*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 should be limited to five (5) pages. Refer to the *Improving Services for Students at the Preschool Level with Cochlear Implants Scoring Rubric* to strengthen the quality of your proposal.

1. **Goal and Expected Outcomes**

Specific goals and outcomes related to the purposes of the project- implementing supports for students who are Deaf or have significant Hearing Impairments by increasing the number of preschool students with cochlear implants with plans in place to address their auditory and verbal skill development. At a minimum the following areas must be included:

* statewide training and resources provided to speech pathologists and teachers, and targeted assistance provided to speech pathologists and teachers focused on a *minimum* of ten preschool-aged students with cochlear implants.
* development of resources that will be made available on the LDOE website regarding auditory and verbal skill development of preschool students with cochlear implants and how those skills will improve their success rates with communication.
* input from personnel statewide involved in the education of preschool-aged students with cochlear implant regarding needed resources and 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 cross collaboration of teachers, speech therapists, or other appropriate personnel who work with students who have cochlear implants across the state 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:   * reflects capacity building efforts for supporting speech pathologists and teachers who work with preschool students who have cochlear implants through training, technical assistance, and resources, and articulates:   + specific outcomes for statewide training to speech pathologists and teachers addressing auditory and verbal skill development.   + targeted assistance to speech pathologists and teachers focused on a *minimum* of ten preschool students with cochlear implants and the supports the students need to succeed in typical settings. * describes the type of resources needed for students who have cochlear implants that will be made available to the LDOE for housing on its website, and the involvement of school personnel who work with students who have cochlear implants statewide in the process. * describes how input from school personnel statewide involved in the education of preschool students who have cochlear implants will be used to create recommendations for future capacity building efforts for LA schools to support students with cochlear implants. | The application:   * describes a plan to train school personnel who work with preschool students with cochlear implants. * includes targets pertaining to preschool students who have cochlear implants and the supports they need to succeed in typical settings. * references the development of resources. * references the development of future capacity building efforts. | The application:   * includes marginal plans to train personnel who work with preschool students who have cochlear implants. * mentions resources to be made available to the LDOE for housing on its website. * mentions the creation of recommendations 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 school personnel who work with preschool students who have cochlear implants. * includes activities based on best practices related to the provision of PD and TA in a collaborative structure, and incorporates nationally recognized resources to the extent applicable. * includes PD and resource content related to best practices in the provision of supports for students who have cochlear implants for posting on the 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 cochlear implants. | 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 cochlear implants   + for housing on the LDOE website.   + implementation and monitoring of PD/TA pertaining to cochlear implants.   + creation of recommendations for future capacity building efforts for LA schools to support students with cochlear implants. | 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 preschool students who have cochlear implants in typical settings. * describes how the development of resources for the providers and for housing on the LDOE website will be evaluated for content and user friendliness. | The application:   * describes how PD/TA results will be evaluated. * describes how resources will be evaluated. | | The application:   * minimally describes how PD/TA will be evaluated. * minimally describes how 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 2 and 3, with an increased impact upon the number of personnel trained and number of students supported who have cochlear implants. * describes how 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), CI (Cochlear Implants)*