*Project Description*

The project description must consist of a narrative describing the proposed project (Items A-E) using the format below and in the order listed. The narrative must be limited to five (5) pages. Refer to *Improving Services to Students who need Education Interpreters Scoring Rubric* to strengthen the quality of your proposal.

1. **Goal and Expected Outcomes**

The applicant must provide specific goals and outcomes related to improving services to students who are Deaf or have significant Hearing Impairments by increasing the numbers of students who have access to educational interpreters with improved scores on the Educational Interpreters Performance Assessment (EIPA). At a *minimum* the project must:

* describe a plan for increasing, by at least 10, the number of educational interpreters with passing scores on the Educational Interpreters Performance Assessment (EIPA).
* provide on-site targeted assistance to educational interpreters in three school systems.
* develop resources that will be housed on the LDOE website regarding 1) the skills educational interpreters need, and 2) the signing skills students need to be successful in the general education classroom.
* solicit input from personnel statewide involved in the education of students who use educational interpreters regarding needed resources and the creation of recommendations for future capacity building efforts for LA schools to support students who are deaf.

1. **Description of Activities**

The applicant must describe the activities that will be performed in order to achieve expected outcomes.

1. **Stakeholder Involvement**

The applicant must describe the plan for statewide cross collaboration of teachers and educational interpreters who work with students who depend on educational interpreters and the impact of such efforts.

1. **Evaluation Plan**

The applicant must describe the evaluation plan and procedures. The evaluation must address the effectiveness of project activities.

1. **Expansion Plan Beyond Year 1**

The applicant would describe conditions for continuing the project into year 2 and 3.

**Scoring Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **0** | **Score** |
| **Goals /Expected Outcomes** | The application:   * describes a coherent and comprehensive plan for increasing the numbers of educational interpreters (EI) with passing EIPA scores, including   + specific outcomes that target a *minimum* of 1) 10 educational interpreters making a passing EIPA score and 2) educational interpreters in three school systems to receive on-site TA. * provides clearly articulated targets pertaining to students who need educational interpreters and the supports they need to succeed in the general curriculum. * describes the type of resources that will be made available to the LDOE website which target enhanced signing skills of the educational interpreters and the students who depend on them for their success in the general education environment. * describes how a collaborative structure will be used to create recommendations for future capacity building efforts for LA schools to support students who are deaf. | The application:   * describes a plan for training educational interpreters. * includes targets pertaining to students who need educational interpreters and the supports they need to succeed in the general curriculum. * references the development of resources. * references the development of future capacity building efforts. | The application:   * includes marginal plans to train educational interpreters. * mentions resources to be made available to the LDOE for housing on its website. * mentions the creation of recom-mendations to the LDOE for future capacity building efforts. | The application:   * does not include goals/ outcomes for the grant funds. |  |
| **Activities** | The application:   * describes a clear connection between the activities in the application and the expected outcomes related to supports for educational interpreters. * includes activities based on best practices related to the provision of PD and TA in a collaborative structure. * includes PD and resource content related to best practices in the provision of signing supports for inclusion on LDOE website. | The application:   * describes activities that will be performed to support the goals of the project. * includes some reference to collaborative structures in the PD and TA plans. * references the PD and resource content related to EI. | The application:   * minimally describes activities that will be performed to support the goals of the project. | The application:   * does not describe activities that will be completed with grant funds. |  |
| **Stakeholder Involvement** | The application:   * describes how school personnel statewide will guide the development of resources and provision of PD/TA related to educational interpreters and signing skills of students   + for housing on the LDOE website.   + implementation and monitoring of PD/TA pertaining to educational interpreters.   + the creation of recommendations for future capacity building efforts for LA schools to support students’ signing needs. | The application:   * includes a group of school personnel in guiding the development of resources and provision of PD/TA and capacity building efforts. | The application:   * minimally describes input from school personnel. | The application:   * does not include input from school personnel. |  |
| **Evaluation Plan** | The application:   * describes how the results of the PD/TA will be measured, including   + effectiveness of project activities (e.g., feedback from PD/TA participants).   + increased skills of personnel.   + increased success of students using educational interpreters in the general education environment. * describes how the resources will be evaluated based on content and user friendliness. | The application:   * describes how PD/TA results will be measured. * describes how the resources will be evaluated. | The application:   * minimally describes how PD/TA results will be measured. * minimally describes how the resources will be evaluated. | The application:   * does not describe how resources and PD/TA will be evaluated. * does not include an evaluation plan. |  |
| **Expansion beyond year 1** | The application:   * describes how the work of the project could be expanded into year two and three, with an increased impact upon the number of personnel trained, number of districts receiving on-site technical assistance, and number of students supported in Braille materials. * describes how teachers and other school personnel statewide will continue to provide guidance in this process. | The application:   * describes a plan to continue project into year two and three. * references the use of school personnel in the process. | The application:   * minimally describes plans to continue the project. | The application:   * states the intent to continue project, but does not provide a plan. |  |
| **Total** | | | | |  |

***Note abbreviations:***  *PD (Professional Development), TA (Technical Assistance), EI (Educational Interpreters)*