

## Advancing Computer Science Education (ACSE)

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### Program Solicitation

#ACSE-25

Issue Date:	July 18, 2024
Funding Authority:	Virginia General Assembly, 2024 Appropriation Act
Issuing Agency:	Virginia Department of Education
Pre-proposal Webinar (pre-recorded July 2024)	Pre-proposal webinar <a href="#">link</a> .
Submission Deadline:	September 06, 2024
<b>Extended Deadline:</b>	<b>November 04, 2024</b>
Application Format:	Applications must be submitted in .pdf format by email to <a href="mailto:vdoe.computerscience@doe.virginia.gov">vdoe.computerscience@doe.virginia.gov</a>
Agency Contact:	Keisha Tennessee Computer Science Coordinator Office of Educational Technology and Classroom Innovation Email: <a href="mailto:Keisha.Tennessee@doe.virginia.gov">Keisha.Tennessee@doe.virginia.gov</a> Phone: (804) 750-8161

In compliance with this Request for Proposals (RFP) and all of the conditions imposed herein, the undersigned offers and agrees to conduct the grant program in accordance with the attached signed proposal or as mutually agreed upon through subsequent negotiation.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identification, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

## Introduction and Background

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In 2017, the Virginia Board of Education passed the Computer Science Standards of Learning to include concepts of computation and critical reasoning; problem solving and decision making; proficiency in the use of computers and related technology; coding and computational thinking; and cybersecurity. In 2024, the Virginia Board of Education, adopted the revised 2024 Computer Science *Standards of Learning*. The 2024 Virginia General Assembly, in its effort to promote the advancement of computer science education for all students and support the high demands of the Commonwealth's workforce, has provided funding for computer science grants up to 1.35 million dollars. This is an exciting opportunity for school divisions, alongside of partner organizations, to explore innovative approaches to expanding computer science opportunities inclusive to all students. The program language from the 2024 Appropriation Act, reads as follows.

*ITEM124.HH. Out of this appropriation, \$1,350,000 the first year and \$1,350,000 the second year from the general fund is provided to support the advancement of computer science education and implementation of the Commonwealth's computer science standards across the public education continuum. These funds are intended to provide high quality professional development to current and future teachers; create, curate, and disseminate high quality computer science curriculum, instructional resources, and assessments; support summer and after-school computer science related programming for students; and facilitate meaningful career exposure and work-based learning opportunities in computer science fields for high school students. Funds shall be disbursed through a competitive grant process and shall prioritize at-risk students and schools. The Department of Education shall develop a process to award these funds in accordance with the provisions of this language.*

This Request for Proposal (RFP) is the governing document for these grant funds. Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

The proposed grant budget submitted in the request for proposal may be amended to reflect the program changes. Grant recipients are required to contact the Computer Science Coordinator to request modification to any proposed change to the awarded program.

## Intent

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The Advancing Computer Science Education (ACSE) grant provides funding to aid in the development of high-quality instructional computer science instructional resources and high-quality professional development aligned to the 2024 Virginia Computer Science Standards of Learning and extend computer science learning opportunities for students. The grant provides school divisions with additional resources to fully implement the computer science standards and strengthen knowledge and interest in computer science among PK-12 students and educators with a goal of broadening participation in computer science. There are **three types of project proposals** established through the ACSE FY25 program: 1) **Professional Learning & Instructional Resources** 2) **Student Experience & Engagement** and 3) **Implementation and/or Sustainability**.

Designing and Creating: Professional Learning & Instructional Resources

1. *Professional Learning & Instructional Resources: maximum award \$75,000.00*

This project type is designed to provide educators with professional learning opportunities and instructional resources/classroom materials to implement the 2024 Computer Science *Standards of Learning*. Professional learning should include content knowledge along with curriculum integration to foster learning experiences that draws upon connections between computer science and other subject areas. Integrative strategies for interdisciplinary, multidisciplinary, and transdisciplinary strategies are especially important for PK-8 classroom teachers and administrators. At the secondary level project proposals should address specialized, advanced learning opportunities, and strategic partnerships with institutions of higher education and/or nonprofit organizations.

The following components should be included in this project type proposal:

- Creation and dissemination of high-quality computer science curriculum, instructional resources, assessments, and professional development are aligned to the 2024 Computer Science *Standards of Learning*.
  - PK-8 curriculum integration resources and professional development: at least two of the computer science content strands are emphasized and include opportunities for integration with another subject area or
  - 6-12 resources and professional development:
- Overview of current instructional resources and professional opportunities. This should include data and evidence on current instructional resources and computer science teacher training/professional development offered.
- Research-based pedagogy and instructional practices for curriculum integration.
- Professional development plan that outlines activities for the duration of the grant award and at least 1-2 years afterwards. Plan should include goals, strategies, resources, timeline, evaluation, and key personnel/roles and responsibilities.
- Best practices and strategies to engage students and/or educators in experiences that increase teacher and student knowledge and understanding of computer science concepts and skills.

ACSE proposals that include the curation, revision, and dissemination of computer science curriculum, instructional resources, interdisciplinary projects, and performance assessments are required to be openly licensed and uploaded to the statewide #GoOpenVA repository to be made available to all students and teachers within the Commonwealth. Project designee will be required to attend an #GoOpenVA onboarding meeting prior to submission of any material to #GoOpenVA.

2. *Student Programs – Experiences and Engagement: maximum award \$75,000.00*

This project type supports the need to build student capacity in computing technologies early. ACSE projects of this type should focus on how to build both teacher and student knowledge and interest in computer science beyond the classroom. This may include initial exposure and engagement and/or supporting specialized and more in-depth learning opportunities of computing topics and fostering increased interest and engagement with computer science career paths. This project type is intended to address the development and implementation of summer and after-school computer science related programming and work-based learning opportunities in computer science fields. Proposals should stipulate the ways in which strategic partnerships contribute to the sustainability of the project and the benefits for students, educators, and each strategic partner.

The following components should be included in this project type proposal:

- Data on current computer science opportunities (computer science pathways, afterschool activities, summer programs, and/or other community partnerships) and key strategies to increase student interest, enrollment, and impact.
- Description of proposed student program with detailed information on structure, activities, schedules, and recruitment efforts. This should include program goals, strategies, resources, timeline, evaluation, and key personnel/roles and responsibilities.
- Information on how the defined student experience was chosen and how were students and families involved in the process.
- Strategic partnership with local businesses, nonprofit organizations, and community members.
- Learning opportunities aligned to the concepts and skills addressed in the K-12 Computer Science *Standards of Learning* and how the student program will provide outcomes that will increase computer science conceptual understanding and skills that can be applied in the classroom.
- Expected outcomes for students and teachers participating in the student program.
- Sustainability plan for ongoing student opportunities beyond the duration of the grant.
- Describe the methods and tools that will be used to evaluate the effectiveness of the student programs. T

3. *Implementation or Sustainability: maximum award \$75,000.00*

This project type is designed for school divisions who have developed district wide computer science instructional resources and/or programs and need to update these resources or programs from the use of the 2017 Computer Science *Standards of Learning* to the 2024 Computer Science *Standards of Learning* or expand a business or community partnership to extend student access to current computer science learning experiences.

The following components should be included in this project type proposal:

- Data visualization of computer science implementation and accomplishments.
- Description of current computer science instructional resources, professional development, or student programs and detailed outcomes and results.
- Need and justification for funding to either update 2017 Computer Science *Standards of learning* instructional resources or expand/continue student programs and/or professional learning opportunities.
- Strategies for implementation and sustainability to build capacity and extend access beyond the duration of the grant. Plan should include goals, strategies, resources, timeline, evaluation, and key personnel/roles and responsibilities.

**All proposals** must include logic models to illustrate the evaluation model. Evaluation measures should monitor and evaluate outcomes and impact of the project relative to the ACSE goal of increasing computer science knowledge and skills and expanding computer science learning opportunities. Measurable outcomes can be quantitative and/or qualitative in nature and include cognitive outcomes (motivation, engagement, interest, dispositions, attitudes, etc.). ACSE proposals must define expected outcomes for teachers and students and can include a wide variety of research designs and methodologies. The following components must be included for evaluation of outcomes: high-quality research design and logic model, project evaluation, and dissemination.

*i. Research-based Design, Development, Implementation and Evaluation Strategies*

ACSE design models should incorporate contemporary literature reviews, syntheses, and meta-analyses directly related to the goals the ACSE programs. All proposals should:

- Provide baseline data that will be used to measure progress.
- Identify research-based design model.
- Outline plans for collecting relevant qualitative and/or quantitative data relevant to document the targeted and desired instructional outcomes.
- Describe well-defined analytical methods and tools appropriate for substantiating overall impacts and desired proposal goals.
- Indicate how project outcomes/evaluation will be used beyond the duration of the grant.

*ii. Project Evaluation*

ASCE proposals must describe the mechanisms to be used to assess the success of the project in developing knowledge of and interest in computer science through a project evaluation plan. This plan should describe the steps and the tools to effectively provide feedback on all aspects of the work both formatively throughout the project and summative at the conclusion of the project. The proposal must include a logic model to support project evaluation.

*iii. Dissemination of Findings*

ACSE proposals must include as creative communication strategy for reaching broad audiences, including all strategic partners involved in the project, policy makers, and the VDOE agency leads. Awardees will be required to complete progress reports along with a summative and use of funds report at the end of the project. Projects should consider strategies to broadly disseminate their efforts that include a press-release, publication of a piece in a general practitioner journal, or presentation at an educational conference.

## Eligibility Information

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All Virginia public school divisions (LEA), full-time regional public schools, and programs with a local or regional school board, are eligible to submit a proposal.

In partnership with one of the above, institutions of higher education, regional programs, and educational organizations are eligible to submit a proposal.

School divisions are only permitted to submit one RFP. School divisions may form a partnership or consortium and submit a proposal. This will not count towards the one RFP limitation.

## Award Information

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**Estimated Number of Awards:** 6 –8 awards for Fiscal Year 2025 contingent upon availability of funds.

Virginia Department of Education anticipates having approximately \$1,350,000 available for FY25 and approximately \$1,350,000 for FY26 (per funding availability). This is a one-year grant. The VDOE maintains the discretion to award, not award, and/or request modification of award amounts of any or all grants within Advancing Computer Science Education grant and may not award all grants or full requested amounts if the quality of the proposals do not meet the award criteria.

Lead designee of funded RFPs will be required to attend a virtual meeting twice a year to coordinate the efforts of all awardees and to ensure efforts are not duplicated. Meetings are anticipated to take place November 2024 and March 2025 for FY25.

## Proposal Timeline and Application Process

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The designated contact person as identified on the Proposal Cover Sheet, page 11 of this application packet, will submit the completed Advances Computer Science Education grant proposal, as described in this RFP, to the Virginia Department of Education (VDOE) by **Friday, November 04, 2024**. RFP must be in pdf format and must be emailed to [vdoe.computerscience@doe.virginia.gov](mailto:vdoe.computerscience@doe.virginia.gov). Department staff will review proposal submissions per requirements as defined in this RFP and the established criteria on page 20. If in judgment of the Department, a proposal is late or incomplete, the proposal will be omitted from the process. The decision of the Department is final.

Keisha Tennessee  
Computer Science Coordinator  
Email: [vdoe.computerscience@doe.virginia.gov](mailto:vdoe.computerscience@doe.virginia.gov)  
Phone: (804)750-8161

### ACSE Grant Timeline and Due Dates:

- Proposal due - November 01, 2024
- Official Grant Award Notification – anticipated December 2024
- Progress Report # 1 due – December 31, 2024
- Progress Report #2 due – March 31, 2025
- Final Report/Use of Funds Report due – June 30, 2025

The designated contact person may register to receive the pre-recorded preproposal webinar. All questions should be submitted to [vdoe.computerscience@doe.virginia.gov](mailto:vdoe.computerscience@doe.virginia.gov).

The VDOE’s Computer Science Coordinator will work through the designated contact person for all matters related to the application. The lead designee must provide written acceptance of the Advancing Computer Science Education Grant upon receipt of the grant notification. The VDOE anticipates grant notification by December 11, 2024. The LEA may not accrue actual charges against the award until receipt of the official grant award notification. The ACSE awards will be made directly to the lead LEA, and funding will be provided as a one-lump sum payment.

Any unspent funds must be returned to the Virginia Department of Education upon submission of the final expense report. Checks should be payable to the Treasurer of Virginia.

In addition, if it is determined by the Department that any amounts of the grant were used to pay for items outside the scope of the proposal and grant award agreement, the funds must be returned to the Virginia Department of Education within 15 days of such notification.

## Proposal Preparation and Submission

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Listed below are the required components of an ACSE proposal in the order they should appear. The narrative sections of the proposal should be single-spaced with one-inch margins, and the font used must be 12-point Times New Roman. The application may not exceed 10 pages (excluding proposal introduction pages and appendices to include the budget). Applicants must adhere to the page limitations (page numbered required) and may not append additional materials beyond that allowed in the following list. The application must include all the following components and must be in the order listed below.

### A. Proposal Introduction

- **Cover Sheet:** The lead LEA should complete this sheet with all the requested information. The cover sheet, page 11, must be the first page of the division's submitted proposal.
- **Assurances:** Use the Statement of Assurances form, page 12 of the Proposal Forms section of this RFP. The Statement of Assurances page for the lead LEA must follow the Cover Page as the second page of the ACSE submitted proposal. Each participating LEA must also fill out a Statement of Assurances form and place them in Appendix C of the application.
- **Abstract:** The Abstract should be clear but brief overview of the project to be implemented including goals and outcomes to be achieved. Abstract is limited to 1 page and may be shared publicly.

### B. Project Work Plan

- **Project Description:** The project description section is limited to a maximum of 5 pages. A proposal must respond fully to the ACSE program description in this RFP. The Project Description must address the following elements in any order:
  - **Project Overview, Rationale, and Importance:** The proposal must show how the project addresses critical computer science educational needs including the rationale for the project based upon school and community needs. Proposals should include project goals or objectives and an explanation of how the project will improve knowledge and interest in computer science careers and/or career pathways for students and/or advance teachers' understanding of computer science content and career pathways. The proposed project should follow existing research-based models, address how the project design differs from existing practices, and why it has the potential to improve student and teacher learning and other educational outcomes beyond what current practice provides.
- **Partnerships:** ACSE proposals will identify and describe the project's anticipated role of partnerships in expanding opportunities and advancing computer science education. Use the ACSE Partner Identification form, page 14 of the Proposal forms section of the RFP for each committed partner and include the completed forms as Appendix A of the submitted proposal.



- Evaluation and Logic Model: Describe well-defined analytical methods appropriate for substantiating overall impacts of desired proposal goals and objectives.

### C. Budget and Budget Narrative

- Budget Background Information: Proposals will provide an overview of the total budget for the project type selected and the details by the budget object code.
  - Grant funding request may not exceed those specified for the project type.
  - Grant funding may be used for teacher release time (substitute teachers) and pay for staff time outside of the workday.
  - Grant funding may provide for materials and consumable up to 30 percent of the total budget requested. The materials must have a direct relationship to the proposal objects. Examples but not limited to professional development books/materials/resources; training materials; and notebooks, flash drives, and other materials related to specific project planning goals.
  - Grant funding may be used for instructional technology devices up to 50 percent of the total requested.
  - Grant funding may be used for instructional platforms up to 50 percent of the total requested.
  - Grant funding may not be used for food or refreshments at meetings or student events.
  - Grant funding may not be used for computer hardware without proper justification or prior approval.
  - Grant funding may not be used for construction or renovation of facilities.
- Budget Narrative: The budget narrative should clearly describe the anticipated expenditures for the grant. It should outline the justification for the overall amount requested from grant funding as well as describe in-kind contributions, if any, or other matching funds that may be provided by the division or any potential partners. Both the project budget and the narrative description should be aligned with the activities described in the program plan and should reflect any coordinated uses of resources from other sources.
- The budget narrative is part of the allotted 10 narrative pages.

### D. Budget Document

Expenditures should be organized under the following categories on the Project Budget forms provided in this RFP, pages 15-19, or a reasonable facsimile thereof. Please refer to the [OMEGA Object Codes document](#) to determine correct categories for OMEGA.

- i. Personal Services (1000): This includes salaries and wages for employees and other staff involved in the project. Costs for staffing should reflect instructional and administrative salaries that are appropriate outside of normal work responsibilities. Entries should identify project staff positions; the appropriate rate of pay per hour, day, week, or month; and the total amount of time to be charged to the project.
- ii. Employee Benefits (2000): This includes job-related benefits that are provided to employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, retirement, insurance (life, health, disability, etc.), and employee allowances.
- iii. Purchased/Contractual Services (3000): This includes fees for special professional services to the project by individuals, partners, firms not involved as project staff (employees) of the local educational agency. Include name and title of consultant, and the type of consultant services to be provided.

- iv. Internal Services (4000): This includes charges from an Internal Service Fund to other functions, activities, or elements of the organization for the use of internal services, such as print shop, central purchasing/central stores, or parking.
- v. Other Charges (5000): Stipends should be included in this section. The stipend rate should be consistent with the standard rate of the school division(s).
- vi. Supplies and Materials (6000): This includes supplies, materials, and services directly consumed in the course of the planning process.

The completed budget document **is NOT** part of the allotted 10 narrative pages. It should be attached as **Appendix B** of the submitted proposal.

## Proposal Cover Page

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**Project Grant Type:**

**Project Title:**

**Total of ACSE Funds Requested:**

**Lead Local Educational Agency:**

**Superintendent:**

**Superintendent's Email:**

**Consortium of Partners:**

**Lead Designee:**

**Title of Designee:**

**Email of Designee:**

**Telephone of Designee:**

### **CERTIFICATION BY AUTHORIZED OFFICIAL**

*The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of the application is duly authorized by the local school board of the LEA, and that the applicant will comply with the attached Statement of Assurances.*

**Typed or Printed Name of the Authorized Official:**

**Title:**

**Signature of the Superintendent:**

**Date:**

## Statement of Assurances

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Should an award of funds from the Advanced Computer Science Education grant be made to the applicant(s)\* in support of the activities proposed in this proposal, the authorized signatures below certify to the Department that the authorized school division officials will:

1. Upon request, provide the Department with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
2. Conduct educational activities funded by this project in compliance with the following federal laws:
  - a. Every Student Succeeds Act
  - b. Title VI of the Civil Rights Act of 1964.
  - c. Title IX of the Education Amendments of 1972.
  - d. Section 504 of the Rehabilitation Act of 1973.
  - e. Age Discrimination Act of 1975; and
  - f. Americans with Disabilities Act of 1990.
3. Use grant funds to **supplement** and **not supplant** funds from any other sources.
4. Take into account during the development of programming, the need for greater access to, and participation by, students from historically underrepresented and underserved groups.
5. Submit all program and evaluation reports required by the Department in accordance with stated guidelines and deadlines.
6. Ensure that the majority of the local school board is fully supportive of the ACSE proposed program,
7. Ensure execution of the proposal in accordance with the program's RFP and grant budget as approved by Department; and
8. Conduct educational activities funded by this project in compliance with all current executive orders in the Commonwealth of Virginia.

By signing and submitting this Statement of Assurances, the lead school division assures that its participating schools will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the Advanced Computer Science Education grant RFP and the applicant understands and will comply with the assurances.

**Typed Name of Division Superintendent:**

**Signature of Division Superintendent:**

**Date:**

## ACSE FY25 Statement of Assurances Signature Page

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\*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances page for the lead school division will follow the Proposal Cover Page in the submitted proposal packet. Other participating local educational agencies Statement of Assurances pages, if any, must be included as **Appendix D** of the proposal.

By signing and submitting this Statement of Assurances, the lead school division assures that its participating schools will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the Advanced Computer Science Education grant RFP and the applicant understands and will comply with the assurances.

**Typed Name of Division School Board Chairman:**

**Signature of Division School Board Chairman:**

**Date:**

## Partner Identification

Include a Partner Identification Form for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the ACSE project proposed in this application.

**Partner:**

**Type of Organization:**

**Name of Primary Contact:**

**Title:**

**Address:**

**City:**

**Zip Code:**

**Telephone:**

**Email:**

**Potential Project Role/Responsibility:**

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter contractual obligations on behalf of the above-named organization. Additionally, please provide a detailed scope of work that breaks down anticipated responsibilities and associated costs. Attach Partner Identification forms and letters of support, if any, as **Appendix A**.

### Primary Contact Signature

By my signature, I certify that the above-named group is planning to be a key partner with the local educational agency, or consortium of local educational agencies, in the development and implementation of Advanced Computer Science Education program.

**Printed Name:**

**Signature:**

**Title:**

**Date:**

Project Budget

Period of Award: December 15, 2024 – June 30, 2025

Lead School Division:

Personal Services 1000

(Salaries and wages for employees for time worked outside normal contract hours.)

Job Titles	Project Role	Rate of Pay	ACSE Fund Source	In-Kind Fund Source	Total Cost
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
<b>Total Employee Benefits 1000</b>			\$0	\$0	\$0

Employee Benefits 2000  
 (Job-related benefits.)

Job Titles	% of benefits	ACSE Fund Source	In-Kind Fund Source	Total Cost
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
<b>Total Employee Benefits 2000</b>		\$0	\$0	\$0

Purchased/Contractual Services 3000

(Fees for special professional services by individuals or firms not involved as project staff, i.e. consultants.)

Description (Please provide detailed cost calculations.)	ACSE Fund Source	In-Kind Fund Source	Total Cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
<b>Total Purchased Contractual Services 3000</b>	\$0	\$0	\$0





Description (Please provide detailed cost calculations.)	ACSE Fund Source	In-Kind Fund Source	Total Cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
<b>Total Other Charges 5000</b>	\$0	\$0	\$0

Materials and Supplies 6000

(Office supplies, educational materials, books, postage, printing, publication and photocopying services.)

**Grant funding may not be used for food or refreshments at planning and work sessions or meetings, construction or renovation, or computer hardware without proper justification or prior approval**

Description (Please provide detailed cost calculations.)	ACSE Fund Source	In-Kind Fund Source	Total Cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
<b>Total Materials and Supplies 6000</b>	\$0	\$0	\$0

Total Project Budget for ACSE Planning Grant

Budget Item	ACSE Fund Source	In-Kind Fund Source	Total Budget
Personal Services (1000)	\$0	\$0	\$0
Employee Benefits (2000)	\$0	\$0	\$0
Purchased/Contractual Services (3000)	\$0	\$0	\$0
Internal Services (4000)	\$0	\$0	\$0
Other Charges (5000)	\$0	\$0	\$0
Material and Supplies (6000)	\$0	\$0	\$0
<b>Total Project Budget</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Advancing Computer Science Education Grant FY25 RFP Rubric – Project Type A**

<b>0</b>	A response for this element was <b>omitted, not provided</b> , or the response was <b>not pertinent</b> to the requested information/explanation.
<b>1</b>	The response was superficial, <b>substantively incomplete</b> or <b>peripherally related</b> to the requested information.
<b>2</b>	The response included some useful, pertinent, or supporting points but overall was <b>incomplete</b> in providing a persuasive discussion of, answer to, or assessment of the requested information.
<b>3</b>	The response provided <b>much of the requested information</b> , but a few key points were incomplete, partially developed, inadequately supported, or not thoroughly addressed.
<b>4</b>	The response provided a purposeful discussion with several <b>supporting points, data</b> , and/or related <b>research</b> , in providing the requested answer, description, or explanation.
<b>5</b>	The response provided a <b>creative, thorough, and in-depth</b> answer, description, or explanation, including <b>comprehensive supporting evidence, pertinent research</b> , and a <b>solid, well-crafted rationale</b> for all key points.

**PART I: Project Work Plan – 75 points**

**Proposal Overview, Rationale, and Importance: (30 points)**

<b>0 1 2 3 4 5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>x 2 =</b>	<p>The proposal clearly outlines the project's objectives, methods, and expected outcomes.</p> <ul style="list-style-type: none"> <li>• Introduction defining the purpose, and overarching goals with specific objectives. The goals are measurable and aligned with the Virginia Department of Education's mission and strategic priorities.</li> <li>• Relevant background information is included to address existing challenges and opportunities that necessitate the proposed solution.</li> <li>• Clearly defined beneficiaries of the project are included to describe the needs and interests of the defined targeted stakeholder group.</li> </ul>
<b>0 1 2 3 4 5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>x 2 =</b>	<p>The proposal describes embedding concepts and skills of <b>computational thinking, iterative design process</b>, and/or the <b>Virginia Profile of a Graduate</b>.</p> <ul style="list-style-type: none"> <li>• Address at least two of the computer science content strands and define opportunities for integration.</li> <li>• Define how computer science and computational thinking align to the Virginia Profile of a Graduate</li> <li>• Includes research-based instructional practices that impact student learning outcomes</li> </ul>

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal addresses the universal impact of computer science instruction and how the project will broaden participation.</p> <ul style="list-style-type: none"> <li>• Include the current computer science implementation model for the school or school division and define how the project will increase access, participation, and capacity.</li> </ul>
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**Project Proposal Metrics: (25 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The goals and timeline of the plan include:</p> <ul style="list-style-type: none"> <li>• Goals and performance outcomes are specific and detailed, have responsibilities assigned with deadlines, and define when a task is done (who, when, what)</li> <li>• Proposed timeline includes the full duration of the grant and key milestones, deadlines, and major phases.</li> <li>• Roles and expectations are defined for all involved parties: such as, but not limited to educators, students, and partnerships</li> <li>• Inclusion of evaluation criteria and research-based methods used to measure the impact of implementation.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal includes well-defined metrics</p> <ul style="list-style-type: none"> <li>• Clearly defined outcomes or goals of the project are included. The goals should be specific and measurable.</li> <li>• Identification of tangible deliverables or products generated as a result of the project activities.</li> <li>• Describe the method and tools that will be used to collect data for monitoring project outcomes.</li> <li>• Inclusion of baseline data or benchmarks in which progress will be measured.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The proposal includes a logic model:</p> <ul style="list-style-type: none"> <li>• Describe analytical methods to evaluate the proposed regional partnership. Components to be considered are structure, effectiveness, adjustments, and impacts.</li> </ul>

**Instructional Resources: (20 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal includes a rationale for training materials and instructional resources that will be used.</p> <ul style="list-style-type: none"> <li>• Selection is appropriate, sequential, and aligned to the 2024 Computer Science <i>Standards of Learning</i> or research-based pedagogy.</li> <li>• Resources should include a multimedia component to include but are not limited to video and audio.</li> <li>• Describe how the use of the instructional resources will enhance the skills and knowledge of those participating.</li> <li>• Describe opportunities for dissemination of resources and collaboration with others.</li> <li>• Resources address language or cultural considerations relevant to the project and provide resources that would enhance instruction for all learners.</li> </ul>
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<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The proposal includes <b>instructional resources</b> to be shared to a larger audience:</p> <ul style="list-style-type: none"> <li>• Creation of sample computer science lessons that are integrated to deepen subject knowledge in two or more disciplines.</li> <li>• Written and/or video examples of exemplar lessons in an accessible format for publication to #GoOpenVA at the conclusion of the grant.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The proposal includes a project plan that includes upload deadlines for GoOpenVA and a communication plan to disseminate resources within the division.</p> <ul style="list-style-type: none"> <li>• Inclusion of communication channels and platforms that will be used to reach targeted stakeholder groups.</li> <li>• Defined how content will be created. Include timelines for distribution.</li> </ul>

PART II: Budget Narrative & Document – 25 points

**Budget: (25 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The budget narrative clearly describes the anticipated expenditures for each month of the planning grant. Overall, the budget is <b>cost-effective</b> for the planning process.</p>
	<p>The budget narrative outlines the <b>justification</b> for the overall funding amount requested from the grant as well as describes in-kind contributions, if any, or other matching funds that are provided by the division or the collaborative partners. Explanation of how each budget items supports the proposed project’s goals.</p>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The <b>budget document</b> included as Appendix C, is organized according to the RFP requirements, aligns with the budget narrative, and complies with the stipulations of the Budget Background Information.</p>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The budget narrative addresses the amount of money or in-kind support that the school division will contribute for its staff to participate in the planning process.</p>

**Advancing Computer Science Education Grant FY25 RFP Rubric – Project Type B**

<b>0</b>	A response for this element was <b>omitted, not provided</b> , or the response was <b>not pertinent</b> to the requested information/explanation.
<b>1</b>	The response was superficial, <b>substantively incomplete</b> or <b>peripherally related</b> to the requested information.
<b>2</b>	The response included some useful, pertinent, or supporting points but overall was <b>incomplete</b> in providing a persuasive discussion of, answer to, or assessment of the requested information.
<b>3</b>	The response provided <b>much of the requested information</b> , but a few key points were incomplete, partially developed, inadequately supported, or not thoroughly addressed.
<b>4</b>	The response provided a purposeful discussion with several <b>supporting points, data</b> , and/or related <b>research</b> , in providing the requested answer, description, or explanation.
<b>5</b>	The response provided a <b>creative, thorough, and in-depth</b> answer, description, or explanation, including <b>comprehensive supporting evidence, pertinent research</b> , and a <b>solid, well-crafted rationale</b> for all key points.

**PART I: Project Work Plan – 75 points**

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**Proposal Overview, Rationale, and Importance: (30 points)**

<b>0 1 2 3 4 5</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>x 2 =</b>	<p>The proposal clearly outlines the project's objectives, methods, and expected outcomes.</p> <ul style="list-style-type: none"> <li>• Introduction defining the purpose, and overarching goals with specific objectives. The goals are measurable and aligned with the Virginia Department of Education's mission and strategic priorities.</li> <li>• Relevant background information is included to address existing challenges and opportunities that necessitate the proposed solution.</li> <li>• Clearly defined beneficiaries of the project are included to describe the needs and interests of the defined targeted stakeholder group.</li> </ul>
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<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal describes learning opportunities for students to include but not limited to work-based learning, after school clubs, summer programs, and other student programs.</p> <ul style="list-style-type: none"> <li>• Work-based learning proposals must identify a plan to partner with local businesses and/or community members. This may be a local or remote learning experience.</li> <li>• Student experiences should provide practical learning experiences aligned to the 2024 Computer Science <i>Standards of Learning</i> and include mentor support</li> <li>• Proposals provides data and rational to support area of focus for work-based learning, student programs, and other initiatives to advance student learning experiences</li> <li>• Provide students with the opportunity to gain insight into work-place environment and/or the specialized area of computer science.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal addresses the universal impact of computer science learning experiences and how the project will broaden participation.</p> <ul style="list-style-type: none"> <li>• Include the current computer science implementation model for the school or school division (current computer science pathways/programs/clubs and activities) and define how the project will increase access, participation, and capacity.</li> </ul>

**Project Proposal Metrics: (25 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The goals and timeline of the plan include:</p> <ul style="list-style-type: none"> <li>• Goals and performance outcomes are specific and detailed, have responsibilities assigned with deadlines, and define when a task is done (who, when, what)</li> <li>• Proposed timeline includes the full duration of the grant and key milestones, deadlines, and major phases.</li> <li>• Roles and expectations are defined for all involved parties: such as, but not limited to educators, students, and partnerships</li> <li>• Inclusion of evaluation criteria and research-based methods used to measure the impact of implementation.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal includes well-defined metrics</p> <ul style="list-style-type: none"> <li>• Clearly defined outcomes or goals of the project are included. The goals should be specific and measurable.</li> <li>• Identification of tangible deliverables or products generated as a result of the project activities.</li> <li>• Describe the method and tools that will be used to collect data for monitoring project outcomes.</li> <li>• Inclusion of baseline data or benchmarks in which progress will be measured.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The proposal includes a logic model:</p> <ul style="list-style-type: none"> <li>• The proposal describes analytical methods to evaluate the proposed regional partnership. Components to be considered are structure, effectiveness, adjustments, and impacts.</li> </ul>



**Partnerships: (20 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal identifies and describes the project’s anticipated partners and roles to be carried out in supporting students and computer science education.</p> <ul style="list-style-type: none"> <li>• Provide a thorough, cogent rationale for the partnership. Rationale may be defined within the context of the school and community needs.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal describes plans for how the student learning experiences will be marketed, communicated, and disseminated within the division and Commonwealth of Virginia.</p> <ul style="list-style-type: none"> <li>• Describes strategies for recruiting students to participate in the program, informing the community, and provided value to the local community.</li> </ul>

**PART II: Budget Narrative & Document – 25 points**

**Budget: (25 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The budget narrative clearly describes the anticipated expenditures for each month of the planning grant. Overall, the budget is <b>cost-effective</b> for the planning process.</p>
	<p>The budget narrative outlines the <b>justification</b> for the overall funding amount requested from the grant as well as describes in-kind contributions, if any, or other matching funds that are provided by the division or the collaborative partners. Explanation of how each budget items supports the proposed project’s goals.</p>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The <b>budget document</b> included as Appendix C, is organized according to the RFP requirements, aligns with the budget narrative, and complies with the stipulations of the Budget Background Information.</p>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The budget narrative addresses the amount of money or in-kind support that the school division will contribute for its staff to participate in the planning process.</p>

**Advancing Computer Science Education Grant FY25 RFP Rubric – Project Type C**

<b>0</b>	A response for this element was <b>omitted, not provided</b> , or the response was <b>not pertinent</b> to the requested information/explanation.
<b>1</b>	The response was superficial, <b>substantively incomplete</b> or <b>peripherally related</b> to the requested information.
<b>2</b>	The response included some useful, pertinent, or supporting points but overall was <b>incomplete</b> in providing a persuasive discussion of, answer to, or assessment of the requested information.
<b>3</b>	The response provided <b>much of the requested information</b> , but a few key points were incomplete, partially developed, inadequately supported, or not thoroughly addressed.
<b>4</b>	The response provided a purposeful discussion with several <b>supporting points, data</b> , and/or related <b>research</b> , in providing the requested answer, description, or explanation.
<b>5</b>	The response provided a <b>creative, thorough, and in-depth</b> answer, description, or explanation, including <b>comprehensive supporting evidence, pertinent research</b> , and a <b>solid, well-crafted rationale</b> for all key points.

**PART I: Project Work Plan – 75 points**

**Proposal Overview, Rationale, and Importance: (30 points)**

<b>0 1 2 3 4 5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>x 2 =</b>	<p>The proposal clearly outlines the objectives, goals, and outcomes of previous implementation.</p> <ul style="list-style-type: none"> <li>• Introduction defining the purpose, and overarching goals with specific objectives. The goals are measurable and aligned with the Virginia Department of Education's mission and strategic priorities.</li> <li>• Relevant background information is included to identify existing challenges and opportunities that were addressed and the need for continued funding.</li> <li>• Clearly defined beneficiaries of the project are included to describe the needs and interests of the defined targeted stakeholder group.</li> </ul>
<b>0 1 2 3 4 5</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>x 2 =</b>	<p>The proposal includes statistical data and findings of historical data to validate the continued need.</p> <ul style="list-style-type: none"> <li>• Previous data collection analysis methods, and findings.</li> <li>• Include potential consequences of not addressing this need and proposed solutions for alternate funding sources</li> </ul>

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal addresses the universal impact of computer science instruction and how the project will broaden participation.</p> <ul style="list-style-type: none"> <li>• Include the current computer science implementation model for the school or school division and define how the project will increase access, participation, and capacity.</li> <li>• Inclusion of communication channels and platforms that will be used to reach targeted stakeholder groups.</li> <li>• Communication plan for dissemination of project outcomes.</li> </ul>
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**Project Proposal Metrics: (25 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The goals and timeline of the plan include:</p> <ul style="list-style-type: none"> <li>• Goals and performance outcomes are specific and detailed, have responsibilities assigned with deadlines, and define when a task is done (who, when, what)</li> <li>• Proposed timeline includes the full duration of the grant and key milestones, deadlines, and major phases.</li> <li>• Roles and expectations are defined for all involved parties: such as, but not limited to educators, students, and partnerships</li> <li>• Inclusion of evaluation criteria and research-based methods used to measure the impact of implementation.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal includes well-defined metrics</p> <ul style="list-style-type: none"> <li>• Clearly defined outcomes or goals of the project are included. The goals should be specific and measurable.</li> <li>• Identification of tangible deliverables or products generated as a result of the project activities.</li> <li>• Describe the method and tools that will be used to collect data for monitoring project outcomes.</li> <li>• Inclusion of baseline data or benchmarks in which progress will be measured.</li> </ul>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The proposal includes a logic model:</p> <ul style="list-style-type: none"> <li>• Describe analytical methods to evaluate the proposed regional partnership. Components to be considered are structure, effectiveness, adjustments, and impacts.</li> </ul>

**Sustainability Plan: (20 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal includes a plan for sustainability after the duration of the grant.</p> <ul style="list-style-type: none"> <li>• Description of current project structure and include any proposed modifications based upon findings and feedback.</li> <li>• Identify key personnel and their roles and responsibilities (this includes partner organizations and their contributions).</li> <li>• Detailed implementation timeline. Key strategies for implementation and sustainability. This will include funding sources and community engagement.</li> <li>• Plans for scalability and replication potential beyond the duration of the grant.</li> </ul>
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<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The proposal includes <b>capacity building</b>.</p> <ul style="list-style-type: none"> <li>• Strategies to build organizational capacity for sustainability.</li> <li>• Need for continued professional development, recruitment, and/or training,</li> <li>• Use of resources for efficiency and effectiveness</li> </ul>
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PART II: Budget Narrative & Document – 25 points

**Budget: (25 points)**

<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The budget narrative clearly describes the anticipated expenditures for each month of the planning grant. Overall, the budget is <b>cost-effective</b> for the planning process.</p>
	<p>The budget narrative outlines the <b>justification</b> for the overall funding amount requested from the grant as well as describes in-kind contributions, if any, or other matching funds that are provided by the division or the collaborative partners. Explanation of how each budget items supports the proposed project’s goals.</p>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <b>x 2 =</b></p>	<p>The <b>budget document</b> included as Appendix C, is organized according to the RFP requirements, aligns with the budget narrative, and complies with the stipulations of the Budget Background Information.</p>
<p><b>0 1 2 3 4 5</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The budget narrative addresses the amount of money or in-kind support that the school division will contribute for its staff to participate in the planning process.</p>