

RUBRIC FOR REVIEWING Non-LSS GRANTS

**Division of Special
Education/Early
Intervention Services
(DSE/EIS)**

Non-LSS Scoring Rubric

For the SFY 2016 the IDEA State Discretionary Grant will fund projects with a focus on Non-LSS activities related to capacity building to improve the delivery of services and results for infants, toddlers, children and youth with disabilities and their families.

DSE/EIS Strategic Plan

(must choose at least one imperative and strategy)

Action Imperatives

- 1 Early Childhood
- 2 Professional Learning
- 3 Access, Equity, and Progress
- 4 Secondary Transition

Key Strategies

- 1 Strategic Collaboration
- 2 Family Partnerships/Engagement
- 3 Evidence-Based Practices
- 4 Data-Informed Decisions

PROPOSAL

Agency Name:

Proposal Title:

Amount Requested:

REVIEWER

Reviewer's Name:

Date:

SCORE SUMMARY CHART

<u>Section</u>	<u>Maximum Score</u>	<u>Reviewer's Score</u>
2.0 Proposal Cover Sheet	5	
Table of Contents	5	
Proposal Checklist	5	
3.0 Project Abstract	10	
4.0 Project Narrative		
4.1 Extent of Need	10	
4.2 Goals, Objectives and Milestones	15	
4.3 Implementation Plan	10	
4.4 Professional Learning Plan if applicable*	5	
4.5 Evaluation and Dissemination Plan	10	
5.0 Budget (C-1-25) and Budget Detail	10	
6.0 Required Forms (forms – see pg. 12)	15	

TOTAL SCORE

100

- Approved**
- Conditional Approval**
- Not Approved**

COMMENTS:

1 Review Criteria

Purpose of the Rubric:

The purpose of this rubric is to assist grant writers in developing an approvable grant. This rubric will be used by the reviewers and points are assigned to each section. If you have questions about the RFP or the rubric please contact, Cheryl Edwards, Division of Special Education/Early Intervention Services. (Cheryl.Edwards@maryland.gov)

2.0 Proposal Cover Sheet

5 Points

Each proposal must be submitted with the Proposal Cover Sheet. The subsequent information must be clearly stated:

- Name of Applicant
 - DUNS #
 - Title of Project
 - Project Director/ Principal Investigator
 - Address of Director
 - Telephone, facsimile numbers and email address of contact person
 - Financial Officer and Telephone Number
 - Address of Director
 - Telephone, facsimile numbers and email address of contact person
- Partner Organizations, if appropriate

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets the Criteria: All components are clear and complete.
0-4 points	5 points

Points Assigned: _____

Comments:

Table of Contents**5 points**

An accurate Table of Contents is included. It includes:

- Proposal Checklist
- Proposal Abstract
- Proposal Narrative
- Resumes
- Budget (C-1-25)
- Budget Detail
- W-9 Form (if applicable)
- Assurances
- IHE/Non LSS Certification
- GEPA Statement
- System for Award Management (SAM) Active Certification
- Certifications Regarding Lobbying, Debarment, Suspension....and Drug Free Workplace
- Single Audit Report (if applicable)
- Letters of support (if applicable)

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
Table of Contents is not included or is inaccurate.	Table of contents is included and is accurate.	Table of Content is included, accurate and has correct formatting.
0 – 2 points	3 - 4 points	5 points

Points Assigned: _____

Comments:

Proposal Checklist**5 points**

A completed Proposal Checklist is included after the Table of Contents

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
Proposal Checklist is not included or is inaccurate.	Proposal Checklist is included and is accurate.	Proposal Checklist is included, accurate and has correct formatting.
0 – 2 points	3 - 4 points	5 points

Points Assigned: _____

Comments:

3.0 Project Abstract

10 points

The project abstract must relate to the Division of Special Education/Early Intervention Services Strategic Plan. The project must indicate how the activities will narrow the school readiness and achievement gap between children and youth with disabilities and their nondisabled peers and ensure that youth with disabilities are college, career, and community ready when they complete their schooling. The project must relate to one or more of the four action imperatives; early childhood, professional learning, access/equity/progress, and secondary transitioning. The activities within the project must relate to at least one of the suggested key strategies; strategic collaboration, family partnership, evidence-based practices, and data-informed decisions.

The reviewer must check the components in the proposed grant and addressed in the DSE/EIS Strategic Plan.

DSE/EIS Strategic Plan
(must choose at least one imperative and strategy)

Action Imperatives

- 1 Early Childhood
- 2 Professional Learning
- 3 Access, Equity, and Progress
- 4 Secondary Transition

Key Strategies

- 1 Strategic Collaboration
- 2 Family Partnerships/Engagement
- 3 Evidence-Based Practices
- 4 Data-Informed Decisions

The project abstract summarizes the project and should be factual and brief. The abstract should cover the core aspects of the proposed project: the problem; populations, schools, or geographic areas that will be served; the overall goals, strategies employed to address the problem and include any partners or collaborators. **It must indicate which priorities being address.**

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
Content in the abstract is vague or incomplete. A complete introduction to the project is not provided.	Content in the abstract answers the questions sufficiently to provide an introduction of the project.	Content fully addresses all questions and provides a concise clear picture of the project and its elements.
0-3 points	4-7 points	8- 10 points

Points Assigned: _____

Comments:

Project Narrative (limited to no more than 15 pages)**4.1. Extent of Need****10 Points**

A clearly defined problem is illustrated by a needs assessment which includes both qualitative and quantitative data, a variety of data sources and analysis to determine the problem and its causes. It should

- a. Clearly state the main problem including who is affected, when and where the problem exists.
- b. Describe the data collected to confirm the existence of the problem including the sources and methodology. Both quantitative and qualitative data from a variety of sources should be included.
- c. Describe relevant demographics and other statistics about the targeted population.
- d. Include factors contributing to the problem, current or past efforts to address the problem, and why those efforts failed or are inadequate to address the total need.
- e. Document the applicant's history or expertise in dealing with the problem.

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
The proposal has a clearly defined problem.	The proposal includes a thorough analysis of data and clearly defines the problem.	The proposal includes a thorough analysis of data, identification of root causes, and identification of the problem
0-4 points	5-7 points	8-10 points

Points Assigned: _____**Comments:**

4.2 Goals, Objectives and Milestones

15 Points

The **Goal** statement(s) is measurable, realistic, long range, and based on outcomes not process. The goal statement(s) includes all five clarifying elements: deadline, specific quantitative level of success, target population, baseline, and a means of measuring success.

By the end of the grant period (deadline), at least 80% (specific and quantitative level of success) of the students who entered the additional certification program (target population) will have successfully completed all requirements and obtained their special education certification (means of measuring success), a 10% increase over the previous cohort (baseline).

Objectives must be directly related to a goal(s). The objectives are measurable, realistic, and short-term (1 year), and based on outcomes not process. The objective(s) includes all 5 clarifying elements.

By (date (deadline)), at least 80% (specific and quantitative level of success) of the program participants (target population) will have passed the final exam with a score of 80% or higher (means of measuring success), a 10% increase over current levels (baseline).

Milestones are provided for each objective and are measurable, realistic, short-term (at least quarterly), and based on outcomes not process. The milestone(s) includes all 5 clarifying elements.

By (date (deadline)), 70% (specific and quantitative level of success) of the participating cohort taking STEM classes (target population) will pass the mid-term exam with 65% of the students receiving a grade of B or better (means of measuring success, which is a 10% increase over the previous year).

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.
Goals, objectives, and/or milestones are not clear or measurable.	Goals, objectives, and milestones are clearly stated in measurable terms, objectives align with the goals and milestones represent meaningful efforts to reach the objectives.
0-14 points	15 points

Points Assigned: _____

Comments:

4.3 Implementation Plan - Strategies, Activities, Roles, and Resources**10 Points**

The Implementation Plan details the strategies, activities, staff roles and responsibilities and resources needed to achieve the goal(s), objectives and milestones.

Strategies are evidence based practices employed to accomplish goals. State why and how strategies were chosen and how they will help achieve the specific objectives. Citation to research or evidence of effectiveness of strategies should be included. **Activities** are the specific steps taken to accomplish the objectives.

Activities are the specific steps taken to accomplish the objectives. Examples include specific teacher in-service and/or mentoring sessions. Direct services may occur on a single date (e.g., a conference) or over a period of time (e.g., the use of an innovative curriculum).

Staff Roles and Responsibilities include all key personnel responsible for each activity and their role in implementing the activity. Attach a résumés or curriculum vitas for each key personnel.

Resources include all materials and/or equipment needed to support the activities in the proposal.

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
The Implementation Plan is incomplete.	Implementation Plan is complete.	Implementation Plan has all components and represents a detailed realistic timeline. Implementation also, includes an hypothesis and identification of possible barriers and challenges.
0-4 points	5-7 points	8-10 points

Points Assigned: _____

Comments:

4.4 Professional Learning Plan**10 points**

If the activities include professional learning, the proposal needs to include a Professional Learning Plan that aligns with one or more of the Learning Forward Standards <http://learningforward.org/standards/standards-list>:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
The Professional Learning Plan is not included or incomplete.	The Professional Learning Plan details activities aligned to <i>Learning Forward Standards</i> and are appropriate for targeted population.	The Professional Learning Plan details activities aligned to <i>Learning Forward Standards</i> that match needs of targeted population and includes a variety of strategies including coaching and/or mentoring.
0-2 points	3-4 points	15 points

If the grant does not require a Professional Learning Plan, give the grantee the (10) points.

Points Assigned: _____

Comments:

4.5 Evaluation and Dissemination Plan**10 Points**

The evaluation plan must be linked to goals, objectives and milestones. The evaluation narrative should include the evaluation questions, strategies, data to be collected and methodology for collecting and analyzing the data. The dissemination narrative explains how and how often information will be communicated to local stakeholders and specifies who these stakeholders are. It includes how project information will be made available to a larger audience through the Internet, national conferences, demonstrations, and/or reports.

The **Evaluation** section should include:

- **Evaluation Questions:** What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated outcomes? Examine the relationship between the expected outcomes, the efforts, and what is important to evaluate.
- **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions? What criteria will be used to assess lessons learned from the project? What populations will be included in the evaluation?
- **Data:** What measurement instruments will be used? How will baselines be established? How will project staff collect data from the various sites and organizations involved in the project? The type of data and method of data collection will depend on the nature of the program, the questions, and the evaluation strategy. There should be a combination of quantitative (test scores, attendance, etc.) and qualitative (surveys, interviews with students, etc.) data identified.
- **Evaluator:** Identify the staff/evaluator responsible for conducting the evaluation. Provide a detailed job description and qualifications of the evaluator.

The **Dissemination** section explains how and how often information will be communicated to local stakeholders and specifies who these stakeholders are. It includes how project information will be made available to a larger audience through the Internet, national conferences, demonstrations, and/or reports. Include descriptions of the types of reports and other products developed during the course of the project.

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
The evaluation and/or dissemination narratives are not included or lack specificity or congruency.	The evaluation and dissemination narratives are included and sufficiently address how the proposal will be evaluated and findings disseminated.	The evaluation and dissemination narratives address how the proposal will be evaluated and findings disseminated. Specificity that allows for progress monitoring and reporting throughout the implementation of the project is included.
0-4 points	5-7 points	8-10 points

Points Assigned: _____

Comments:

5.0 Grant Budget (C-1-25) and Budget Detail

10 Points

The **Grant Budget** (C-1-25) form should show all planned expenditures for the project. Indirect costs are allowed at a maximum rate of 10%.

The **Grant Budget Detail** must contain a rationale for each category/object of the grant budget (C-1-25) expenditures and for matching funds, if applicable (See Sample Budget Detail below (which does not include a column for matching funds)). The Proposal's budget must also reflect sufficient funds to carry out a thorough and useful evaluation. Applicants must show how the amounts requested were determined. A Sample Budget is found in the RFP.

Rating Scale:

<p>Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.</p>	<p>Meets Criteria: Clear and complete.</p>	<p>Exceeds Criteria: Extends standards to a superior level.</p>
<p>The budget (MSDE C-1-25) or the budget detail is not included, is incomplete, the budget is not signed, or numbers are not consistent with the budget detail/contains many errors.</p>	<p>The budget (MSDE C-1-25) is included, is signed, expenditures are allowable, categories and codes used are accurate, the budget detail is consistent with the budget.</p>	<p>The budget (MSDE C-1-25) is included, signed, expenditures are allowable, categories and codes used are accurate. The budget detail is consistent, complete, and fully supports the application.</p>
<p>0-4 points</p>	<p>5-7 points</p>	<p>8-10 points</p>

Points Assigned: _____

Comments:

6.0 Required Forms

15 Points

Grant Proposal includes

- W-9 Form (if applicable)
- Assurances
- IHE/Non LSS Certification
- GEPA Statement
- SAM – System for Award Management – Active Certification
- Certifications Regarding Lobbying, Debarment, Suspension...and Drug Free Workplace
- Single Audit Report
- Letters of support (if applicable)

Rating Scale:

Marginal: (Does not meet criteria.) Lacks sufficient information. Requires clarification or additional information.	Meets Criteria: Clear and complete.	Exceeds Criteria: Extends standards to a superior level.
One or more of the forms are missing.	All forms are included but components might be missing, eg signatures.	All forms are included along with additional forms or information.
0-13 point	14 points	15 points

Points Assigned: _____

Comments: