

Transition Readiness Grants 2021-22 - Uniform Grant Rubric

The WI Department of Public Instruction has developed the following Uniform Grant Rubric for use with the Uniform Grant Application. This rubric has been customized to meet the rules of the Transition Readiness Grant (TRG) program.

Use the following Google form to score the assigned TRG applications for the 2021-22 school year. Please note the form will collect your email address for the purposes of grant administration. Contact Alicia Reinhard at alicia.reinhard@dpi.wi.gov or 608-266-1146 with questions on the rubric or the TRG program in general.

For more information on the TRG program please visit our webpage at:
<https://dpi.wi.gov/sped/topics/transition/transition-readiness-grants>.

* Required

1. Email address *

2. Name of Reviewer *

General Information

Complete this section to identify if the applicant has previously received a TRG award and what approved funding categories were selected in the application.

3. Has the district previously received a Transition Readiness Grant Award (see section I. General Information)? *

Mark only one oval.

Yes

No

Unanswered

4. Indicate the categories selected in the chart found in section IX. Grant Proposal.
Check all that apply *

Directions: Using the four TRG funding categories, write a practice priority statement for each category selected in the application and the impact of grant funds on the student outcome priority statement(s).

Practice Priority Statement Options	Award Funding Available
Transportation Options	Three funding options. Select one: \$5,000 per grant award \$10,000 per grant award \$25,000 per grant award
Competitive Integrated Employment (CIE) Training Programs	\$10,000/student
Post-Secondary Tuition/supports for Students	\$1,000/student
Transition Training for Staff Members *Must be aligned to the root cause statement(s).	\$1,000/staff member

Check all that apply.

- Transportation Options
- Competitive Integrated Employment (CIE) Training Programs
- Post-Secondary Tuition/Supports for Students
- Transition Training for Staff Members
- No options are selected in the chart found in section IX. Grant Proposal.

Section Scoring

Use the following scales to score the identified sections of the TRG application.

5. III. Abstract *

Mark only one oval.

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

6. VIII. Plan: 1a Student Outcome Priority Statement *

Mark only one oval.

- 0 - Not Present: There was no student outcome priority statement.
- 1 - Beginning: There was a priority statement, but it was not directly related to students and no substantive supporting data were used.
- 2 - Developing: There was a student outcome priority statement and some related data was provided.
- 3 - Accomplished: 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.
- 4 - Exemplary: 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.

7. VIII. Plan: 1b Root cause(s) of student outcome priority statement *

Mark only one oval.

- 0 - Not Present: There was no root cause(s) listed for the student outcome priority statement.
- 1 - Beginning: The root cause analysis was identified, but was not closely connected to the student outcome priority statement.
- 2 - Developing: The likely root cause was identified, but it was only partially aligned to the student outcome priority statement.
- 3 - Accomplished: The likely root cause(s) was clearly identified, and it fits naturally with the student outcome priority statement.
- 4 - Exemplary: 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.

8. X. Practice Priorities: 2a Practice Priority Statement *

Mark only one oval.

- 0 - Not Present: There was no practice priority statement.
- 1 - Beginning: There was a practice priority statement, but it was not directly related to adult practices or system changes.
- 2 - Developing: There was a practice priority statement, and it was tangentially related to adult practices and system changes.
- 3 - Accomplished: 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.
- 4 - Exemplary: 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.

9. X. Practice Priorities: 2b Description of grant alignment with existing or available resources *

Mark only one oval.

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

10. X. Practice Priorities: 2c Description of Resource Inequities *

Mark only one oval.

- 0 - Not Present: There was no description of the resource inequities.
- 1 - Beginning: There was a limited description of resource inequities, but there was no connection between that information and the student outcome and practice priority statements.
- 2 - Developing: Resource inequities were described. The stated inequities were only partially connected to their stated student outcome and/or practice priority statements.
- 3 - Accomplished: 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.
- 4 - Exemplary: 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.

11. XI. Study Check: 1a Evaluation: Student outcome data collection and analysis *

Mark only one oval.

- 0 - Not Present: No process is described for how student outcome data will be collected and/or analyzed.
- 1 - Beginning: There was a reference to collecting data, but what data, and how it would be analyzed, was unclear.
- 2 - Developing: There was a description of either the student outcome data collection process or the data analysis process, but not both.
- 3 - Accomplished: 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.
- 4 - Exemplary: 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.

12. XI. Study Check: 1b Process for changing or making improvements to action steps

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Mark only one oval.

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

13. XI. Study Check: 1c Process for sharing evaluation results with the public *

Mark only one oval.

- 0 - Not Present: No process is in place to share evaluation results with the public.
- 1 - Beginning: There was an incomplete description of the process for sharing evaluation results with the public.
- 2 - Developing: There is a brief description about the process for how evaluation data would be shared with the public.
- 3 - Accomplished: 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.
- 4 - Exemplary: 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.

14. XII. Act: 1a Sustainability *

Mark only one oval.

0 - Not Present: There was no description of any procedures and policies that can sustain the grant work beyond the grant period.

1 - Beginning: There is an incomplete description of any procedures and policies that can sustain the grant work beyond the grant period.

2 - Developing: There was a limited description of any procedures and policies that can sustain the grant work beyond the grant period.

3 - Accomplished (3 points): There was a clear description of any procedures and policies that can sustain the grant work beyond the grant period.

4 - Exemplary (4 points): There was an in-depth description about procedures and policies that can sustain the grant work beyond the grant period.

Reviewer
Comments

Include any comments in this section on the scoring of this grant application.

15. Comments

Five horizontal lines for entering comments.

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