATIVE

0 – 3 Points	4 – 9 Points
Project proposal does not address, or does not meet the minimum expectations for sufficiently addressing, the critical attributes and questions outlined in this section of the application.	**Project proposal clearly meets or exceeds the expectations for sufficiently addressing all of the critical attributes and questions outlined in this section of the application.**
1) There is not a complete description outlining the basis for determining the amounts shown on the budget **2)** There is not a complete description of the full range of resources that will be used to accomplish the goals of the project including both grant resources and resources outside the grant (district funds, other Title funds, etc.) **3)** The budget is not in alignment with the activities described in the various parts of the grant proposal narrative **4)** The amount assigned to a given portion of the budget seems either excessive or insufficient given the goals of the project	**1)** There is a complete description outlining the basis for determining the amounts shown on the budget **2)** There is a complete description of the full range of resources that will be used to accomplish the goals of the project including both grant resources and resources outside the grant (district funds, other Title funds, etc.) **3)** The budget is aligned with the activities described in the various parts of the grant proposal narrative **4)** The amount assigned to each portion of the budget is sufficient given the goals of the project

INITIAL SCORE: _____ **FINAL SCORE - WEIGHT FACTOR (3X THE INITIAL SCORE):** _____

STRENGTHS AND WEAKNESSES:

GENERAL COMMENTS ABOUT OVERALL PROJECT:

TOTAL POINTS EARNED IN THE REVIEW: _____