Assistive Technology Grant - Evaluation Rubric

School/Applicant Name:					
What will the grant be used for?	A clear, but brief description of the grant request				

A successful grant application will answer these questions:	(The Rubric) Criteria	3 Strong Evidence	2 Moderate Evidence	1 Limited Evidence	0 No evidence
Feasibility					
A. Clearly state the problem you are trying to solve with this request. Please describe in detail how you intend to use assistive technology to solve this problem.	The problem being addressed is clear: the scope of the problem is delineated, a solution using assistive technology is clearly explained.	☐ Clearly states the problem. Specifically states how and what types of assistive technology will be used to solve the problem.	☐ States the problem. Describes the assistive technology to be used, but is not specific.	☐ The problem is unclear. Describes the assistive technology to be used, but lacks specificity as to how it will solve the problem.	☐ The problem is not stated. Does not describe how the assistive technology will be used.
B. Please briefly define the student population served with assistive technology in this request.	The number of students served is addressed and the plan for how the technology will be utilized is clearly explained	☐ Clearly states the student population being served (i.e., grade level, disability, number of students)	☐ States the student population being served without providing specific details about the students.	☐ Provides broad description of school population. Does not specifically state the students being served through the assistive technology.	☐ Does not provide information about student population being served.
C. Please explain the role school and/or district leadership will play in supporting this process?	The role of school leadership and district leadership in this process is clearly explained	☐ The role of school leadership and/or district leadership is clearly defined.	☐ The role of school and/or district leadership is stated, but is not clearly defined.	☐ School and/or district leadership is mentioned, but their role(s) are not stated.	☐ The roles of school and/or district leadership it not mentioned.
D. How do you intend to communicate to parents how their children will be supported by this project?	A communication strategy with parents explaining how their students will be supported by this project is addressed	☐ A communication strategy with parents explaining how their students will be supported by this project is clearly defined. There are more than two modes of communication.	☐ A communication strategy with parents explaining how their students will be supported by this project is defined. There are 1-2 modes of communication.	☐ The communication strategy only involves parents of students directly involved and not the school community as a whole.	☐ There is no communication strategy with parents explaining how their student will be supported by this project.

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Implementation Focus					
A. Detailed timeline for implementation to include teacher training and introduction to the students and parents.	A timeline for implementation is included for teachers/staff, students, and parents	☐ Timeline clearly states specific dates/range of time for implementation for teachers, students, and parents	☐ Timeline states a range of times for implementation for teachers, students, and parents	☐ Timeline for implementation is vague and nonspecific for teachers, students, or parents	☐ There is not a timeline for implementation for teachers, students, or parents
B. Describe the training and/or professional learning that will be provided for the community: • Teachers • Students • Parents	The type of professional learning is explained: (this may include: the specific topic of the training, the desired outcomes/goals of the training? who would present the information? How would the training be implemented in the department or classroom? Is there a rubric or evaluation would assess the success of the training?)	☐ Clearly states the specific training teachers, students, and parents will receive. The topic and goal of the training is included. It includes how the training will be implemented in the school/ department/ classroom. The person(s) responsible for the training is included.	☐ States the specific training teachers, students, and parents will receive. The topic of the training and how the training will be implemented in the school/ department/ classroom are included. The person(s) responsible for the training is not stated.	☐ The training teachers, students, and parents will receive is vague and non-specific. The topic of the training is not stated. Does not include how the training will be implemented in the school/ department/ classroom. The person(s) responsible for the training is not stated.	☐ There is no training listed for either teachers, students, or parents. The training is vague and non-specific.
C. Describe the ongoing training that will occur after the initial training. Please include training for new teachers, new students and parents, and ongoing training to cover updates and teaching points for use.	Is there an ongoing training plan provided for new students, parents and teachers entering the program after the initial launch?	☐ Clearly states the ongoing training with dates/times. The person(s) providing the training and the individuals receiving the training are included. The purpose of the training is included.	☐ Ongoing training is outlined with dates/times. The individuals receiving the training is included. The purpose of the training is included.	☐ Ongoing training is stated, but specific dates/times are not included. The individuals receiving the training is included.	☐ No ongoing trained specified or it is vague and non-specific.

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Data Collection					
A. How will you measure the impact? B. What tools will you use? C. How will you measure the impact on student learning?	A complete description of the evaluation process is included that details impact of the project	☐ Clearly describes the evaluation process including details on the impact of the project and tools used to measure the impact.	☐ States the evaluation process and may or may not include details on the impact of the project and tools used to measure the impact.	☐ Provides a broad description of the evaluation process. Does not include details on the impact of the project and/or tools used to measure the impact.	☐ Does not provide a description of the evaluation process. Does not include details on the impact of the project and tools used to measure the impact.
Specific Budget Request					
A. Dollar amount requested (we typically fund grant requests up to $3500, additional amounts may be considered depending on the proposal)	The Dollar amount requested is delineated (no more than $3500)	☐ Clearly states and accounts for the dollar amount requested.	☐ States and/or accounts for the dollar amount requested.	☐ Broadly requests the dollar amount without accounting for that total.	☐ Does not clearly state the dollar amount requested.
B. A breakdown of anticipated expenditures under this request to include equipment (software, devices, accessories, etc.) professional development, subscriptions	A specific outline of all the items to be purchased using grant funds	☐ Clearly states all the items to be purchased using grant funds.	☐ States and/or accounts for all the items to be purchased using grant funds.	☐ Broadly states all the items to be purchased using grant funds.	☐ Does not clearly state all the items to be purchased using grant funds.