



## 2015-2016 INNOVATION FUND PLANNING GRANT RUBRIC

General Information	
Applicant Name:	Reviewer Name:
Priority Area(s):	Date Reviewed:
Total Points Received	

Category	Total Points Possible	Points Received
Executive Summary	20	
Alignment and Need	25	
Capacity to Plan	15	
Proposed Plan	25	
Budget	15	
Total Points	100	

<b>Executive Summary</b> Applicant describes its intended program, the anticipated population its program will serve, and the types of partners that can help it plan, and eventually, implement its program.		<b>Score</b> 20 points possible
16 17 18 19 20 (Excellent)	The Executive Summary <b>includes and effectively describes <u>all</u> of the following components:</b> <ul style="list-style-type: none"> <li>The program the applicant would like to plan,</li> <li>The anticipated population the program will serve, including the target number (students, teachers and/or leaders) and type of program participants, and</li> <li>A description of the types of potential partners that will or could assist in planning and, eventually, implementing the program.</li> <li>The application has excellent grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
11 12 13 14 15 (Good)	The program overview <b>includes and effectively describes <u>most</u> (may be missing one) of the following components:</b> <ul style="list-style-type: none"> <li>The program the applicant would like to plan,</li> <li>The anticipated population the program will serve, including the target number (students, teachers and/or leaders) and type of program participants, and</li> <li>A description of the types of potential partners that will or could assist in planning and, eventually, implementing the program.</li> <li>The application has effective grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
6 7 8 9 10 (Average)	<b>The program overview includes and describes <u>some</u> (may be missing more than two) of the following components:</b> The program the applicant would like to plan, <ul style="list-style-type: none"> <li>The anticipated population the program will serve, including the target number (students, teachers and/or leaders) and type of program participants, and</li> <li>A list of potential partners that could or will assist in planning the program.</li> <li>The application has adequate grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
1 2 3 4 5 (Poor)	<b>The program overview vaguely describes or is missing the majority of the following components:</b> <ul style="list-style-type: none"> <li>The program the applicant would like to plan,</li> <li>The anticipated population the program will serve, including the target number (students, teachers and/or leaders) and type of program participants, and</li> <li>A list of potential partners that will assist in planning the program.</li> <li>The application has ineffective grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
0 (Incomplete)	<ul style="list-style-type: none"> <li>If the applicant skipped this section, please score the application as incomplete.</li> </ul>	
Comments:		

<b>Alignment and Need</b> Applicant describes how the program is aligned to the Innovation Fund priority area(s), the need for the program, and the data they used to determine that need.		<b>Score</b> 25 points possible
<b>20 21 22 23 24 25</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>The program is <b><u>strongly aligned</u></b> with the Innovation Fund priority area(s).</li> <li>Applicant thoroughly explains how planning and, eventually, implementing the intended program will benefit students, teachers, or educational leaders.</li> <li>Applicant <b><u>thoroughly describes the data</u></b> used to determine this need. There is a strong link between the data and the need.</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>14 15 16 17 18 19</b> <b>(Good)</b>	<ul style="list-style-type: none"> <li>The program is <b><u>aligned</u></b> with the Innovation Fund priority area(s).</li> <li>Applicant explains how planning and, eventually, implementing, this program will benefit students, teachers, or educational leaders.</li> <li>Applicant <b><u>describes the data</u></b> used to determine this need. There is a link between the data and the need.</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>7 8 9 10 11 12 13</b> <b>(Average)</b>	<ul style="list-style-type: none"> <li>The program is <b><u>somewhat aligned</u></b> with the Innovation Fund priority area(s).</li> <li>Applicant vaguely explains how planning and, eventually, implementing this program will benefit students, teachers, or educational leaders.</li> <li>Applicant <b><u>imprecisely describes the data</u></b> used to determine this need. There is a weak link between the data and the need.</li> <li>Adequate grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>1 2 3 4 5 6</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>The program is <b><u>loosely aligned or not aligned</u></b> with the Innovation Fund priority area(s)</li> <li>Applicant does not explain how planning and, eventually, implementing the intended program will benefit students, teachers, or educational leaders.</li> <li>Applicant <b><u>does not describe the data</u></b> used to determine the need, or there is a nonexistent link between the data and the need.</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If the applicant skipped this section, please score the application as incomplete.</li> </ul>	
<b>Comments:</b>		

<b>Capacity to Plan</b> Applicant provides a thorough description of its capacity to plan the intended program, including who will lead/facilitate the planning process and why they were chosen as the grant lead.		<b>Score</b> 15 points possible
<b>13 14 15</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>Applicant <b><u>provides compelling evidence</u></b> that it has the capacity to lead a grant of this nature.</li> <li>The grant lead(s) is/are highly qualified to lead the planning process.</li> <li>The applicant demonstrates a thorough understanding of any other stakeholders (both within and outside of its organization) that will support them in the planning process.</li> <li>Attached resumes of key personnel and letters of commitment strongly support the applicant's answer.</li> </ul>	
<b>9 10 11 12</b> <b>(Good)</b>	<ul style="list-style-type: none"> <li>Applicant <b><u>provides evidence</u></b> that it has the capacity to lead a grant of this nature.</li> <li>The grant lead(s) is/are qualified to lead the planning process.</li> <li>Applicant demonstrates an understanding of other stakeholders (both within and outside of its organization) that will support them in the planning process.</li> <li>Attached resumes of key personnel and letters of commitment support the applicant's answers.</li> </ul>	
<b>5 6 7 8</b> <b>(Average)</b>	<ul style="list-style-type: none"> <li>Applicant <b><u>provides some evidence</u></b> that it has the capacity to lead a grant of this nature.</li> <li>The grant lead(s) is/are somewhat qualified to lead the planning process.</li> <li>Applicant demonstrates a basic understanding of other stakeholders (both within and outside of its organization) that will support them in the planning process.</li> <li>Attached resumes of key personnel and letters of commitment loosely indicate that the grant lead(s) and stakeholders have the capacity and commitment to plan the intended program.</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>Applicant <b><u>provides minimal evidence</u></b> that it has the capacity to lead a grant of this nature.</li> <li>The grant lead(s) is/are not qualified to lead the planning process.</li> <li>Applicant demonstrates a vague understanding of other stakeholders (both within and outside of its organization) that will support them in the planning process.</li> <li>Attached resumes of key personnel and letters of commitment do not indicate that the grant lead(s) and stakeholders have the capacity and commitment to plan the intended program.</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If the applicant skipped this section, please score the application as incomplete.</li> </ul>	
<b>Comments:</b>		

<b>Proposed Plan</b> Applicant provides a plan that outlines intentional and feasible steps that will lead to the eventual implementation of a program that generates positive student, teacher, or leader outcomes. This section includes a narrative describing the action steps the applicant will take during the planning process and the rationale for each step.		<b>Score</b> 25 points possible
20 21 22 23 24 25 (Excellent)	<ul style="list-style-type: none"> <li>Applicant <b>thoroughly describes</b> all program activities and deliverables over the grant period and how these steps will lead to a successful planning process and eventual implementation of the program.</li> <li>Applicant thoroughly describes the goals of the planning process and the action step(s) the applicant will take to reach these goals.</li> <li>The applicant thoroughly and clearly describes the person(s) responsible for taking these action steps, the timeline for completing these action steps, and the intended outcome from these action steps.</li> </ul>	
14 15 16 17 18 19 (Good)	<ul style="list-style-type: none"> <li>Applicant <b>describes</b> program activities and deliverables over the grant period and mentions how these steps will lead to a successful planning process and eventual implementation of the program.</li> <li>Applicant describes the goals of the planning process and the action step(s) the applicant will take to reach these goals.</li> <li>The applicant clearly describes the person(s) responsible for taking these action steps, the timeline for completing these action steps, and the intended outcome from these action steps.</li> </ul>	
7 8 9 10 11 12 13 (Average)	<ul style="list-style-type: none"> <li>Applicant <b>somewhat describes</b> program activities and deliverables over the grant period and how these steps will lead to a successful planning process and eventual implementation of the program.</li> <li>Applicant somewhat describes the goals of the planning process and the action step(s) the applicant will take to reach these goals.</li> <li>The applicant somewhat describes the person(s) responsible for taking these action steps and the timeline for completing these action steps.</li> </ul>	
1 2 3 4 5 6 (Poor)	<ul style="list-style-type: none"> <li>Applicant <b>does not or vaguely describes</b> the program activities and deliverables over the grant period, OR the listed activities and deliverables do not appear that they will lead to a successful planning process or the eventual implementation of the program.</li> <li>Applicant does not or vaguely describes the goals of the planning process, the action step(s) the applicant will take to reach these goals, and the intended outcome of each action step.</li> <li>The applicant does not or minimally describes the person(s) responsible for taking these action steps and the timeline for completing these action steps.</li> </ul>	
0 (Incomplete)	<ul style="list-style-type: none"> <li>If the applicant skipped this section, please score the application as incomplete.</li> </ul>	
Comments:		

<b>Budget</b> Applicant provides a detailed budget and budget narrative with reasonable, allowable, and allocable expenses.		<b>Score</b> 15 points possible
<b>13 14 15</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>Line items are <u>all</u> specific and reasonable.</li> <li>Items are directly related to the proposed Innovation Fund project (allocable) as identified within the grant narrative.</li> <li>Items link to the priorities of the proposed Innovation Fund project and appear in other sections of the application.</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>9 10 11 12</b> <b>(Good)</b>	<ul style="list-style-type: none"> <li>Line items are <u>mostly</u> specific and reasonable. There are a few (1-2) items that may be misaligned.</li> <li>Most items are directly related to the proposed Innovation Fund project as identified within the grant narrative.</li> <li>Most items included link to the priorities of the proposed Innovation Fund project and appear in other sections of the application.</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>5 6 7 8</b> <b>(Average)</b>	<ul style="list-style-type: none"> <li>Line items are <u>somewhat</u> specific and reasonable. There are a few (3-4) items that may be misaligned.</li> <li>Items are mostly related to the proposed Innovation Fund project as identified within the grant narrative.</li> <li>Items included vaguely link to the priorities of the proposed Innovation Fund project and appear occasionally in other sections of the application.</li> <li>Adequate grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>Line items are <u>not</u> specific or reasonable. Several items are misaligned.</li> <li>Items are not related to the proposed Innovation Fund project as identified within the grant narrative.</li> <li>Items included do not link to the priorities of the proposed Innovation Fund project and do not appear in other sections of the application.</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation).</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If the applicant skipped this section, please score the application as incomplete.</li> </ul>	
<b>Comments:</b>		