

	Weight	Maximum Score	Middle Score	Minimum Score
<i>ASSUMPTIONS</i>				
Assumptions include a very brief summary of the problem and issues that the project addresses as well as any additional assumptions used in designing the project plan.	5%	Project problem statement is concise and clear and aligns very well with the funding goals given in the RFP. Other relevant assumptions are stated clearly and succinctly.	Some alignment of problem statement with RFP goals.	Vague problem statement or lack of alignment with RFP goals.
<i>PROJECT PLAN</i>				
Resources include the human, organizational, and community resources a project has available to direct toward doing the work.	15%	Proposing organization and any collaborating organizations have extremely high quality and appropriate skills relative to the proposed project and all its aspects.	Proposing Organization demonstrates some expertise	Proposing Organization demonstrates little expertise
Budget describes the financial resources to be applied to the project to underwrite staff salaries, subcontracted services, supplies and equipment.	10%	Budget is very clear about how proposed grant funds will be spent and describes an extremely efficient use of these funds. Budget will support excellent accountability of use of funds.		
Project Activities are what the project does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the project implementation. These interventions are used to bring about the intended project changes or results as described by project goals, narrative and schedule.	25%	Project processes and activities, use resources to effect desired outputs and outcomes of very high quality. Proposed activities align very well with required elements given in the RFP. Project content, rigor, and delivery model enables participants to make new knowledge personally relevant. Project delivery model is evidence-based and allows engagement with	Project processes and activities make some resources to effect outcomes. Proposed activities are somewhat in alignment with required elements given in RFP. Project content shows some rigor relevant to project. Project delivery model should produce some engagement with participants.	Project processes and activities make little use of resources to effect outcomes. Proposed activities show little or no alignment with required elements given in the RFP. Project content shows little rigor relevant to project. Project delivery unlikely to produce engagement with participants.

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		teachers/leaders as indicated by Project Narrative.		
Schedule provides activities, outputs, responsible parties, milestones and completion dates by quarter.	20%	Schedule describes well thought out and aggressive but achievable plan that uses the time available very effectively.		
INTENDED RESULTS				
Outputs are the direct products of project activities and may include types, levels and targets of services to be delivered by the project.	5%	Events, products, or services listed are described as outputs in terms of a treatment or dose (e.g. 30 teachers will participate in at least 3 sessions of project, or curriculum will be distributed to 12 school districts)	Events, products or services have some relationship with desired outputs.	Events, products or services have little relationship with desired outputs.
Outcomes are the specific changes in project participants' behavior, knowledge, skills, status and level of functioning during the project period.	5%	Outcomes reflect reasonable, progressive steps that participants can make toward longer-term results. Outcomes are within the scope of the project's control or sphere of reasonable influence. Outcomes are specific, measurable, action-oriented, realistic, and timed. Outcomes are written as change statements (e.g. things increase, decrease, or stay the same) Outcomes are achieved within the funding and reporting periods specified.	Impact of project is somewhat connected with ETIC's goals. Outcomes reflect some progress toward longer-term goals.	Impact of project has little connection with ETIC's goals. Outcomes do not reflect longer-term goals.

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Impact is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of project activities within 3 to 5 years. In the current model of ETIC grant making and evaluation, impact often occurs after the conclusion of project funding.	5%	Impact described would make a major contribution to long-term goals and this impact appears to be highly likely based on the plan and the proposing organization's capabilities. Project shows high potential for expansion, portability or scalability in areas such as <ul style="list-style-type: none"> • Geographic reach • Underrepresented groups • Educational sectors 		
EVALUATION PLANS				
Formative Evaluation Plan. Formative evaluations help fine-tune the delivery and quality of experience for participants and staff.	5%	Extremely high quality Formative Evaluation Plan, including plan for measuring: <ul style="list-style-type: none"> • Number of participants in appropriate categories. • Contact hours per participant category. • Quality of participant experience. • Other outputs describes in the proposal. • Other aspects that will help tune project during project period. The people that will be doing the evaluation are highly skilled in formative evaluation.		
Summative Evaluation Plan. A summative evaluation measures	5%	Extremely high quality Summative Evaluation Plan,		

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actual performance vs. planned performance, including quantitative and qualitative measures.		including plan for measuring: <ul style="list-style-type: none"> • Number of participants in appropriate categories. • Contact hours per participant category. • Quality of participant experience. • Other outputs, outcomes, and impacts described in the proposal. • Other aspects that will help understand the results of the project and opportunities for the future. The people that will be doing the evaluation are highly skilled in summative evaluation.		