

Applicant: ()
 Application: 2- SPED Secondary Transition - 00
 Cycle: 1-2011 Application

SPED Sec Transition Innovative-4417 ▾

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Special Education Secondary Transition Innovative Grant - Scoring Rubric

Reviewer Name:

Review Date:

0-1 Points	2-3 Points	4-5 Points	Total Points Awarded
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1. The planning committee demonstrates diversity among school staff, families and adult agencies.

No or very little information is provided about the planning committee and no diversity is demonstrated.	Planning committee is mentioned but very little diversity among school staff, families and adult agencies is included.	Planning committee is identified and thorough demonstration of diversity among school staff, families and adult agencies is apparent.	<input type="text"/>
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0-3 Points	4-7 Points	8-10 Points	Total Points Awarded
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2. Provided a clear overview of what the proposed project will accomplish and a description of the outcomes to be achieved. Objectives and goals are strongly and clearly linked to the needs as stated in the Needs and Baseline Data.

No rationale provided. Project impractical or irrelevant to stated goals. Describes generic goals that are not project specific and/or not linked to secondary transition. Goals are not attainable within the framework of this project. No mention of statewide implementation.	Project rationale included. Project is practical and relevant. Some of the goals directly address the needs established in the proposal and are linked to improving secondary transition services. Some of the goals are attainable within the framework of this project. Vague description of statewide implementation.	Strong rationale for the project. Project is clearly focused on measurable outcomes. Project goals are realistic, directly support the needs as described in the proposal and are linked to secondary transition services. All of the goals are attainable within the framework of this project. Strong description of statewide implementation.	<input type="text"/>
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3. The needs section must address efforts related to enhancing secondary transition services for students with disabilities.

No discussion of the secondary transition needs that the project will address.	Secondary Transition need is specified, but there is little description or documentation of how the need was identified.	Thoroughly describes which schools and population of students will be served.	<input type="checkbox"/>
Only describes equipment, travel or technological needs.		Data is provided to substantiate the needs being addressed.	

4. Specifically identifies activities for achieving the project's stated goals and objectives.

Generic description of activities and incomplete information regarding how activities tie into the project's goals and objectives.	Description of activities, but incomplete information regarding how the activities tie into the project's goals and objectives.	Clearly defined activities and complete description of how the activities tie into the project's goals and objectives.	<input type="checkbox"/>
Unclear whether the proposed activities would yield success.	Project activities may lead to successful program implementation.	High likelihood that project activities will lead to successful program implementation.	

5. Explanation of how the project will be continued and integrated into the classroom after the Secondary Transition Innovation Grant funds are no longer available - both in terms of maintaining ongoing activities and, if applicable, continued funding.

Indicates intention to continue efforts, but no specific plans for leveraging resources for maintenance after the grant proposal.	Explains in general terms how existing resources will be reallocated and leveraged to sustain the project.	Details how existing resources will be reallocated and leveraged to sustain the project.	<input type="checkbox"/>
Offers a narrow explanation or no explanation for how efforts will be sustained.	Specific roles and commitments for sustaining efforts are identified.	Potential sources of new funding are identified.	
		Specifies roles and commitments of all stakeholders for sustaining efforts, describes sustainability in terms of how the project will be incorporated into everyday practice.	

6. The project evaluation must measure results, not efforts. For all outcomes as stated in the Goals and Objectives section, description measures progress and success during the implementation of the project.

Evaluation plan is not discussed and/or is limited.	Some information about the evaluation plan.	Clear presentation of how progress toward project goals and objectives will be monitored	<input type="checkbox"/>
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at the local level including, where appropriate, information on instrumentation, methodology and timeline.

7. Budget details should indicate how funds are utilized to support the project's stated activities. Expenditures should be reasonable in relation to stated activities.

No indication of how funds support stated activities.	Some information about how funds support stated activities.	Clearly defined use of funds to support stated activities.	<input type="checkbox"/>
Expenditures are not reasonable in relation to stated activities.	Expenditures are somewhat reasonable in relation to stated activities.	Expenditures are highly reasonable in relation to stated activities.	

8. Throughout the grant, innovation will be considered as the process of making improvement(s) by introducing some new and useful ideas, methods, or processes. Preferably, the implementation of innovation will result in a new way of doing something in secondary transition. The change should create a new capacity for student performance and growth.

Project does not introduce a new idea, method, process, or device.	Project offers a new idea, method, process, or device.	The new idea, method, process, or device is strongly linked to one or more changes.	<input type="checkbox"/>
Project does not identify change as a result of innovation.	Change is partially identifiable and documented.	Change is easily identifiable and documented.	
Proposed innovation lacks novelty, lacks foresight, fails in originality.	Proposed innovation perfects existing efforts and enhances current capacity.	Proposed innovation stimulates new capacity and anticipates future needs.	

Total Points:

Reviewer Comments:

