



Illinois State Board of Education

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Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

November 2009

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D. 
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): American Recovery and Reinvestment Act of 2009 (ARRA) Enhancing Education Through Technology (EETT) Competitive Grant: Illinois School Reform Through Technology Initiative (IL-SRTT)

General Information

Eligible Applicants: Eligible applicants are either a high-need school district or an eligible partnership, as defined below. A school district may submit or participate in only one proposal.

A district that has received a EETT competitive grant in FY 2010 is eligible for this competition. In order to be considered for a grant under this RFP, however, the district would have to identify need for the program in addition to that used, if applicable, to justify its current EETT grant.

A “high-need local educational agency” is a school district that is among the local educational agencies in a State with the highest numbers or percentages of children from families with incomes below the poverty line (see Appendix A) **and**

- serves one or more schools identified for improvement, corrective action, or restructuring under Section 1116 of the Elementary and Secondary Education Act (ESEA). Schools in status can be identified by referring to the report titled “Illinois Schools in Improvement Status” located at http://www.isbe.net/research/pdfs/school_improvement09.pdf under the “2009 Federal” column; **or**
- has a substantial need for assistance in acquiring and using technology.

ISBE will be using The Interactive ISTE/CEO Forum STaR Chart to identify those districts that have a substantial need for assistance. After answering 20 brief questions, the STaR Chart will identify the applicant’s need in the areas of hardware, connectivity, content, professional development, as well as technology integration and use. More information on the assessment tool can be found at <http://ceoforum.org/downloads/99chart.pdf>. The tool is accessible at no charge at <http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart>. Those scoring in the low to mid-range will be considered to have a “substantial need.” A dated copy of the results must be sent along with the applicant’s proposal.

Appendix A lists school districts that the Illinois State Board of Education (ISBE) has determined to have the highest numbers or percentages of children from families with incomes below the poverty line

(i.e., the top 50 percent of all districts, using U.S. Census Bureau data). The “Schools in Improvement Status” document, http://www.isbe.net/research/pdfs/school_improvement09.pdf, lists the school districts with one or more schools identified for improvement, corrective action, or restructuring.

School districts that are not listed in Appendix A or on the “Illinois Schools in Improvement Status” document, but believe they qualify as a high-need school district or have a school in need of improvement, should contact ISBE at the email address provided under “Contact Person” below and provide the name of the school and evidence of its federal status. ISBE will respond to each school district in writing.

An “eligible local partnership” is a partnership that includes at least one high-need school district *and* at least one of the following:

- A school district that can demonstrate that teachers in its schools are effectively integrating technology and 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.
- 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.
- A 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.
- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other school districts, regional offices of education, libraries, or other educational entities appropriate to provide local programs. The partnership must designate a fiscal agent from among the LEA members (i.e., school district, regional office of education) of the partnership; however, only a high-need school district may receive benefits from the services or activities of the partnership grant.

Grant Award: It is anticipated that individual grant awards will range from a minimum of \$450,000 to \$900,000. The number of grants to be awarded will not be determined until the application scoring and ranking process is completed.

Grant Period: The grant period will begin no sooner than January 15, 2010, and will extend from the execution date of the grant until June 30, 2010. Carry-over monies will be made available with a continuing application process at the beginning of FY 2011 and will continue until September 2011.

Letter of Intent: Eligible applicants are encouraged to submit a non-binding letter of intent to participate electronically to fbishop@isbe.net by December 11, 2009. This letter should include the district name, district contact information, and the name and contact information for potential partners.

Application Deadline: Mail the original application and four copies to Kristy Harvell, Illinois State Board of Education, 100 North First Street (C-215), Springfield, Illinois 62777-0001, to ensure receipt no later than 4 p.m. on January 8, 2010. **Faxed copies or other electronic submissions will not be accepted. Do not submit proposals using folders, three-ring binders, etc.**

Proposals also may be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Online Bidders' Forum: There will be an online forum about the RFP. This forum can be found at <http://www.isbe.net/curriculum/default.htm>. All questions and answers will remain on the website until December 28, 2009. Applicants should carefully review these responses before submitting their proposals.

Should the conditions of this RFP change as a result of the bidders' forum, the State Board of Education will post the changes at <http://www.isbe.net/curriculum/default.htm>.

Contact Person: For more information on this RFP, contact Faith Bishop by e-mail at fbishop@isbe.net.

Background and Program Specifications

The primary goal of the federal Enhancing Education Through Technology (EETT) program is to improve student academic achievement through the integration of technology in schools. It is also designed to assist every student in becoming technologically literate by the end of eighth grade. EETT encourages the effective integration of technology into daily instruction through intensive teacher training and curriculum development based upon successful research-based instructional methods.

The federal stimulus package, known as the American Recovery and Reinvestment Act of 2009 (ARRA), provided additional funds through EETT for a one-time distribution through State Education Agencies. Further information about the purposes of the EETT program funded through ARRA can be found in the program guidance located at <http://www.ed.gov/programs/edtech/guidance-arra.doc>. Several specific requirements for EETT funding are briefly summarized below, although applicants are advised to carefully review the federal guidance before completing their proposals.

- Increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high-quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard-to-staff schools in rural and urban areas;
- Using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;
- Implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards, supplemented with high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and
- Targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest-performing schools.

Through funds made available through ARRA, ISBE is offering an unprecedented one-time opportunity for eligible applicants to acquire low-cost laptop/ultra-portable netbook computers to create fully integrated, state-of-the art learning environments (see Question A-1 of the guidance). Specifically, in addition to low-cost laptop/netbook devices, awardees may use a portion of available funds to support building or network infrastructure to ensure the equipment runs effectively and efficiently with sufficient bandwidth. In addition, successful applicants will be required to participate in professional development activities offered through the Illinois Learning Technology Centers (LTCs) which will be offered to relevant faculty and staff. This professional development will cover not only the use of the technology, but how to change the process of teaching and learning through the transformative use of technology.

Successful proposals must demonstrate the ability to implement and integrate technology acquired through this grant into the process of teaching and learning, with a focus on literacy and mathematics. Proposals must outline how acquired technology will be “useful and meaningful” to the students served within the district.

In addition to the funding to be provided under the federal EETT/IL-SRTT ARRA program, the General Assembly has appropriated \$10 million in state funding for school districts’ purchase of laptops for students in grades 3 through 8. Should that funding become available, then preference among substantially similar proposals submitted under this competition will be given to those that plan to serve students in grades 9 through 12. No preference will be provided, however, if the state laptop initiative is not funded.

Technology Plan Requirement

An eligible applicant must have an approved three-year technology plan at the time the EETT/IL-SRTT ARRA application is submitted to ISBE. All applicants (including school district partnership members) must present evidence of having an approved plan by submitting a copy of the technology plan approval letter as part of their application. The approval letter must include the expiration date of the technology plan.

Professional Development

All EETT/IL-SRTT ARRA grant recipients must use at least 25 percent of their funds to provide ongoing, sustained, intensive, and high-quality professional development in the integration of one-to-one computer technologies and related components, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the EETT recipient demonstrates, to the satisfaction of ISBE, that it already provides to all teachers in core academic subjects such professional development, which is based on a review of relevant research.

Professional development opportunities also will be provided through a collaborative initiative sponsored by the LTCs. Information about these training opportunities will be provided to successful applicants. Applicants should assume that a portion of the required 25 percent will be used to pay for incidental costs associated with LTC training, with the balance being directed toward meeting the applicant’s individual training needs. (See the “Fiscal Information” section of this RFP.)

Technology Specifications

There is no restriction on the technology platform acquired through this low-cost laptop/netbook initiative. It is expected that a low-cost laptop/netbook will be purchased for each participating student, teacher, and relevant administrator. Peripheral technology selected by the applicant may vary but must support a fully integrated digital learning environment. In order to ensure optimal integration of technology into the daily practice of teaching and learning, the applicant might consider its need for other peripheral devices that include, but are not limited to, the following components:

- Interactive white boards;
- Interoperable data/projection unit;
- Student response system or similar technology that will allow classroom collaboration and assessment, student-to-student or student-to-teacher project collaboration, and sharing capability;
- digital cameras;
- connectivity to the Internet; and
- printers.

To learn more about comparable technologies already in schools and read more about successful practices and perspectives of one-to-one laptop initiatives, applicants are encouraged to refer to resource links provided on the state of Pennsylvania's *Classrooms for the Future* website. More information about this program is available at http://www.edportal.ed.state.pa.us/portal/server.pt/community/classrooms_for_the_future/475/models%2C_research%2C_reports/202801.

Equitable Participation of Private Schools

The equitable participation requirements in Subpart 1 of Part E of Title IX of the Elementary and Secondary Education Act apply to the EETT programs authorized under Title II, Part D of that act. Private school participation requirements cannot be satisfied simply by inviting private schools to participate in programs and/or activities designed for public school students, teachers, or other educational personnel. Timely and meaningful consultation must occur during the planning process as well as during the implementation of the grant. Consultation must occur before the school district makes any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel. For more information pertaining to equitable participation, district personnel should read pages 5 through 9 of the guidance titled, "Equitable Services to Eligible Private School Students, Teachers, and Other Educational Personnel" found at <http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc>. Also see pages 14 through 16 of the EETT/IL-SRTT ARRA guidance at <http://www.ed.gov/programs/edtech/guidance-arra.doc>.

Allowable Activities

In implementing its low-cost/notebook initiative, a successful applicant may support activities such as those that address accessibility and integration; improvement of student achievement; improvement of communication among students, parents, and students; establishment of school-based technology leadership and assistance; support of school reforms; and data collection and analysis focused on improvement. The complete list of allowable activities can be found starting on page 8 of the program guidance located at <http://www.ed.gov/programs/edtech/guidance-arra.doc>.

Technology Literacy Standards

ISBE is using the technology literacy standards delineated in the International Society for Technology in Education's (ISTE) National Technology Education Standards. The State Board of Education in May 2002 endorsed the use of these standards for students in kindergarten through grade 12. Applicants should consider these standards when preparing their proposals for EETT/IL-SRTT ARRA funds. Specific standards can be found at the following websites:

- *National Educational Technology Standards for Students—Connecting Curriculum and Technology* (<http://cnets.iste.org/students/index.html>),
- *National Educational Technology Standards for Teachers* (http://cnets.iste.org/teachers/t_stands.html),
- *Technology Standards for School Administrators* (http://cnets.iste.org/administrators/a_stands.html).

Program Evaluation and Reporting Requirements

Grant recipients will be required to utilize the Illinois Data Portal to export and report on their project implementation. Assessment and evaluation tools available on the portal include measures in student, educator, and school proficiency and effectiveness. Further information regarding reporting will be provided to successful applicants.

Grant recipients also will be required to comply with evaluation requirements specified under EETT. LEAs must create a longitudinal evaluation plan for assessing formative and summative results in alignment with state goals. Grant recipients should be aware that ARRA reporting requirements are subject to change.

General information on reporting requirements and guidance is available at <http://www.recovery.gov/?g=content/recipient-reporting>. Program-specific guidance for reporting can be found at <http://www.ed.gov/policy/gen/leg/recovery/section-1512.html>. Click on "Tip Sheet for ARRA Reporting Elementary and Secondary Education" as well as click on "Modifications to Tip Sheet."

Additional program evaluation considerations include:

- **Tools.** Are the multiple evaluation tools, qualitative and/or quantitative, used to determine success of activities, objectives and goals appropriate and likely to produce reliable and usable data?
- **Achievement.** Are assessment(s), both formative and summative, used for determining student achievement able to measure progress relative to the Illinois Learning Standards and gauge success toward improving teaching and learning?
- **Project Sustainability.** Are the project activities relative to technology integration, school leadership, and curricular and instructional changes sufficient for the school to sustain the low-cost laptop/netbook initiative and continue to improve student achievement through its use once EETT/IL-SRTT ARRA funding ends?

Fiscal Information

For FY 2010, approximately \$10 million will be available to support new EETT/IL-SRTT ARRA competitive grant awards. For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100 percent of the funds for this program are derived from federal sources.

An applicant that is submitting a proposal as a partnership must designate a fiscal agent from among the LEA participants (i.e., school district, regional office of education) of the partnership. In any partnership, all of the activities funded by EETT/IL-SRTT ARRA funds must be used **only** to address the needs of the high-need school districts participating and not the needs of other school districts or entities that are members of the partnership.

The award recipient must purchase equipment through their own business offices. While there is no restriction on the technology platform acquired through this low-cost laptop/netbook initiative, the amount requested under this RFP for low-cost laptop/net book devices may not exceed \$500 per unit. Applicants may choose to purchase units that exceed that limitation with local or other revenues.

Applicants may include in their proposed budgets the cost of the following peripheral devices if they are necessary to ensure optimal integration of technology into the daily practice of teaching and learning:

- Interactive white boards;
- Interoperable data/projection unit;
- Student response system or similar technology that will allow classroom collaboration and assessment, student-to-student or student-to-teacher project collaboration and sharing capability;
- digital cameras;
- connectivity to the internet;
- printers.

Funds awarded may be used only for purposes that are specifically outlined in the successful applicant’s approved proposal, and expenditures must be fully directed toward eligible classrooms. Funds may not be used for memory upgrades or batteries.

Successful applicants must use at least 25 percent of their grant funds for professional development (see page 4 of this RFP), unless otherwise approved by ISBE. Funded projects must ensure that students and teachers in schools served by the school district and/or partnership members, particularly those students and teachers in schools with the greatest need, have access to technology and professional development. Grantees may use a portion of the 25 percent reserve for professional development to cover the cost of substitutes, mileage, and per diem for LTC training. Other costs associated with the provision of the LTC training will be paid for by ISBE using its administrative funds.

Equitable Participation of Private Schools

Successful applicants must maintain the ownership of (i.e., title to) any equipment purchased for use by private school students and teachers. The equipment placed in private schools should be clearly labeled and identified as the district’s property. Furthermore, the equipment must not be used for religious purposes, and no funds shall be used to support wiring for computer networks or access to the Internet in private schools.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal. **Incomplete proposals will not be reviewed.** Applicants will not be allowed to correct deficiencies and resubmit their applications for consideration.

Please ensure that all pages requiring a signature(s) are signed by the appropriate individual(s). Assemble the proposal in the order each section is presented below, and number pages (starting with the cover page) sequentially. When completed, staple the proposal in the upper left corner (no covers or bindings). Official ISBE forms are **required** and are available as interactive *.pdf files at http://www.isbe.net/curriculum/elearning/html/nclb_titleIID_tech.htm.

- ___ **1. Cover Page (Attachment 1):** This completed form constitutes the cover page of the application. No other cover page may precede it. The cover page must be signed by the school district superintendent or fiscal/administrative agent authorized to submit the proposal. Indicate whether the proposal is a single-district or partnership application.
- ___ **2. Partnership Member Information (if partnership grant – Attachment 1A):** Include each participating member, including the LEA fiscal agent. Duplicate as needed.
- ___ **3. Partnership Member Verification:** All participants within the partnership will need to include evidence that they are eligible to be included based upon the criteria listed on page 2.
- ___ **4. Technology Plan Approval Letter:** Attach a copy of the technology plan approval letter. The approval letter must include the expiration date of the technology plan.
- ___ **5. ISTE/CEO Forum STaR Chart Results:** Attach a copy of STaR Chart results. The copy must include the date completed.
- ___ **6. Proposal Narrative (maximum of seven pages):** Respond to each of the “Proposal Narrative Requirements” beginning on page 9.
- ___ **7. Evaluation Design (maximum three pages):** As part of the project’s reporting requirements, discuss how the school district or partnership will evaluate the success of its efforts to integrate technology into curricula and instruction, increase teachers’ ability to effectively use technology for instruction, and enable students to meet the Illinois Learning Standards. Identify specific tools and assessments to be used to conduct the evaluation. Include the methodology to be used, the data to be collected, and how the evaluation results will be used to make improvements in the program. Also describe the measures to be used to gauge the effectiveness of the steps taken to ensure that the project continues after the end of the grant period.
- ___ **8. Budget Summary and Payment Schedule (Attachment 2):** Must be submitted on the form provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services, and professional development should be requested in the month for which the expenditure is anticipated.

- ___ **9. Budget Narrative (Attachment 3):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Must include subcontract information, if applicable (see item 7 of the document titled “Certifications and Assurances, and Standard Terms of the Grant,” Attachment 6).

- ___ **10. Enhancing Education Through Technology (EETT) Equitable Participation of Private Schools (Attachment 4):** This form must be completed and signed by each private school within the school district boundaries of the district and partnership member school districts. Duplicate as needed.

- ___ **11. Certifications and Assurances (Attachments 5, 6, 7, 8, 9 (A-C if necessary)):** Each applicant, *including each entity that is participating in a joint application* is required to submit signed copies of the attached certification forms (“Program-Specific Terms of the Grant,” “Certifications and Assurances, and Standard Terms of the Grant,” “Certifications and Assurances for ARRA,” “Certification Regarding Debarment,” “Certificate Regarding Lobbying,” and “Disclosure of Lobbying Activities”). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

- ___ **12. General Education Provisions Act (GEPA) (Attachments 10 & 11):** Complete the attachments.

Proposal Narrative Requirements

Applicants must provide the following information in the order presented below. Applicants should note in their proposals, as applicable, the alignment of the proposed activities to the ISTE standards referenced on page 6. Applicants should review the scoring rubric in Appendix B before completing this section.

Program Description

1. **Goal Alignment to Illinois Learning Standards.** Describe the specific goals of the EETT/IL-SRTT ARRA project for using laptops/netbooks and other related advanced technologies to improve student academic achievement with an emphasis on math and literacy, and how those goals are aligned to the Illinois Learning Standards. The plan should specifically identify which Illinois Learning Standards will be emphasized in its implementation.

2. **Improving Academic Achievement.** Describe the strategies to be employed to improve the academic achievement, with an emphasis on math, literacy, and technology literacy, of all students attending schools served by the applicant and to improve the capacity of all teachers in schools served by the applicant district to integrate laptops/netbooks and other related advanced technologies effectively into curriculum and instruction. Include plans to incorporate formative data assessment systems aided by technology to inform classroom instructional decisions.

3. **Curricula and Teaching Strategies that Integrate Technology.** Describe the process to be used to identify and promote curricula and teaching strategies, based on a review of relevant research, that integrate laptops/netbooks and other related advanced technologies effectively into mathematics and literacy curricula and instruction and that will lead to improvements in student academic achievement. Detail plans to support differentiated instructional strategies to enhance student learning.
4. **Improving Teacher Effectiveness.** Based upon a review of relevant research, describe the steps to be taken to ensure that all teachers will integrate laptops/netbooks and other related advanced technologies effectively into curricula and instruction that will lead to improvements in student academic achievement. Include plans to encourage teacher use of assessment data and a variety of instructional technology resources.
5. **Innovative Delivery Strategies.** Describe the process to encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of laptops/netbooks and other related advanced technologies (including distance-learning technologies), particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
6. **Integration of Technology with Curricula and Instruction.** Describe how laptops/netbooks and other related advanced technologies (including software, electronically delivered learning materials, and assessment tools) will be integrated into curricula, instruction, and assessment. Provide a timeline for this integration.
7. **Professional Development.** Describe the ongoing, sustained professional development (beyond what will be offered through the LTCs) that will be provided for teachers, principals, administrators, and school library media personnel to further the effective use of laptops/netbooks and other related advanced technologies in the classroom or library media center. Include a detailed professional development plan which lists the types of professional development, frequency of the professional development and scaffolding of professional development leading to improved teacher effectiveness to increase student achievement.
8. **Parental Involvement and Collaboration with Adult Literacy Service Providers.** Describe how the program will use laptops/netbooks and other related advanced technologies effectively to promote parental involvement and increase communication with parents. Indicate how parents will be informed of the technology to be used. Describe how the program will be developed, where applicable, in collaboration with adult literacy service providers.
9. **Increased Accessibility.** Describe the steps to be taken to ensure that all students and teachers have increased access to laptops/netbooks and other related advanced technologies and broadband connectivity. Indicate how EETT funds will be used to help students in high-poverty and high-need schools or those attending schools identified for improvement, corrective action, or restructuring under Section 1116 of Title I, Part A, and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

10. **Technology Type and Costs.** Indicate the type of laptop/netbook and other related advanced technologies to be acquired with EETT/IL-SRTT ARRA funds and the cost of the proposed technology. Include provisions for interoperability of components.
11. **Coordination of Activities.** Describe how the school district will coordinate activities funded through the EETT program with instructional technology-related projects and other activities aimed at increasing student achievement supported from other sources.
12. **Supporting Resources.** Describe the supporting resources, such as professional services, software, and other electronically delivered learning materials, that will be acquired to ensure successful and effective uses of technology.

Sustainability

Describe how the low-cost laptop/netbook initiative will be continued after the current grant funding expires. Include the resources (financial, human, in-kind) to be employed to sustain the EETT/IL-SRTT ARRA program beyond the end of the grant. In particular, discuss the applicant's (district and school administrations, teachers, other personnel) commitment to the use of technology for improving teaching and learning.

Criteria for Review and Approval of Proposals

Each proposal submitted will be evaluated in accordance with the rubric presented in Appendix B by impartial panelists with experience in integrating technology into school curricula and instruction in order to increase academic achievement. The panelists will carefully consider the extent to which an applicant has provided evidence that the proposed program is of sufficient quality and scope to carry out the purposes of the EETT/IL-SRTT ARRA program effectively. Educators working within a district that submits a response to this RFP will not be considered as a review panelist.

It is the intention of the State Board of Education to award grants equitably among geographic areas within the state, including urban and rural communities, to the extent practicable. In addition, should state funding become available for a separate laptop initiative as described under "Background and Program Specifications," then preference among substantially similar proposals will be given to those that plan to serve students in grades 9 through 12. This preference will not be provided in the event that the state initiative is not funded. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the review process.

Total possible points are 100 and are divided as follows:

- up to 90 points for the proposal narrative, and
- up to 10 points for the program evaluation.

List of High-Need School Districts

The following are the school districts meeting the criteria for “high-need local education agency.” At a minimum, a school district must be a high-need local education agency in order to submit a proposal. (See “Eligible Applicants” section of RFP for further information.)

A C Central Community Unit School District 262
Abingdon Community Unit School District 217
Addison School District 4
Adlai E Stevenson District 125
Akin Community Consolidated School District 91
Aledo Community Unit School District 201
Allendale Community Consolidated School District 17
Alsip-Hazlgrn-Oaklwn School District 126
Altamont Community Unit School District 10
Alton Community Unit School District 11
Amboy Community Unit School District 272
Anna Community Consolidated School District 37
Anna Jonesboro Community High School District 81
Antioch Community Consolidated School District 34
Antioch Community High School District 117
Aptakisic-Tripp Community Consolidated School District 102
Arbor Park School District 145
Argo Community High School District 217
Arlington Heights School District 25
Armstrong Township High School District 225
Armstrong-Ellis Consolidated School District 61
Arthur Community Unit School District 305
Ashley Community Consolidated School District 15
Astoria Community Unit School District 1
Atwood Hammond Community Unit School District 39
Atwood Heights School District 125
Auburn Community Unit School District 10
Aurora East Unit School District 131
Aurora West Unit School District 129
Avon Community Unit School District 176
Ball Chatham Community Unit School District 5
Barrington Community Unit School District 220
Bartonville School District 66
Batavia Unit School District 101
Beach Park Community Consolidated School District 3
Beardstown Community Unit School District 15
Beecher City Community Unit School District 20
Belle Valley School District 119
Belleville School District 118
Belleville Township High School District 201
Bellwood School District 88
Belvidere Consolidated Unit School District 100
Bensenville School District 2
Benton Community Consolidated School District 47
Benton Consolidated High School District 103
Berkeley School District 87

Berwyn North School District 98
Berwyn South School District 100
Bethalto Consolidated Unit School District 8
Bethel School District 82
Bloom Township High School District 206
Bloomington School District 87
Blue Ridge Community Unit School District 18
Bluford Community Consolidated School District 114
Bond County Community Unit School District 2
Bourbonnais School District 53
Bradford Community Unit School District 1
Bradley Bourbonnais Consolidated High School District 307
Bradley School District 61
Bremen Community High School District 228
Brooklyn Community Unit School District 188
Brookwood School District 167
Brown County Community Unit School District 1
Brownstown Community Unit School District 201
Buncombe Consolidated School District 43
Bunker Hill Community Unit School District 8
Burbank School District 111
Bureau Valley Community Unit School District 340
Burnham School District 154-5
Bushnell Prairie City Community Unit School District 170
Byron Community Unit School District 226
Cahokia Community Unit School District 187
Cairo Community Unit School District 1
Calumet City School District 155
Calumet Public Schools District 132
Cambridge Community Unit School District 227
Camp Point Community Unit School District 3
Canton Union School District 66
Carbon Cliff-Barstow School District 36
Carbondale Community High School District 165
Carbondale Elementary School District 95
Carlinville Community Unit School District 1
Carlyle Community Unit School District 1
Carmi-White County Community Unit School District 5
Carrier Mills-Stonefort Community Unit School District 2
Carrollton Community Unit School District 1
Carterville Community Unit School District 5
Cary Community Consolidated School District 26
Casey-Westfield Community Unit School District 4C
Central City School District 133
Central Community Unit School District 4
Central School District 104
Central Stickney School District 110
Centralia High School District 200
Centralia School District 135
Century Community Unit School District 100
Chadwick-Milledgeville Community Unit School District 399
Champaign Community Unit School District 4
Charleston Community Unit School District 1

Chester Community Unit School District 139
Chester N High School District 122
Chicago Heights School District 170
Chicago Ridge School District 127-5
Christopher Community Unit School District 99
Cicero School District 99
Cissna Park Community Unit School District 6
City Of Chicago School District 299
Clay City Community Unit District 10
Clinton Community Unit School District 15
Coal City Community Unit School District 1
Cobden School Unit District 17
Collinsville Community Unit School District 10
Colona School District 190
Community Consolidated School District 146
Community Consolidated School District 168
Community Consolidated School District 180
Community Consolidated School District 204
Community Consolidated School District 59
Community Consolidated School District 93
Community High School District 155
Community High School District 218
Community High School District 94
Community High School District 99
Community Unit School District 200
Community Unit School District 3 Fulton City
Community Unit School District 300
Community Unit School District 4
Consolidated High School District 230
Cook County School District 130
Cornell Community Consolidated School District 426
Coulterville Unit School District 1
Country Club Hills School District 160
Cowden-Herrick Community Unit School District 3A
Crab Orchard Community Unit School District 3
Crete Monee Community Unit School District 201U
Creve Coeur School District 76
Crystal Lake Community Consolidated School District 47
Cumberland Community Unit School District 77
Cypress School District 64
Dallas Elementary School District 327
Danville Community Consolidated School District 118
Darien School District 61
Decatur School District 61
Deerfield School District 109
DeKalb Community Unit School District 428
Depue Community Unit School District 103
Des Plaines Community Consolidated School District 62
Desoto Consolidated School District 86
Diamond Lake School District 76
Dieterich Community Unit School District 30
Dimmick Community Consolidated School District 175
District 50 Schools

Dixon Unit School District 170
Dodds Community Consolidated School District 7
Dolton School District 148
Dolton School District 149
Dongola School Unit District 66
Downers Grove Grade School District 58
Du Page High School District 88
Du Quoin Community Unit School District 300
Dupo Community Unit School District 196
Dwight Common School District 232
East Alton School District 13
East Alton-Wood River Community High School District 14
East Coloma School District 12
East Maine School District 63
East Moline School District 37
East Peoria Community High School District 309
East Peoria School District 86
East Richland Community Unit School District 1
East St Louis School District 189
Edgar County Community Unit District 6
Edwards County Community Unit School District 1
Edwardsville Community Unit School District 7
Effingham Community Unit School District 40
Egyptian Community Unit School District 5
El Paso-Gridley Community Unit School District 11
Eldorado Community Unit School District 4
Elementary School District 159
Elmhurst School District 205
Elmwood Park Community Unit School District 401
Elverado Community Unit School District 196
Evanston Community Consolidated School District 65
Evanston Township High School District 202
Evergreen Park Elementary School District 124
Ewing Northern Community Consolidated District 115
Fairfield Community High School District 225
Fairfield Public School District 112
Fairmont School District 89
Farmington Central Community Unit School District 265
Farrington Community Consolidated School District 99
Fenton Community High School District 100
Fieldcrest Community Unit School District 6
Flanagan Community Unit School District 4
Flora Community Unit School District 35
Flossmoor School District 161
Ford Heights School District 169
Forest Park School District 91
Forest Ridge School District 142
Frankfort Community Unit School District 168
Franklin Park School District 84
Freeburg Community Consolidated School District 70
Freeport School District 145
Galatia Community Unit School District 1
Galesburg Community Unit School District 205

Gallatin Community Unit School District 7
Geff Community Consolidated School District 14
General George Patton School District 133
Geneseo Community Unit School District 228
Geneva Community Unit School District 304
Genoa Kingston Community Unit School District 424
Georgetown-Ridge Farm Consolidated Unit School District 4
Giant City Community Consolidated School District 130
Gillespie Community Unit School District 7
Girard Community Unit School District 3
Glen Ellyn Community Consolidated School District 89
Glen Ellyn School District 41
Glenbard Township High School District 87
Glenview Community Consolidated School District 34
Goreville Community Unit District 1
Grand Prairie Community Consolidated School District 6
Granite City Community Unit School District 9
Grant Community Consolidated School District 110
Grayslake Consolidated Community School District 46
Grayville Community Unit School District 1
Greenfield Community Unit School District 10
Griggsville-Perry Community Unit School District 4
Gurnee School District 56
Hall High School District 502
Hamilton Community Consolidated School District 328
Hamilton County Community Unit School District 10
Hampton School District 29
Hardin County Community Unit School District 1
Harlem Unit School District 122
Harmony Emge School District 175
Harrisburg Community Unit School District 3
Harvard Community Unit School District 50
Harvey School District 152
Havana Community Unit School District 126
Hawthorn Community Consolidated School District 73
Hazel Crest School District 152-5
Heritage Community Unit School District 8
Herrin Community Unit School District 4
Herscher Community Unit School District 2
High Mount School District 116
Highland Community Unit School District 5
Hillsboro Community Unit School District 3
Hillside School District 93
Hinsdale Community Consolidated School District 181
Hinsdale Township High School District 86
Homer Community Consolidated School District 33C
Homewood Flossmoor Community High School District 233
Homewood School District 153
Hoopeston Area Community Unit School District 11
Hoover-Schrum Memorial School District 157
Hutsonville Community Unit School District 1
Illini Central Community Unit School District 189
Illinois Valley Central Unit School District 321

Ina Community Consolidated School District 8
Indian Prairie Community Unit School District 204
Indian Springs School District 109
Iroquois County Community Unit School District 9
Iroquois West Community Unit School District 10
Irvington County Community Unit School District 11
Iuka Community Consolidated School District 7
J S Morton High School District 201
Jacksonville School District 117
Jamaica Community Unit School District 12
Jasper Community Consolidated School District 17
Jasper County Community Unit School District 1
Jersey Community Unit School District 100
Johnston City Community Unit School District 1
Joliet Public School District 86
Joliet Township High School District 204
Jonesboro Community Consolidated School District 43
Joppa-Maple Grove Unit District 38
Kaneland Community Unit School District 302
Kankakee School District 111
Kansas Community Unit School District 3
Keeneyville School District 20
Kell Consolidated School District 2
Kewanee Community Unit School District 229
Kildeer Countryside Community School District 96
Kinnikinnick Community Consolidated School District 131
Kirby School District 140
Knoxville Community Unit School District 202
La Grange School District 102
La Grange School District 105 (South)
LaHarpe Community School District 347
La Moille Community Unit School District 303
La Salle-Peru Township High School District 120
Lake Park Community High School District 108
Lake Villa Community Consolidated School District 41
Lake Zurich Community Unit School District 95
Lansing School District 158
Laraway Community Consolidated School District 70C
Lasalle Elementary School District 122
Lawrence County Community Unit District 20
Lebanon Community Unit School District 9
Lemont-Bromberek Community Unit School District 113A
Lexington Community Unit School District 7
Leyden Community High School District 212
Libertyville School District 70
Limestone Community High School District 310
Lincoln Community High School District 404
Lincoln Elementary School District 156
Lincoln Elementary School District 27
Lincoln Way Community High School District 210
Lincolnwood School District 74
Lindop School District 92
Litchfield Community Unit School District 12

Lockport Township High School District 205
Lombard School District 44
Lowpoint-Washburn Community Unit School District 21
Ludlow Community Consolidated School District 142
Lyons School District 103
Lyons Township High School District 204
Macomb Community Unit School District 185
Madison Community Unit School District 12
Mahomet-Seymour Community Unit School District 3
Maine Township High School District 207
Mannheim School District 83
Manteno Community Unit School District 5
Marengo-Union Elementary Consolidated District 165
Marion Community Unit School District 2
Marissa Community Unit School District 40
Marquardt School District 15
Marseilles Elementary School District 150
Marshall Community Unit School District 2C
Martinsville Community Unit School District 3C
Mascoutah Community Unit School District 19
Massac School Unit District 1
Matteson Elementary School District 162
Mattoon Community Unit School District 2
Maywood-Melrose Park-Broadview-89
McHenry Community Consolidated School District 15
McHenry Community High School District 156
McLean County Unit School District 5
Mendota Community Consolidated School District 289
Mendota Township High School District 280
Meredosia-Chambersburg Community Unit School District 11
Meridian Community Unit School District 101
Meridian Community Unit School District 15
Meridian Community Unit School District 223
Midlothian School District 143
Midwest Central Community Unit School District 191
Milford Community Consolidated School District 280
Milford Township High School District 233
Moline Unit School District 40
Momence Community Unit School District 1
Monmouth-Roseville Community Unit School District 238
Morris School District 54
Morrison Community Unit School District 6
Morton Community Unit School District 709
Mount Olive Community Unit School District 5
Mount Vernon School District 80
Mount Vernon Township High School District 201
Mount Zion Community Unit School District 3
Mulberry Grove Community Unit School District 1
Mundelein Consolidated High School District 120
Mundelein Elementary School District 75
Murphysboro Community Unit School District 186
Naperville Community Unit District 203
Nauvoo-Colusa Community Unit School District 325

Nelson Public School District 8
Neponset Community Consolidated District 307
New Athens Community Unit School District 60
New Holland-Middletown Elementary School District 88
New Lenox School District 122
Niles Elementary School District 71
Niles Township Community High School District 219
Nokomis Community Unit School District 22
Norridge School District 80
Norris City-Omaha-Enfield Community Unit School District 3
North Boone Community Unit School District 200
North Chicago School District 187
North Clay Community Unit School District 25
North Greene Unit School District 3
North Palos School District 117
North Shore School District 112
North Wamac School District 186
North Wayne Community Unit School District 200
Northfield Township High School District 225
Northwestern Community Unit School District 2
Norwood Elementary School District 63
O Fallon Community Consolidated School District 90
O Fallon Township High School District 203
Oak Lawn Community High School District 229
Oak Lawn-Hometown School District 123
Oak Park & River Forest District 200
Oak Park Elementary School District 97
Oakland Community Unit School District 5
Oakwood Community Unit School District 76
Oblong Community Unit School District 4
Odell Community Consolidated School District 435
Odin Community High School District 700
Odin School District 122
Ohio Community High School District 505
Okaw Valley Community Unit School District 302
Olympia Community Unit School District 16
Opdyke-Belle-Rive Community Consolidated School District 5
Oregon Community Unit School District-220
Orland School District 135
Oswego Community Unit School District 308
Ottawa Elementary School District 141
Ottawa Township High School District 140
Palatine Community Consolidated School District 15
Palestine Community Unit School District 3
Palos Community Consolidated School District 118
Pana Community Unit School District 8
Paris-Union School District 95
Park Forest School District 163
Park Ridge Consolidated Community School District 64
Patoka Community Unit School District 100
Paxton-Buckley-Loda Community Unit School District 10
Pearl City Community Unit School District 200
Pekin Community High School District 303

Pekin Public School District 108
Pembroke Consolidated Community School District 259
Peoria Heights Community Unit School District 325
Peoria School District 150
Peotone Community Unit School District 207U
Peru Elementary School District 124
Pikeland Community Unit School District 10
Pinckneyville Community High School District 101
Pinckneyville School District 50
Plainfield School District 202
Plano Community Unit School District 88
Pleasant Hill Community Unit School District 3
Pleasant Hill School District 69
Pleasant Valley School District 62
Pontiac Community Consolidated School District 429
Pontiac Township High School District 90
Pontiac-W Holliday School District 105
Pope County Community Unit School District 1
Porta Community Unit School District 202
Posen-Robbins Elementary School District 143-5
Potomac Community Unit School District 10
Prairie Central Community Unit School District 8
Prairie Du Rocher Community Consolidated School District 134
Prairie-Hills Elementary School District 144
Princeton Elementary School District 115
Prophetstown-Lyndon-Tampico Community Unit School District 3
Prospect Heights School District 23
Proviso Township High School District 209
Queen Bee School District 16
Quincy School District 172
R O W V A Community Unit School District 208
Raccoon Consolidated School District 1
Ramsey Community Unit School District 204
Rankin Community School District 98
Rantoul City School District 137
Rantoul Township High School District 193
Reavis Township High School District 220
Red Bud Community Unit School District 132
Red Hill Community Unit School District 10
Reed Custer Community Unit School District 255U
Rhodes School District 84-5
Rich Township High School District 227
Ridgeland School District 122
River Grove School District 85-5
River Ridge Community Unit School District 210
River Trails School District 26
Riverdale School District 14
Riverton Community Unit School District 14
Robinson Community Unit School District 2
Rochelle Community Consolidated District 231
Rock Falls Elementary School District 13
Rock Falls Township High School District 301
Rock Island School District 41

Rockdale School District 84
Rockford School District 205
Rome Community Consolidated School District 2
Rossville-Alvin Community Unit School District 7
Round Lake Area Schools - District 116
Roxana Community Unit School District 1
Rutland Community Consolidated School District 230
Salem Community High School District 600
Salem School District 111
Sandoval Community Unit School District 501
Sandridge School District 172
Sandwich Community Unit School District 430
Schaumburg Community Consolidated School District 54
Schiller Park School District 81
School District U-46
Schuyler-Industry Community Unit School District 5
Scott-Morgan Consolidated Unit School District 2
Sesser-Valier Community Unit School District 196
Shawnee Community Unit School District 84
Shelbyville Community Unit School District 4
Sherrard Community Unit School District 200
Shiloh Community Unit School District 1
Signal Hill School District 181
Silvis School District 34
Skokie Fairview School District 72
Skokie School District 68
Skokie School District 69
Skokie School District 73-5
South Beloit Community Unit School District 320
South Central Community Unit School District 401
South Fork School District 14
South Holland School District 150
South Holland School District 151
South Wilmington Consolidated School District 74
Southeastern Community Unit School District 337
Southwestern Community Unit School District 9
Sparta Community Unit School District 140
Spoon River Valley Community Unit School District 4
Spring Valley Community Consolidated School District 99
Springfield School District 186
St Anne Community High School District 302
St Anne Consolidated Community School District 256
St Charles Community Unit School District 303
St Elmo Community Unit School District 202
St Rose School District 14-15
Stark County Community Unit School District 100
Staunton Community Unit School District 6
Steeleville Community Unit School District 138
Steger School District 194
Sterling Community Unit District 5
Stewardson-Strasburg Community Unit District 5A
Stockton Community Unit School District 206
Streator Elementary School District 44

Streator Township High School District 40
Sullivan Community Unit School District 300
Summersville School District 79
Summit Hill School District 161
Summit School District 104
Sunnybrook School District 171
Sycamore Community Unit School District 427
Tamaroa School District 5
Taylorville Community Unit School District 3
Teutopolis Community Unit School District 50
Thomasboro Community Consolidated School District 130
Thompsonville Community Unit School District 174
Thornton Fractional Township High School District 215
Thornton Township High School District 205
Township High School District 113
Township High School District 211
Township High School District 214
Tri Point Community Unit School District 6-J
Triad Community Unit School District 2
Trico Community Unit School District 176
Triopia Community Unit School District 27
Troy Community Consolidated School District 30C
Union Ridge School District 86
United Community School District 304
United Township High School District 30
Unity Point Community Consolidated School District 140
Urbana School District 116
V I T Community Unit School District 2
Valley View Community Unit School District 365U
Vandalia Community Unit School District 203
Venice Community Unit School District 3
Vienna High School District 133
Vienna School District 55
Villa Park School District 45
Virden Community Unit School District 4
W Harvey-Dixmoor Public School District 147
Wabash Community Unit School District 348
Warren Township High School District 121
Warsaw Community Unit School District 316
Waterloo Community Unit School District 5
Wauconda Community Unit School District 118
Waukegan Community Unit School District 60
Waverly Community Unit School District 6
Wayne City Community Unit School District 100
Webber Township High School District 204
West Carroll Community Unit School District 314
West Central Community Unit School District 235
West Chicago School District 33
West Northfield School District 31
West Prairie Community Unit School District 103
West Richland Community Unit School District 2
Westchester School District 92-5
Western Community Unit School District 12

Westmer Community Unit School District 203
Westmont Community Unit School District 201
Westville Community Unit School District 2
Wethersfield Community Unit School District 230
Wheeling Community Consolidated School District 21
Whiteside School District 115
Willow Grove School District 46
Willow Springs School District 108
Wilmette School District 39
Wilmington Community Unit School District 209U
Winchester Community Unit School District 1
Winnebago Community Unit School District 323
Wood Dale School District 7
Wood River-Hartford Elementary School District 15
Woodland Community Consolidated School District 50
Woodland Community Unit School District 5
Woodlawn Community Consolidated School District 4
Woodlawn Community High School District 205
Woodridge School District 68
Woodstock Community Unit School District 200
Worth School District 127
Yorkville Community Unit School District 115
Zeigler-Royalton Community Unit School District 188
Zion Elementary School District 6
Zion-Benton Township High School District 126

2010 Enhancing Education through Technology/IL-SRTT (ARRA)
Rubric for Reviewing and Scoring Local Applications

PROPOSAL NARRATIVE (90 POINTS)				
Criteria	5 points	4-3 points	2-1 points	0 points
Goal Alignment to Illinois Learning Standards and ISTE NETS	All goals are clearly aligned to specific Illinois Learning Standards and ISTE NETS as applicable to technology integration using low-cost laptop/ultra-portable netbook computers and related technologies.	One or more goals are not clearly aligned to specific Illinois Learning Standards and ISTE NETS.	Majority of the goals are not aligned to specific Illinois Learning Standards and ISTE NETS.	Missing or not evident
Criteria	10 points	9-6 points	5-1 points	0 points
Improving Academic Achievement	All strategies describe activities that support academic achievement, including technology literacy, of all students receiving low-cost laptop/ultra-portable netbook computers and related technologies acquired through this initiative. Baseline achievement data will be provided in school year 2009 – 2010. Annual expected progress projected.	One or more strategies describe activities that do not support academic achievement, including technology literacy, of all students receiving low-cost laptop/ultra-portable netbook computers and related technologies acquired through this initiative. Baseline achievement can not be provided in school year 2009-2010. Annual expected progress projected.	Majority of the strategies describe activities that do not support academic achievement, including technology literacy, of all students receiving low-cost laptop/ultra-portable netbook computers and related technologies acquired through this initiative.	Missing or not evident
Curricula and Teaching Strategies that Integrate low-cost laptop/ultra-portable netbook computers and related technologies	The plan describes how the school district will identify and promote curricula and teaching strategies, based on a review of relevant and scientifically based research, that integrate low-cost laptop/ultra-portable netbook computers and related technologies effectively into curricula and instruction and that will lead to improvements in student academic achievement and instruction.	The plan describes curricula and teaching strategies that integrate low-cost laptop/ultra-portable netbook computers and related technologies effectively into curricula and instruction and that will lead to improvements in student academic achievement and instruction, but does not support these activities with relevant and scientifically based research.	The plan does not describe how the school district will identify and promote curricula and teaching strategies, based on a review of relevant research, that integrate low-cost laptop/ultra-portable netbook computers and related technologies effectively into curricula and instruction and that will lead to improvements in student academic achievement and instruction.	Missing or not evident

Criteria	5 points	4-3 points	2-1 points	0 points
<p>Improving Teacher Effectiveness using low-cost laptop/ultra-portable netbook computers and related technologies</p>	<p>All strategies describe activities that improve the capacity of teachers of all students receiving low-cost laptop/ultra-portable netbook computers and related technologies acquired through this initiative to integrate low-cost laptop/ultra-portable netbook computers and related technologies effectively into curriculum and instruction.</p>	<p>One or more strategies describe activities that improve the capacity of teachers of all students receiving low-cost laptop/ultra-portable netbook computers and related technologies acquired through this initiative to integrate low-cost laptop/ultra-portable netbook computers and related technologies effectively into curriculum and instruction.</p>	<p>Majority of the strategies describe activities that do not improve the capacity of teachers of all students receiving low-cost laptop/ultra-portable netbook computers and related technologies acquired through this initiative to integrate low-cost laptop/ultra-portable netbook computers and related technologies effectively into curriculum and instruction.</p>	<p>Missing or not evident</p>
<p>Innovative Delivery Strategies utilizing low-cost laptop/ultra-portable netbook computers and related technologies</p>	<p>The plan clearly describes how the school district will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of low-cost laptop/ultra-portable netbook computers and related technologies.</p>	<p>The plan describes traditional technologies for delivery of specialized or rigorous courses that may be better served through innovative strategies.</p>	<p>The plan does not describe how the school district will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of low-cost laptop/ultra-portable netbook computers and related technologies.</p>	<p>Missing or not evident</p>
<p>Integration of low-cost laptop/ultra-portable netbook computers and related technologies with Curricula and Instruction</p>	<p>The plan includes activities that effectively integrate low-cost laptop/ultra-portable netbook computers and related technologies (including software and electronically delivered learning materials) into curricula and instruction and provides a detailed timeline for those activities.</p>	<p>The plan makes mention of how the school district will integrate low-cost laptop/ultra-portable netbook computers and related technologies (including software and electronically delivered learning materials) into curricula and instruction. A detailed timeline is not provided for integration into curricula and instruction.</p>	<p>The plan does not provide a timeline for how the school district will integrate low-cost laptop/ultra-portable netbook computers and related technologies (including software and electronically delivered learning materials) into curricula and instruction.</p>	<p>Missing or not evident</p>

Criteria	5 points	4-3 points	2-1 points	0 points
Professional Development	<p>The plan describes how the school district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of low-cost laptop/ultra-portable netbook computers and related technologies in the classroom or library media center. Professional development is aligned with state standards, assessment, and the local curriculum; is fully evaluated; matches content that is being presented; and is based on data.</p>	<p>The plan describes how the school district will provide ongoing, sustained professional development utilizing low-cost laptop/ultra-portable netbook computers and related technologies for only three of the four constituent groups: teachers, principals, administrators, and school library media personnel.</p>	<p>The plan does not describe how the school district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of low-cost laptop/ultra-portable netbook computers and related technologies in the classroom or library media center.</p>	Missing or not evident
Parental Involvement and Collaboration with Adult Literacy Service Providers	<p>The plan describes how the school district will use low-cost laptop/ultra-portable netbook computers and related technologies effectively to promote parental involvement and increase communication with parents. A detailed description is provided of how the program will be developed, where applicable, in collaboration with adult literacy service providers.</p>	<p>The plan describes mainly traditional types of parental involvement and communication. Limited description is provided of how the program will be developed, where applicable, in collaboration with adult literacy service providers.</p>	<p>The plan provides no description of the types of parental involvement and communication to be employed. No description is provided of how the program will be developed, where applicable, in collaboration with adult literacy service providers.</p>	Missing or not evident

Criteria	10 points	9-6 points	5-1 points	0 points
Increased Accessibility	The plan describes the steps the school district will take to ensure that students AND teachers have increased access to low-cost laptop/ultra-portable netbook computers and related technologies	The plan describes the steps the school district will take to ensure that students OR teachers have increased access to low-cost laptop/ultra-portable netbook computers and related technologies.	The plan does not describe the steps the school district will take to ensure that students AND teachers have increased access to low-cost laptop/ultra-portable netbook computers and related technologies.	Missing or not evident
Type and Costs (Note: Reviewers will use the proposal narrative and budget forms when reviewing this criterion.)	The plan indicates the type of low-cost laptop/ultra-portable netbook computers and related technologies to be acquired with EETT funds and the cost of the proposed low-cost laptop/ultra-portable netbook computers and related technologies, including provisions for interoperability of components.	The plan provides all technologies to be acquired, but lacks reasonable cost.	The plan does not indicate the type of low-cost laptop/ultra-portable netbook computers and related technologies to be acquired with EETT funds and the cost of the proposed low-cost laptop/ultra-portable netbook computers and related technologies. Provisions for interoperability of components were not included.	Missing or not evident

Criteria	5 points	4-3 points	2-1 points	0 points
Coordination of Activities (Note: Reviewers will use the proposal narrative and budget forms when reviewing this criterion.)	The plan fully describes how the school district will coordinate activities funded through the EETT program with low-cost laptop/ultra-portable netbook computers and related technologies-related projects supported from other sources.	Few sources for coordinated activities shown to correlate with the EETT program.	The plan does not describe how the school district will coordinate activities funded through the EETT program with low-cost laptop/ultra-portable netbook computers and related technologies-related projects supported from other sources.	Missing or not evident

Criteria	5 points	4-3 points	2-1 points	0 points
<p>Supporting Resources (Note: Reviewers will use the proposal narrative and budget forms when reviewing this criterion.)</p>	<p>Plan clearly describes the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective use of low-cost laptop/ultra-portable netbook computers and related technologies.</p>	<p>Plan identifies only a few resources or does not provide complete details on how the resources will support the effective use of low-cost laptop/ultra-portable netbook computers and related technologies.</p>	<p>Plan does not clearly describe the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective use of low-cost laptop/ultra-portable netbook computers and related technologies.</p>	<p>Missing or not evident</p>
<p>Cost-Effectiveness (Note: Reviewers will use the proposal narrative and budget forms when reviewing this criterion.)</p>	<p>The program budget is reasonable, cost efficient, and likely to enable the applicant to attain its goals.</p>	<p>The program requires minor adjustments to the budget in order to attain its goals or be cost efficient.</p>	<p>The program's goals and objectives are not attainable due to insufficient budget, or the budget is not cost efficient.</p>	<p>Missing or not evident</p>
<p>Project Sustainability</p>	<p>Detailed information is included that thoroughly describes how the project will be continued after the current grant funding expires that shows a high likelihood that the proposed project will be sustainable without grant funds.</p>	<p>A vague description of how the project will be continued is provided that does not provide clear evidence that the proposed project is sustainable without grant funds.</p>	<p>No information describing project sustainability is included, indicating that there is a low probability that the proposed project will be sustainable without grant funds.</p>	<p>Missing or not evident</p>

PROGRAM EVALUATION (10 POINTS)				
Criteria	5 points	4-3 points	2-1 points	0 points
Program Evaluation – Tools	Multiple evaluation tools, both qualitative and/or quantitative, are used to determine success of activities, objectives and goals.	Evaluation is limited by the use of primarily qualitative or primarily quantitative tools and does not effectively measure success of activities, objectives, and goals.	Evaluation tools consist primarily of counts or checklists and do not measure activities, objectives and goals.	Missing or not evident
Program Evaluation Achievement	Assessment(s) are chosen for determining student achievement and alignment with the Illinois Learning Standards. Baseline achievement will be provided for project in school year 2009 – 2010. Annual expected progress is projected.	Assessments are developed, but do not clearly determine student achievement and status with the Illinois Learning Standards. Baseline achievement can not be provided for project in school year 2009 - 2010; annual expected progress is projected.	Assessments are not evident for assessing student achievement and status with the Illinois Learning Standards.	Missing or not evident