



# Wisconsin Department of Public Instruction American Indian Language Revitalization – State Grant Uniform Grant Rubric

PI-9930

---

The descriptors for each item are below. Reviewers should use the Rubric Scoring Sheet to record all scores.

### III. Abstract

- ⇒ **Pass (4 points):** The abstract summarized the target population, summarized the key needs, and summarized the planned implementation approach(es).
- ⇒ **Fail (0 points):** The abstract had a missing or incomplete summary of the target population, the key needs, and/or the planned implementation approach(es).

### VIII. Plan

#### 1. Demonstration of Need

##### 1b. Identify overall need and corresponding supporting data

- ⇒ **Not Present (0 points):** There was no overall need, supporting data, or a data analysis approach included.
- ⇒ **Beginning (1 point):** There was an overall need included but no corresponding supporting data or a description of approaches to data analysis and assessing gaps.
- ⇒ **Developing (2 points):** There was an overall need for the grant included, some supporting data, and there was a partial description of an organized and systematic approach to use the data for meaningful analysis. The data analysis approach did not include, or only partially included, gaps being experienced by the target population.
- ⇒ **Accomplished (3 points):** There was clear need described for the grant, supporting data was included as was a description of an organized and systematic approach to use the data for meaningful analysis. This data analysis approach also included an assessment of the gaps being experienced by the target population.
- ⇒ **Exemplary (4 points):** There was a strong description of the overall need, the supporting data, and the organized and systematic approach to use the data for meaningful analysis. This data analysis approach also included an assessment of the gaps over multiple years being experienced by the target population.

#### 2. Student Outcome Priority Statement

##### 2a. Student outcome priority statement

- ⇒ **Not Present (0 points):** There was no student outcome priority statement.
  - ⇒ **Beginning (1 point):** There was a priority statement, but it was not directly related to students and no substantive supporting data were used.
  - ⇒ **Developing (2 points):** There was a student outcome priority statement and some related data was provided.
  - ⇒ **Accomplished (3 points):** The student outcome priority statement clearly outlines the need for a specific student population, and uses related data in a meaningful way to support the need.
  - ⇒ **Exemplary (4 points):** The student outcome priority statement clearly outlines the need for a specific student population by using multiple sources of related data to support the need.
-

---

2b. Root cause(s) of student outcome priority statement

- ⇒ **Not Present (0 points):** There was no root cause(s) listed for the student outcome priority statement.
- ⇒ **Beginning (1 point):** The root cause analysis was identified, but was not closely connected to the student outcome priority statement.
- ⇒ **Developing (2 points):** The likely root cause was identified, but it was only partially aligned to the student outcome priority statement.
- ⇒ **Accomplished (3 points):** The likely root cause(s) was clearly identified, and it fits naturally with the student outcome priority statement.
- ⇒ **Exemplary (4 points):** The likely root cause(s) was clearly identified, focuses on areas of strength in relation to the area(s) of need, and the root cause(s) fits naturally with the student outcome priority statement.

**3. Practice Priority Statement**

3a. Practice priority statement

- ⇒ **Not Present (0 points):** There was no practice priority statement.
- ⇒ **Beginning (1 point):** There was a practice priority statement, but it was not directly related to adult practices or system changes.
- ⇒ **Developing (2 points):** There was a practice priority statement, and it was tangentially related to adult practices and system changes.
- ⇒ **Accomplished (3 points):** There was a practice priority statement based on their need(s) and it identified what they hope to accomplish regarding adult practices or system changes.
- ⇒ **Exemplary (4 points):** There was a well-crafted practice priority statement based on their need(s) and it clearly identifies and elaborates on what they hope to accomplish regarding adult practices or system changes.

3b. Description of grant alignment with existing initiatives, programs or priorities

- ⇒ **Not Present (0 points):** There was no description of grant alignment with the student outcome and practice priority statements.
- ⇒ **Beginning (1 point):** There was a limited description of grant alignment with the student outcome and practice priority statements.
- ⇒ **Developing (2 points):** Some existing or available initiatives, programs or priorities were described. The description was only partially connected to the student outcome and/or practice priority statements.
- ⇒ **Accomplished (3 points):** A description of how grant funding would fit with existing or available initiatives, programs, or priorities was clearly stated. The description was connected to the student outcome and practice priority statements.
- ⇒ **Exemplary (4 points):** A description of how grant funding would fit with existing or available initiatives, programs, or priorities was clearly stated. The corresponding deeply analyzed description of existing or available initiatives, programs, or priorities included a direct relationship to the stated student outcome and practice priority statements.

3c. Description of resource inequities

- ⇒ **Not Present (0 points):** There was no description of the resource inequities.
- ⇒ **Beginning (1 point):** There was a limited description of resource inequities, but there was no connection between that information and the student outcome and practice priority statements.

- 
- ⇒ **Developing (2 points):** Resource inequities were described. The stated inequities were only partially connected to their stated student outcome and/or practice priority statements.
  - ⇒ **Accomplished (3 points):** The existing resource inequities were clearly stated. The description of resource inequities was directly related to their needs and stated student outcome and practice priority statements.
  - ⇒ **Exemplary (4 points):** The description of resource inequities included a deep analysis of existing needs, as well as a direct relationship to the stated student outcome and practice priority statements.

## VII. Do (Action Plan)

Note to reviewers... If there are multiple action plans, be sure to “read across” each action plan before scoring the two sections below.

### 1. Action Plan’s Student Outcome Priority Statement and SMART Goal

- ⇒ **Not Present (0 points):** There was not an action plan for every student outcome priority statement and/or SMART goal.
- ⇒ **Beginning (1 point):** There was an action plan for each student outcome priority, but the goal does not meet all SMART goal requirements. Or, it is a SMART goal that does not directly address the student outcome priority statement.
- ⇒ **Developing (2 points):** There was an action plan for each student outcome priority. The goal does not meet all SMART goal requirements. The stated goal does address the student outcome priority statement.
- ⇒ **Accomplished (3 points):** There was an action plan for each student outcome priority. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addresses the student outcome priority statement.
- ⇒ **Exemplary (4 points):** There was an action plan for each student outcome priority statement. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addressed the student outcome priority statement and it connects directly to their previously stated practice priority statement.

### 2. Action Plan’s Action Step, Timeline, Evidence of Completion and Personnel

- ⇒ **Not Present (0 points):** There was significant information missing in the action step, timeline, evidence, and/or personnel sections.
- ⇒ **Beginning (1 point):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible was partially incomplete.
- ⇒ **Developing (2 points):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible was included, but was not well-aligned to the student outcome priority statement and/or the SMART goal.
- ⇒ **Accomplished (3 points):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible was fully addressed and correspond to the stated goal. The action step(s) related directly to the student outcome priority statement and SMART goal.
- ⇒ **Exemplary (4 points):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the student outcome priority statement and SMART goal.

## IX. Study/Check

### 1. Evaluation

#### 1a. Process to collect and analyze grant specific data

- ⇒ **Not Present (0 points):** No process is described for how grant specific data will be collected and/or analyzed.

- 
- ⇒ **Beginning (1 point):** There was a reference to collecting data, but what data, and how it would be analyzed, was unclear.
  - ⇒ **Developing (2 points):** There was a description of the process for collecting grant specific data or the data analysis process, but not both.
  - ⇒ **Accomplished (3 points):** There was a description of both what and how data will be collected as well as how these data would then be analyzed. These data focus, at least partially, on students who have not traditionally benefited from this type of action.
  - ⇒ **Exemplary (4 points):** There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project. The data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from these types of actions.

1b. Process for changing or making improvements to action steps

- ⇒ **Not Present (0 points):** No process is in place for changing or making improvements to the action step(s).
- ⇒ **Beginning (1 point):** There was an incomplete description of the process for changing or making improvements to the action step(s).
- ⇒ **Developing (2 points):** There is a brief description of the process for how changes and/or improvements to the action step(s) would occur.
- ⇒ **Accomplished (3 points):** There was a strong description, including a review of their data, for how any changes or improvements to the action step(s) would occur.
- ⇒ **Exemplary (4 points):** There was a well-crafted plan that thoroughly uses data to determine when and how any changes or improvements to the action step(s) would occur.

1c. Process for sharing evaluation results with the public

- ⇒ **Not Present (0 point):** No process is in place to share evaluation results with the public.
- ⇒ **Beginning (1 point):** There was an incomplete description of the process for sharing evaluation results with the public.
- ⇒ **Developing (2 points):** There is a brief description about the process for how evaluation data would be shared with the public.
- ⇒ **Accomplished (3 points):** There was a strong description for how evaluation data would be shared with the public, with a special focus on communicating with specific external stakeholders.
- ⇒ **Exemplary (4 points):** There was a well-crafted plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.

**X. Act**

**1. Coordination and Sustainability**

1a. Coordination with other programs

- ⇒ **Not Present (0 points):** There was no description of any possible coordination with already existing federal, state, or local programs to more effectively use these grant funds.
- ⇒ **Beginning (1 point):** There is an incomplete description about coordination with already existing federal, state, or local programs to more effectively use these grant funds.
- ⇒ **Developing (2 points):** There was a brief description about the effective use of these grant funds in relation to existing federal, state, or local programs.

- 
- ⇒ **Accomplished (3 points):** There was a clear description about the effective use of these grant funds in relation to existing federal, state, or local programs.
  - ⇒ **Exemplary (4 points):** There was an in-depth description about the effective use of these grant funds in relation to existing federal, state, or local programs, including an analysis of how these initiatives could support one another.

1b. Sustainability

- ⇒ **Not Present (0 points):** There was no description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Beginning (1 point):** There is an incomplete description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Developing (2 points):** There was a limited description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Accomplished (3 points):** There was a clear description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Exemplary (4 points):** There was an in-depth description about procedures and policies that can sustain the grant work beyond the grant period.

**XI. Readiness**

**1. Stakeholders**

1a/1b. Identification of Stakeholders and Stakeholder Roles

- ⇒ **Not Present (0 points):** No planned stakeholders and/or planned stakeholder roles were identified.
- ⇒ **Beginning (1 point):** The planned stakeholders or planned stakeholder roles were not adequately described.
- ⇒ **Developing (2 points):** The planned stakeholder team and stakeholder roles were described, but there appeared to be little/no stakeholder representation from the target population.
- ⇒ **Accomplished (3 points):** The planned stakeholder team and corresponding roles were clearly described. These stakeholders represent students who have been historically and/or are currently marginalized.
- ⇒ **Exemplary (4 points):** The planned stakeholder team and corresponding roles were described in-depth. These stakeholders represent students who have been historically and/or are currently marginalized and each was chosen specifically for their expertise in working with/representing these marginalized students.

1c/1d/1e. Engagement/Engagement Strategy/Continued Partnerships

- ⇒ **Not Present (0 points):** No stakeholder engagement has occurred, nor is there an engagement strategy with consortium members, or a plan to partner with diverse stakeholders to address continuous improvement.
- ⇒ **Beginning (1 point):** The description has addressed only a portion of the requirements for stakeholder engagement, planned engagement with consortia members, and/or a plan to partner with diverse stakeholders to address continuous improvement.
- ⇒ **Developing (2 points):** The description has addressed in a limited way the requirements for stakeholder engagement, planned engagement with consortia members, and/or a plan to partner with diverse stakeholders to address continuous improvement. There is an undefined meeting schedule.
- ⇒ **Accomplished (3 points):** The description has clearly addressed the requirements for stakeholder engagement, planned engagement with consortium members, and/ or a plan

---

to partner with diverse stakeholders to address continuous improvement. Regular (e.g., quarterly) meetings are planned and specific meeting topics have been identified for continuous improvement of the project.

- ⇒ **Exemplary (4 points):** The in-depth description clearly addressed the requirements for stakeholder engagement, planned engagement with consortium members, and/ or a plan to partner with diverse stakeholders to address continuous improvement. Ongoing (e.g., monthly) meetings are planned and specific meeting topics and meeting protocols have been identified for continuous improvement of the project.

## 2. **Communication Structures and Protocols**

### 2a. Protocols for ongoing communication

- ⇒ **Not Present (0 points):** There are no planned procedures or protocols for ongoing communication.
- ⇒ **Beginning (1 point):** There are some planned procedures or protocols for ongoing communication, but they were not adequately described.
- ⇒ **Developing (2 points):** Plan describes how communications with stakeholders will occur using formal protocols.
- ⇒ **Accomplished (3 points):** Plan describes how communications with internal/ external stakeholders (as applicable) would occur regularly, how the means of communication are clearly defined, and how formal communication protocols exist.
- ⇒ **Exemplary (4 points):** Plan includes an in-depth description for how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/ written communication protocols have been put in place to communicate within and across the system.