Attachment 5: MS CCR FIRM Appendix – Additional Context

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Acronyms and Initialisms

LOI – Letter of Interest

MS – Middle School

CCR - College and Career Readiness

FIRM – Free Instructional Resources and Materials

TEA – Texas Education Agency

TEKS - Texas Essential Knowledge and Skills

HB 18 - House Bill 18

GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs

FOI - Fidelity of Implementation

LEA-Local Education Agency

Glossary of Terms

LEA – Local Education Agency-is defined as any of the following: Regional Education Service Centers, Districts, Open-Enrollment Charter Schools, and Public Schools

Machine Readable TEKS –is a method by which educational publishers utilize a common technical 'language' for their content. It allows for transparency and interoperability.

For more Information about Machine Readable TEKS see TEA's Texas Gateway Machine Readable TEKS site: https://teks.texasgateway.org/

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https://creativecommons.org/licenses/by/4.0/legalcode>

Overview of GEAR UP

GEAR UP is a federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR UP awards are granted to states to:

- Increase the academic performance and preparation for postsecondary education of participating students;
- Increase the rate of high school graduation and participation in postsecondary education or participating students; and
- Increase the educational expectations for participating students and family knowledge of postsecondary education options, preparation and financing.

In 2017, the US Department of Education awarded the TEA with a grant (Texas GU) to advance the objectives listed above. TEA has awarded grants to LEAs and organizations that best meet GEAR UP objectives. The following grants have been awarded:

- Local Education Agency (LEA) Grant
 TEA selected feeder patterns (combinations of middle school and high school campuses) at 6 districts to receive Texas GU funding. These campuses serve approximately 9,600 students.
- Technical Assistance Providers:
 TEA selected grantees for professional development and data-driven performance management for the LEA grantees.

Local Education Agency Grant

LEA grantees will support students in achieving GEAR UP objectives through five primary strategies:

- 1) Strategy 1: Increase Academic Rigor Facilitate an increase in access to, perceived value of, and student success in academically rigorous courses through extensive professional development for teachers, counselors, and administrators, and targeted tutoring for students.
- 2) Strategy 2: Prepare Middle School Students Empower students with pathway information early on through individualized college and career advising in middle school and adoption of a high-quality, TEKS-aligned career exploration course.
- 3) Strategy 3: Expand College and Career Advising and Resources for High School Students Mitigate the effects of high student-to-counselor ratios and provide robust, individualized college and career advising through the adoption of a Near Peer Advising model in GEAR UP high schools.
- **4) Strategy 4: Leverage Technology** Expand advisor capacity and amplify high-quality resources through the adoption of targeted, user-centered technology tools for advisors, counselors, administrators, students and parents.
- 5) Strategy 5: Develop Local Alliances Establish or expand existing alliances with business, higher education, and community partners that support student achievement and offer opportunities for career exploration.

TEA has awarded 6 Local Education Agencies (LEAs) with grants to launch these strategies at campuses or sets of campuses serving students in 7th through 12th grade. LEA Grant awardees were selected August of 2018.

Explanation of Student Groups

GU LEA grantees will serve students in two student groupings: the Cohort Model and the Priority Model.

The Cohort Model provides targeted services to a grade-specific cohort of students with services as they progress through middle school and high school and into postsecondary education. In this model, the primary cohort is composed of all students beginning in grade 7 in participating schools within a feeder pattern. Throughout the lifetime of the grant, Texas GEAR UP will continue to serve the original seventh grade primary cohort as they proceed to the first year of postsecondary education.

In addition, LEAs will implement a Priority Model. Priority students are defined as students in grades 9-12 who will receive basic GEAR UP services by virtue of attending a GEAR UP campus.

Technical Assistance Grant

The Technical Assistance grantee will build instructional and performance management competencies at LEA Grantee sites. The grantee supports GEAR UP campuses by providing:

Professional Development

The grantee trains and supports GEAR UP LEA grantees in the development of rigorous instructional methods and vertical instructional planning competencies.

• Performance Management TA Grant

The grantee sets up and trains GEAR UP LEA grantees on tools and processes to collect information and apply data-driven program management and reporting.

House Bill 18

The 84th legislature passed House Bill 18 (HB 18) that details required instruction for high school, college, and career preparation for middle school students. An excerpt from HB 18 is written below:

Sec. 28.016. INSTRUCTION IN HIGH SCHOOL, COLLEGE, AND CAREER PREPARATION.

- a) Each school district shall provide instruction to students in grade seven or eight in preparing for high school, college, and a career.
- b) The instruction must include information regarding:
 - 1) the creation of a high school personal graduation plan under Section 28.02121;
 - 2) the distinguished level of achievement described by Section 28.025(b-15);
 - 3) each endorsement described by Section 28.025(c-1);
 - 4) college readiness standards; and
 - 5) potential career choices and the education needed to enter those careers.
- c) A school district may:
 - provide the instruction as part of an existing course in the required curriculum;
 - 2) provide the instruction as part of an existing career and technology course designated by the State Board of Education as appropriate for that purpose; or
 - 3) establish a new elective course through which to provide the instruction.
- d) Each school district shall ensure that at least once in grade seven or eight each student receives the instruction under this section.

According to HB 18 Sec 28.016 c), the bill allows for LEAs to implement instruction within a variety of courses. LEAs across the state of Texas have chosen a variety of implementation models given these parameters. The grantee selected to develop the Middle School CCR FIRM will need to identify best implementation models and develop a highly flexible curriculum to use within those models.

A complete version of HB18 can be found at the following web address:

https://capitol.texas.gov/tlodocs/84R/billtext/html/HB00018F.htm

Many districts choose to meet HB 18 requirements by offering two elective Career and Technical Education (CTE) courses in 7th and 8th grade suggested by the State Board of Education (SBOE):

- §127.2. Investigating Careers
- §127.3. College and Career Readiness

Access the TEKS for Investigating Careers and College and Career Readiness using the following link. http://ritter.tea.state.tx.us/rules/tac/chapter127/ch127a.pdf>

Content Types

- a) Resource an HTML page with one or more sub-content types
 - I. HTML
 - II. HTML Sub-Content Types
 - 1. **PDF** (scrollable window)
 - 2. **Video** hosted on our site or embedded link to another site runs in our site)
 - 3. Audio
 - 4. Interactive
 - a. Interactive video
 - b. Memory game
 - c. Board game
 - d. Multiple choice
 - e. Accordion
 - f. Quiz
 - g. Presentation
 - h. Single choice set
 - i. Documentation tool
 - j. Summary
 - k. Drag the words
 - I. Timeline
 - m. Find the hotspot
 - n. True/false question
 - o. Collage
 - p. Image hot spots
 - q. Chart
 - r. Drag and drop
 - s. Image slider
 - t. Flashcards
 - u. Image juxtaposition
 - v. Find multiple hotspots
 - w. Fill I the blank
 - x. Dialogue cards
 - y. Mark the words
 - z. Guess the answer
 - 1. Downloadable documents, videos and links to content at the bottom of the resource page
 - a. **Binder** a grouping of resources
 - b. Course Binder a collection of resources that progress through logical steps
 - a. Some assessment tools, but no tracking of user completion or certificates
 - c. File Types allowed that can be attached to/downloaded from HTML pages include:
 - i. Image (.gif or .png)
 - ii. Video
 - iii. PDF (preferred)
 - iv. Word
 - v. Excel
 - vi. PowerPoint

Review Criteria

The following review criteria is used in scoring the application response form. Each application is reviewed to determine the capability of the applicant to meet project requirements. In reviewing the information submitted and in recommending applications for funding, reviewers consider the following ratings:

Exceeds Expectations, Meets Expectations, Fulfills Requirements, or Needs Improvement. When scoring each indicator, reviewers select a rating which has an appropriate point value assigned.

Performance Levels	Exceeds Expectations 9-10 points	Meets Expectations 8-6 points	Fulfills Requirements 3-5 points	Needs Improvement 0-2 points	Total /20
1.1 Needs Assessment and Research	The response clearly outlines a robust plan for establishing LEA needs through rigorous research activities. The proposed plan (1) states clear objectives aligned with the requirements of the project; (2) provides a detailed description of the target research participants and rationale for choosing that audience, and (3) offers a description and rationale for the tools needed to complete the assessment	The response outlines a clear plan for establishing LEA needs through research activities. The proposed plan (1) states clear objectives aligned with the requirements of the project; (2) provides a description of the target research participants and rationale for choosing that audience; and (3) offers a description for the tools needed to complete the assessment, perhaps without an associated rationale	The response presents a basic plan for establishing LEA needs through research activities. The proposed plan (1) states objectives which are somewhat aligned with the requirements of the project; (2) offers a loosely formulated description of the target research participants; and (3) a description for the tools needed to complete the assessment with or without an associated rationale	The plan provided in the response fails to clearly address how LEA needs will be established through research activities. The proposed plan may include the following: (1) states objectives that are not closely aligned with the requirements of the project; (2) provides a brief description of the target research participants, if any; and (3) offers a brief or vague description of the tools needed to complete the assessment without an associated rationale	Score/10

1.2 Data Driven Strategy Development	The response presents a clear and well-defined strategy for utilizing needs assessment data to inform implementation models. The proposed plan includes (1) methods used to analyze data with rationale; (2) a thorough, easily interpreted explanation for how needs assessment data will inform implementation models; and (3) a detailed description of methods to present research reports	The response presents a clear strategy for utilizing needs assessment data to inform implementation models but may lack some definition of how the strategy will be executed. The proposed plan includes (1) methods used to analyze data with rationale; (2) a sufficiently thorough explanation for how needs assessment data will inform implementation models; and (3) a description of methods to present research reports	The response presents a somewhat clear and defined strategy for utilizing needs assessment data to inform implementation models. The proposed plan includes (1) loosely defined methods used to analyze data; (2) a somewhat clear and thorough explanation for how needs assessment data will inform implementation models; and (3) a brief overview of methods used to present research reports	The response fails to present a clear or actionable strategy for utilizing needs assessment data to inform implementation models. The proposed plan may not include (1) methods used to analyze data or any supporting rationale; (2) a coherent explanation for how needs assessment data will inform implementation models; and (3) a description or overview of methods to present research reports	Score/10
Performance Levels	Exceeds Expectations 19-25 points	2. Curriculum Development (Tot Meets Expectations 13-18 points	al Possible Score: 50) Fulfills Requirements 7-12 points	Needs Improvement 0-6 points	Total /50
2.1 Curriculum Content Development	The plan is comprehensive and demonstrates strong understanding of curriculum development considerations. The proposed plan (1) addresses the full scope of work with a high level of detail; (2) includes evidenced high-quality examples of developed curriculum and implementation at a variety of LEAs; (3) describes strategies used to design curriculum effectively with lessons learned	The plan is comprehensive and demonstrates some understanding of curriculum development considerations. The proposed plan (1) addresses the full scope of work with detail; (2) includes evidenced high-quality examples of developed curriculum and implementation; and (3) describes strategies used to design curriculum effectively with lessons learned	The plan is relatively thorough, but may contain some gaps, and demonstrates some understanding of curriculum development considerations. The proposed plan (1) addresses the full scope of work; (2) includes evidenced quality examples of developed curriculum and implementation; and (3) describes strategies used to design curriculum effectively with lessons learned	The response fails to comprehensively address a plan for curriculum development and/or lacks an understanding of curriculum development considerations. The proposed plan may (1) address the scope of work; (2) examples of developed curriculum; and (3) brief description of strategies used to design curriculum effectively	

and informed examples of curriculum elements that impact usability; (3) detailed explanation for how to improve those elements; and (4) evidence of working with a variety of LEAS to iterate curriculum **Steeduling Tool or Template** and informed examples of curriculum elements that impact usability; (3) a beylanation for how to improve those elements; and (4) some evidence of working with a variety of LEAS to iterate curriculum **Steeduling Tool or Template** and informed examples of curriculum elements that impact usability; (3) a brief explanation for how to improve those elements; and (4) some evidence of working with a variety of LEAS to iterate curriculum **Steeduling Tool or Template** **The response clearly provides a detailed and robust description of the methodology and approach for creating a scheduling tool or template to aid with the implementation of new curriculum. The response incudes (1) examples of specific software that could be used for the tool and the advantages and disadvantages for each examples of 2 price in substance impact usability; (3) a brief explanation for how to improve those elements; and (4) some evidence of working with a variety of LEAS to iterate curriculum **Steeduling Tool or Template** **The response presents a basic detailed description of the methodology and approach for creating a scheduling tool or template to aid with the implementation of new curriculum. The response incudes (1) secific software that could be used for the tool; (2) a brief description of additional resources and additional resources and supports need; and (3) includes little evidence of experience with developing a resource of experience with developing a few plants and that impact usability; (3) a brief explanation for how to improve those elements; and (4) some evidence of working with a variety of LEAS to iterate curriculum. The response bedience of working with a variety of LEAS to iterate curriculum. The response of experience with developing a resource of experience with developing a r	2.2 Productization of Curriculum Performance Levels The prohighly edeterming usability and infocurriculty impact explanations those elevidence variety curriculty curriculty and infocurriculty impact explanations are evidence variety of the mapproad schedul aid with new curriculty and incudes softwar the tool and disa	onstrates strong restanding of curriculum opment considerations. proposed plan (1) details of effective methods to mine educator needs for lity; (2) provides robust informed examples of culum elements that ct usability; (3) detailed nation for how to improve elements; and (4) ince of working with a	demonstrates some understanding of curriculum development considerations. The proposed plan (1) details some effective methods to determine educator needs for usability; (2) provides informed examples of curriculum elements that impact usability; (3) an explanation for how to improve those elements; and (4) some evidence of working	but may contain some gaps, and demonstrates some understanding of curriculum development considerations. The proposed plan (1) details a few methods to determine educator needs for usability; (2) provides some examples of curriculum elements that impact usability; (3) a brief explanation for how to improve those elements; and (4) some	comprehensively address a plan for curriculum development and/or lacks an understanding of curriculum development considerations. The proposed plan may (1) provides some methods to determine educator needs for usability; (2) a few elements that impact usability; (3) a brief explanation for how to improve			
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Performance Levels Exceeds Expectations	The rest detailed of the mapproad schedul aid with new cur incudes softwar the tool and disa							
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	ovamnle	es (1) examples of specific rare that could be used for		supports riced, and (s) includes	and (3) includes little evidence	1		
	example	es (1) examples of specific rare that could be used for ool and the advantages	and rationale for the choice; (2)		(=,			
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resources and supports need; evidence of experience with requested. scheduling tool requested.	resource	es (1) examples of specific rare that could be used for pol and the advantages lisadvantages for each ple; (2) thorough	and rationale for the choice; (2) detailed description of	some evidence of experience	of experience with developing			
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evidence of experience with resources.		es (1) examples of specific rare that could be used for col and the advantages lisadvantages for each ple; (2) thorough iption of additional arces and supports need;	and rationale for the choice; (2) detailed description of additional resources and supports need; and (3) includes evidence of experience with	some evidence of experience with developing a resource similar to the scheduling tool	of experience with developing a resource similar to the			
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	The response is comprehensive	The response demonstrates a	The response is relatively	The response fails to	Score
	and demonstrates a strong	strong understanding of the	thorough but may contain	demonstrate a clear	
	understanding of the essential	essential components of an	some gaps, it demonstrates	understanding of the essential	/10
	components of an instructional	instructional materials	some understanding of the	components of an instructional	
	materials implementation	implementation guide. The	essential components of an	materials implementation	
	guide. The proposed design	proposed design includes (1)	instructional materials	guide. The proposed design	
	includes (1) detailed	clear descriptions of	implementation guide. The	may include (1) few	
3.2 Implementation	descriptions of considerations	considerations for multiple	proposed design includes (1)	considerations for multiple	
Guide	for multiple implementation	implementation models; and	basic descriptions of	implementation models; and	
	models; and (2) strong	(2) evidenced experience with	considerations for multiple	(2) little to no evidenced	
	evidenced experience with	developing implementation	implementation models; and	experience with developing	
	developing implementation	guides for instructional	(2) some evidenced experience	implementation guides for	
	guides for instructional	materials.	with developing	instructional materials.	
	materials.		implementation guides for		
			instructional materials.		
	The response includes several	The response includes several	The response includes some	The response does not include	Score
	strong measures and metrics	measures and metrics for	measures and metrics for	strong measures or metrics for	30070
	for implementation fidelity.	implementation fidelity. The	implementation fidelity. The	implementation fidelity. The	/10
	The proposed plan (1)	proposed plan (1)	proposed plan (1)	proposed plan may (1)	
	demonstrates a high-level	demonstrates a strong	demonstrates core	demonstrate some	
	understanding of indicators for				
3.3	fidelity of implementation; (2)				
Fidelity of	provides evidenced experience	provides several examples of	provides some experience	details little experience	
Implementation	developing rubrics at quality;	experience developing rubrics	developing rubrics at quality;	developing rubrics; and (3)	
Rubric	and (3) includes robust	at quality; and (3) includes	and (3) includes some	includes low level	
	experience monitoring and	experience monitoring and	experience or understanding	understanding for how to	
	improving fidelity of	improving fidelity of	for how to monitor and	monitor and improve fidelity of	
	implementation of newly	implementation of newly	improve fidelity of	implementation of newly	
	adopted curriculum	adopted curriculum	implementation of newly	adopted curriculum	
	,	,	adopted curriculum	,	

3.4 Fidelity of Implementation Evaluation and Feedback	The response presents a clear and well-defined strategy for monitoring and reporting on MS CCR FIRM implementation. The proposed plan (1) includes detailed evidenced examples of experience researching and monitoring implementation of new curriculum; (2) includes well-defined actionable strategies to improve implementation; and (3) provides strong methods for periodic reporting to TEA and other stake holders	The response presents a clear strategy for monitoring and reporting on MS CCR FIRM implementation. The proposed plan (1) includes evidenced examples of experience researching and monitoring implementation of new curriculum; (2) includes actionable strategies to improve implementation; and (3) provides clear methods for periodic reporting to TEA and other stake holders	The response presents a somewhat clear and defined strategy for monitoring and reporting on MS CCR FIRM implementation. The proposed plan (1) includes basic examples of experience researching and monitoring implementation of new curriculum; (2) includes some actionable strategies to improve implementation; and (3) provides simple methods for periodic reporting to TEA and other stake holders	The response fails to present a clear or actionable strategy for monitoring and reporting on MS CCR FIRM implementation. The proposed plan may include (1) little evidence of experience researching and monitoring implementation of new curriculum; (3) a brief description of action taken to improve implementation; and (3) low quality methods for periodic reporting to TEA and other stake holders	Score/10
		4. Training and Scaling (Total I	Possible Score: 20)		
Performance Levels	Exceeds Expectations 9-10 points	Meets Expectations 8-6 points	Fulfills Requirements 3-5 points	Needs Improvement 0-2 points	Total /20
4.1 Training Materials	The response presents a clear and well-defined strategy for developing training at pilot GEAR UP schools. The proposed plan (1) details learning objectives that are clear, measurable, and concise with rationale; (2) includes a variety of training delivery methods to meet target audience needs; (3) provides a robust methodology for choosing content to include in the training that addresses best practice use for all aspects of the FIRM; (4) provides considerations for scalability of the training across the state; and (5) includes several examples of providing professional development training at a variety of LEAs	The response presents a clear strategy for developing training at pilot GEAR UP schools. The proposed plan (1) details clear learning objectives with rationale; (2) includes a several different delivery methods to meet target audience needs; (3) provides a methodology for choosing content to include in the training that addresses best practice use for all aspects of the FIRM; (4) provides some considerations for scalability of the training across the state; and (5) includes some examples of providing professional development training at a variety LEAs	The response presents a somewhat clear strategy for developing training at pilot GEAR UP schools. The proposed plan (1) outlines learning objectives; (2) includes a description of a few delivery methods to meet target audience needs; (3) includes a description of training content that addresses best practice use for all aspects of the FIRM developed; (4) provides few considerations for scalability of the training across the state; and (5) includes a some examples of providing professional development training at LEAs with similar demographics and composition	The response fails to present a clear and well-defined strategy for developing training at pilot GEAR UP schools. The proposed plan may (1) include learning objectives that are not well defined; (2) proposes a delivery method that does not take target audience needs into consideration; (3) provides a brief description of training content that addresses use for some aspects of the FIRM developed; (4) does not describe well thought-out considerations for scalability of the training across the state; and (5) provides none or few examples of providing professional development to LEAs	Score/10

	The response clearly outlines a	The response outlines a clear	The response presents a basic	The plan provided in the	Score
	robust plan for training and	plan for training and marketing	plan for training and marketing	response fails to clearly	Score
	marketing the MS CCR FIRM.	the MS CCR FIRM. The	the MS CCR FIRM. The	address how to provide	/10
	The proposed plan (1) includes	proposed plan (1) includes	proposed plan (1) includes	training and marketing for the	_/10
	highly detailed strategies for	detailed strategies for	some basic strategies for	MS CCR FIRM. The proposed	
				I	
	marketing the FIRM across the state of Texas; (2) shows	marketing the FIRM across the state of Texas; (2)	marketing the FIRM across the state of Texas; (2)	plan may (1) include a strategy for marketing the FIRM that is	
	evidence of a clear	demonstrates strong	demonstrates some	not well defined; (2)	
4.2	understating of key state levers	understating of key state levers	understating of a few key state	demonstrates little	
Scaling	for driving broad adoption; (3)	for driving broad adoption; (3)	levers for driving broad	understating of key state levers	
Implementation	provides several highly	provides several methods for	adoption; (3) provides some	for driving broad adoption; (3)	
	effective methods for	'	1	provides few methods for	
		delivering training to all LEAs in	methods for delivering training to all LEAs in Texas; and (4)	'	
	delivering training to all LEAs in	Texas; and (4) includes some	includes some evidence of	delivering training to LEAs; and	
	Texas; and (4) includes strong evidence of experience with	evidence of experience with successful marketing and	experience with moderately	(4) includes little evidence of experience with marketing and	
	successful marketing and	_	successful marketing and	,	
	_	training at scale	_	training at scale	
	training at scale		training at scale		
		5. Other (Total Possible	e Score: 40)		
Porformanco Lovols	Exceeds Expectations	Meets Expectations	Fulfills Requirements	Needs Improvement	Total
Performance Levels	9-10 points	8-6 points	3-5 points	0-2 points	/40
Performance Levels	9-10 points The response is	8-6 points The response is	3-5 points The response is relatively	0-2 points The response is brief and fails	
Performance Levels	9-10 points The response is comprehensive, highly	8-6 points The response is comprehensive, detailed, and	3-5 points The response is relatively broad, with some detail, and	O-2 points The response is brief and fails to address core project	/4(Score
Performance Levels	9-10 points The response is comprehensive, highly detailed, and addresses all	8-6 points The response is comprehensive, detailed, and addresses all project	3-5 points The response is relatively broad, with some detail, and addresses just core project	O-2 points The response is brief and fails to address core project requirements. The response	/40
Performance Levels	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements.	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1)	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1)	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role	/4l
Performance Levels	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of	/4l
Performance Levels	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be	/4l
	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2)	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a	/4l
5.1	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly	/4l
5.1 Resources to Meet	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are exceptionally aligned to the	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors are proposed to complete the	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing whether contractors will be	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly defined establishing whether	/4l
	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are exceptionally aligned to the work requirements, (2) if	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors are proposed to complete the work, the number of	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing whether contractors will be used to complete any part of	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly defined establishing whether contractors will be used to	/40 Score
5.1 Resources to Meet	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are exceptionally aligned to the work requirements, (2) if contractors are proposed to	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors are proposed to complete the work, the number of contractors and their	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing whether contractors will be	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly defined establishing whether	/40 Score
5.1 Resources to Meet	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are exceptionally aligned to the work requirements, (2) if contractors are proposed to complete portions of the work,	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors are proposed to complete the work, the number of contractors and their responsibilities are clearly	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing whether contractors will be used to complete any part of	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly defined establishing whether contractors will be used to	/4l
5.1 Resources to Meet	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are exceptionally aligned to the work requirements, (2) if contractors are proposed to complete portions of the work, the number of contractors and	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors are proposed to complete the work, the number of contractors and their	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing whether contractors will be used to complete any part of	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly defined establishing whether contractors will be used to	/4(Score
Resources to Meet	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are exceptionally aligned to the work requirements, (2) if contractors are proposed to complete portions of the work, the number of contractors and their responsibilities are clearly	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors are proposed to complete the work, the number of contractors and their responsibilities are clearly	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing whether contractors will be used to complete any part of	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly defined establishing whether contractors will be used to	/40 Score
5.1 Resources to Meet	9-10 points The response is comprehensive, highly detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge that are exceptionally aligned to the work requirements, (2) if contractors are proposed to complete portions of the work, the number of contractors and	8-6 points The response is comprehensive, detailed, and addresses all project requirements. Additionally, (1) role descriptions and resumes demonstrate skills and knowledge aligned to the work requirements, (2) if contractors are proposed to complete the work, the number of contractors and their responsibilities are clearly	3-5 points The response is relatively broad, with some detail, and addresses just core project requirements. including (1) complete role descriptions and resumes of the staff who would be responsible for the work, (2) a statement establishing whether contractors will be used to complete any part of	O-2 points The response is brief and fails to address core project requirements. The response may include (1) limited role descriptions and resumes of the staff who would be responsible for the work, (2) a statement that is not clearly defined establishing whether contractors will be used to	/40 Score

5.2 Content Development and Accessibility Guidelines	The response clearly outlines a robust plan and includes (1) highly detailed methodology for addressing HTML 5 and WCAG 2.0, Level AA content development requirements; and (2) evidenced examples of developing high quality content using HTML 5 and meeting WCAG 2.0 Level AA accessibility requirements.	The response outlines a clear plan for and includes (1) detailed methodology for addressing HTML 5 and WCAG 2.0, Level AA content development requirements; and (2) examples of developing quality content using HTML 5 and meeting WCAG 2.0 Level AA accessibility requirements.	The response presents a basic plan and includes (1) methodology for addressing HTML 5 and WCAG 2.0, Level AA content development requirements; and (2) some examples of developing content using HTML 5 and meeting WCAG 2.0 Level AA accessibility requirements	The plan fails to clearly address content development and accessibility requirements. It includes (1) unclear methodology for addressing HTML 5 and WCAG 2.0, Level AA content development requirements; and (2) examples that exhibit experience developing low quality content that does not fully meet WCAG 2.0 Level AA accessibility requirements	Score/10
5.3 MS CCR FIRM Customization and Licensing	The response presents a clear and well-defined plan for delivering content that is customizable and freely available. The proposed plan (1) provides informed methods for formatting materials to allow users to modify and edit; (2) includes considerations for meeting Creative Commons Attribution 4.0 International Public Licensing; (3) details opportunities and obstacles associated with creating highly customizable curriculum; and (3) provides specific and detailed variable cost structure information for add-on services with rationale, if applicable	The response presents a clear plan for delivering content that is customizable and freely available. The proposed plan (1) provides methods for formatting materials to allow users to modify and edit; (2) includes some considerations for meeting Creative Commons Attribution 4.0 International Public Licensing; (3) details opportunities and obstacles associated with creating highly customizable curriculum; and (3) provides detailed variable cost structure information for add-on services with rationale, if applicable	The response presents a somewhat clear and defined plan for delivering content that is customizable and freely available. The proposed plan (1) provides basic methods for formatting materials to allow users to modify and edit; (2) includes few considerations for meeting Creative Commons Attribution 4.0 International Public Licensing; (3) details few opportunities and obstacles associated with creating highly customizable curriculum; and (3) provides variable cost structure information for addon services, if applicable	The response fails to present a clear or actionable plan for delivering content that is customizable and freely available. The proposed plan may (1) provide some methods for formatting materials to allow users to modify and edit; (2) includes few or no considerations for meeting Creative Commons Attribution 4.0 International Public Licensing; (3) provides little information about potential opportunities and obstacles associated with creating highly customizable curriculum; and (3) provides variable cost structure information for addon services, that is not clearly defined, if applicable	Score/10

5.4 Quality of Activity and Budget Plan	The proposed methodologies, plans, and budgets (1) address all activities in this request for LOIs in detail; (2) describe a program that is highly likely to meet the required work products outlined in this request; and (3) are resource/cost-efficient	The proposed methodologies, plans, and budgets address all activities in this request for LOIs in detail, and describe a program that is highly likely to meet the required work products outlined in this request	The proposed methodologies, plans, and budgets address all activities in this request for LOIs, and they describe a program that is likely to meet the required work products outlined in this request	The proposed methodologies, plans, and budgets do not address all activities in this request for LOIs, and/or they describe a program that is unlikely to meet the required work products outlined in this request	Score/10
TOTAL POINTS:					/170