

SECTION I. WHAT'S YOUR INNOVATION? (25 PERCENT)		Points
<p><b>Excellent</b></p> <p>7 8</p>	<p>The applicant's innovative program:</p> <ul style="list-style-type: none"> <li>• Serves a <i>specific</i> target population that was <i>thoughtfully-selected</i> based on qualitative and quantitative data;</li> <li>• Has <i>clearly-defined, realistic but ambitious goals</i> that <i>directly</i> relate to the target population;</li> <li>• Has <i>relevant and committed partner(s)</i> with <i>clearly-defined roles</i> related to the grant; and</li> <li>• Is <i>strongly aligned</i> with one of the Innovation Fund priority areas.</li> </ul>	
<p><b>Good</b></p> <p>5 6</p>	<p>The applicant's innovative program:</p> <ul style="list-style-type: none"> <li>• Serves a <i>specific</i> target population that was selected based on qualitative and quantitative data;</li> <li>• Has <i>clearly-defined, realistic but ambitious goals</i> that <i>mostly</i> relate to the target population;</li> <li>• Has <i>relevant and committed partner(s)</i> with <i>somewhat clearly-defined</i> roles related to the grant; and</li> <li>• Is <i>aligned</i> with one of the Innovation Fund priority areas.</li> </ul>	
<p><b>Average</b></p> <p>3 4</p>	<p>The applicant's innovative program:</p> <ul style="list-style-type: none"> <li>• Serves a target population that was selected based on <i>assumptions</i>;</li> <li>• Has <i>somewhat clear goals</i> that <i>somewhat</i> relate to the target population;</li> <li>• Has partners with <i>loosely-defined roles</i> related to the grant; and</li> <li>• Is <i>somewhat aligned</i> with one of the Innovation Fund priority areas</li> </ul>	
<p><b>Poor</b></p> <p>1 2</p>	<p>The applicant's innovative program:</p> <ul style="list-style-type: none"> <li>• Has a <i>vague or unclear</i> target population that was not selected for any particular reason;</li> <li>• Has <i>poorly-defined, unrealistic, or unambitious</i> goals that <i>do not relate</i> to the target population;</li> <li>• Has <i>random partners</i> that <i>lack clearly-defined roles</i> related to the grant; and</li> <li>• Is <i>not aligned</i> with one of the Innovation Fund priority areas.</li> </ul>	

SECTION II. IS IT <i>REALLY</i> INNOVATIVE? (25 PERCENT)		Points
<p><b>Excellent</b></p> <p>7 8</p>	<p>The applicant's program will:</p> <ul style="list-style-type: none"> <li>• <i>Directly</i> target the <i>root cause</i> of the problem they identified;</li> <li>• <i>Purposely disrupt</i> existing structures and systems (Level 4 Innovation); and</li> <li>• Has <i>strong</i> potential to permanently transform education.</li> </ul> <p>The applicant has a clearly-defined problem and root cause that it identified with numerous data points, including qualitative and quantitative data, and <i>direct feedback from the target population</i>.</p>	
<p><b>Good</b></p> <p>5 6</p>	<p>The applicant's program will:</p> <ul style="list-style-type: none"> <li>• <i>Target</i> the <i>root cause</i> of the problem they identified;</li> <li>• Will <i>change or improve existing structures and systems</i> (Level 3 Innovation); and</li> <li>• Has potential to permanently transform education.</li> </ul> <p>The applicant has a clearly-defined problem and root cause that it identified with several data points, including qualitative and quantitative data.</p>	
<p><b>Average</b></p> <p>3 4</p>	<p>The applicant's program will:</p> <ul style="list-style-type: none"> <li>• Target the <i>problem</i> they identified; and</li> <li>• Exist within <i>existing structures and systems</i> (Level 2 Innovation).</li> </ul> <p>The applicant identified its problem using a few qualitative and quantitative data points, but mostly using <i>assumptions</i>.</p>	
<p><b>Poor</b></p> <p>1 2</p>	<p>The applicant's program:</p> <ul style="list-style-type: none"> <li>• Will not target the problem they identified; and</li> <li>• Is something a school or district should already be doing (Level 1 Innovation).</li> </ul> <p>The applicant identified its problem using <i>assumptions</i>.</p>	

SECTION III. WHAT'S YOUR PLAN? (15 PERCENT)		Points
<b>Excellent</b>  <b>7 8</b>	<ul style="list-style-type: none"> <li>The scope of work includes <i>all</i> critical grant milestones and is <i>highly likely</i> to lead to successful program implementation;</li> <li>Has a <i>thoughtfully-selected</i> and <i>highly-qualified</i> team that is <i>strongly</i> committed to implementing the program per the scope of work.</li> </ul>	
<b>Good</b>  <b>5 6</b>	<ul style="list-style-type: none"> <li>The scope of work includes <i>most</i> critical grant milestones and is <i>likely</i> to lead to successful program implementation;</li> <li>Has a <i>qualified</i> team that is committed to implementing the program per the scope of work.</li> </ul>	
<b>Average</b>  <b>3 4</b>	<ul style="list-style-type: none"> <li>The scope of work includes <i>some</i> critical grant milestones and is <i>somewhat likely</i> to lead to successful program implementation.</li> <li>Has a team that is committed to implementing the program per the scope of work.</li> </ul>	
<b>Poor</b>  <b>1 2</b>	<ul style="list-style-type: none"> <li>The scope of work is <i>missing</i> the majority of critical grant milestones and is <i>unlikely</i> to lead to successful implementation of the program;</li> <li>Has an <i>unqualified or uncommitted</i> team, or the grant is led by only one person.</li> </ul>	

SECTION IV. WHAT WILL YOU DO WITH THE GRANT FUNDING? (15 PERCENT)		Points
<p><b>Excellent</b></p> <p><b>7 8</b></p>	<ul style="list-style-type: none"> <li>• <b>100%</b> of budget items are: (a) allocable (directly relate) to the project, (b) an allowable use of state funds, and (c) reasonable.</li> <li>• The applicant demonstrates others' (district, partners, etc.) commitment to the project by showing it has funding from <b>multiple sources</b>.</li> <li>• The budget rationale indicates that: <ul style="list-style-type: none"> <li>○ <b>All</b> budget items are necessary for the program's success; and</li> <li>○ The applicant calculated the total funding request based <b>entirely</b> on the needs of the grant and not the available funding amount.</li> </ul> </li> <li>• The applicant provides <b>strong</b> evidence that it will sustain the program, if successful, after the grant ends.</li> </ul>	
<p><b>Good</b></p> <p><b>5 6</b></p>	<ul style="list-style-type: none"> <li>• At least <b>90%</b> of budget items are: (a) allocable (directly relate) to the project, (b) an allowable use of state funds, and (c) reasonable.</li> <li>• The applicant demonstrates others' (district, partners, etc.) commitment to the project by showing it has funding from <b>another source</b>.</li> <li>• The budget rationale indicates that: <ul style="list-style-type: none"> <li>○ <b>Most</b> budget items are necessary for the program's success.</li> <li>○ The applicant calculated the total funding request based <b>mostly</b> on the needs of the grant and not the available funding amount.</li> </ul> </li> <li>• The applicant provides <b>evidence</b> that it will sustain the program, if successful, after the grant ends.</li> </ul>	
<p><b>Average</b></p> <p><b>3 4</b></p>	<ul style="list-style-type: none"> <li>• At least <b>75%</b> of the budget items are: (a) allocable (directly relate) to the project, (b) an allowable use of state funds, and (c) reasonable.</li> <li>• The budget rationale indicates that: <ul style="list-style-type: none"> <li>○ <b>Some</b> budget items are necessary for the program's success, but others are superfluous.</li> <li>○ The applicant calculated the total funding request based <b>loosely</b> on the needs of the grant, but mostly on creating a budget that adds up to the highest possible funding amount.</li> </ul> </li> <li>• The applicant provides <b>some</b> evidence that it will sustain the program, if successful, after the grant ends.</li> </ul>	
<p><b>Poor</b></p> <p><b>1 2</b></p>	<ul style="list-style-type: none"> <li>• Less than <b>75%</b> of budget items are: (a) allocable (directly relate) to the project, (b) an allowable use of state funds, and (c) reasonable.</li> <li>• The budget rationale indicates that: <ul style="list-style-type: none"> <li>○ The budget items are <b>not necessary</b> for the program's success.</li> <li>○ The applicant calculated the total funding request by creating a budget that adds up to the total funding amount, without considering the actual needs of the grant.</li> </ul> </li> <li>• The applicant <b>does not provide</b> or provides <b>weak evidence</b> that it will sustain the program, if successful, after the grant ends.</li> </ul>	

SECTION V. HOW WILL YOU EVALUATE IT? (20 PERCENT)		Points
<p><b>Excellent</b></p> <p>7 8</p>	<p>The applicant has a <i>mixed-methods, quasi-experimental evaluation design</i> that:</p> <ul style="list-style-type: none"> <li>• Includes three to six SMART goals that directly relate to the project;</li> <li>• Includes three goals related to academic outcomes;</li> <li>• Has a <i>clear and feasible plan and timeline</i> for collecting multiple qualitative and quantitative data points that will <i>continuously</i> inform course corrections throughout the implementation process AND measure the program’s impact on students, teachers and/or leaders.</li> <li>• Has identified a <i>feasible comparison group</i> of students; and</li> </ul> <p>The applicant provides evidence that it has identified a <i>highly-qualified</i> external evaluator.</p>	
<p><b>Good</b></p> <p>5 6</p>	<p>The applicant has a <i>mixed-methods, quasi-experimental evaluation design</i> that:</p> <ul style="list-style-type: none"> <li>• Includes three to six goals, most of which are SMART goals, that relate to the project;</li> <li>• Includes three goals related to academic outcomes;</li> <li>• Has a <i>clear and feasible plan and timeline</i> for collecting multiple qualitative and quantitative data points that will <i>periodically</i> inform course corrections throughout the implementation process AND measure the program’s impact on students, teachers and/or leaders.</li> <li>• Has identified a <i>comparison group</i> of students; and</li> </ul> <p>The applicant provides evidence that it has identified a <i>qualified</i> external evaluator.</p>	
<p><b>Average</b></p> <p>3 4</p>	<p>The applicant has a <i>mixed-methods</i> evaluation design:</p> <ul style="list-style-type: none"> <li>• Includes three to six goals that mostly relate to the project, but most of the goals are not SMART;</li> <li>• Fewer than three of the goals relate to academic outcomes;</li> <li>• Has a plan and timeline for collecting qualitative and quantitative data points that will measure the program’s impact on students, teachers and/or leaders.</li> </ul> <p>The applicant provides evidence that it has identified an external evaluator.</p>	
<p><b>Poor</b></p> <p>1 2</p>	<p>The applicant:</p> <ul style="list-style-type: none"> <li>• Includes goals that do not or loosely relate to the project and are not SMART;</li> <li>• Fewer than three of the goals relate to academic outcomes;</li> <li>• Has an unclear plan and timeline for collecting data related to the grant;</li> <li>• Has identified an <i>unqualified</i> external evaluator.</li> </ul>	