



**Pennsylvania Inclusive Higher Education Consortium (PIHEC)
TPSID MINI GRANT RUBRIC**


Applicant: _____ **TOTAL Score:** _____ /100

Directions for Reviewer:

There are five scoring sections outlined as follows: I. Eligibility Criteria (20 points); II. Budget Requirement (10 points); III. Project Abstract (10 points); IV. Assessing Inclusiveness including (Culturally Valued Analogue) (35 points); and V. Project Narrative (25 points) Please add your total from each section and place a final score at the top of this page.

Mini Grant Eligibility Criteria: All applicants must meet the definition of Institution of Higher Education (IHE) as it is defined in the TPSID application package. Non-profit, private, degree conferring institutions of higher education are allowed to be a part of the consortium of IHEs. This includes two-year colleges and community colleges. Proposals that are not selected at the discretion of the reviewers, will work with the Consortium to improve their proposals through training and technical assistance.

PART I. Eligibility	Please rate from 4-0 4 = highest
Educates students with intellectual disabilities. Yes or No (If No, DO NOT PROCEED)	
Plans for establishment of a transition comprehensive program (CTP) Yes or No (If No, DO NOT PROCEED)	
Provides individual supports for the academic, social, and career development needs of students with intellectual disabilities to enable meaningful inclusive experiences in the typical college environment.	
Provides a focus on a fully inclusive program that includes: academics, recreational activities on campus, self-advocacy, integrated work experiences and career development.	
Integrates person-centered planning in the development of the course of study for each student participating in the proposed program.	
Partners with one or more local educational agencies as well as identifying several other agencies/stakeholders to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the IDEA.	
Plans for the sustainability of the proposed program after the end of the grant period.	
Comments:	
	Total Score _____ /20

PART II. Budget Requirement	Please rate from 10-0 10 = highest				
<p>Complete budget for the overall program is provided.</p> <p style="text-align: center;">Yes or No (If No, DO NOT PROCEED)</p>					
<p>Funding from the U.S. Office of Postsecondary Education, and specifically, these comprehensive transition and postsecondary program grants are required to follow the rules of allowable and unallowable expenses directed by EDGAR.</p> <ol style="list-style-type: none"> (1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (2) The extent to which the budget is adequate to support the proposed project. (3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (4) Continued support of the project after Federal funding ends, must be provided including, as appropriate, the demonstrated commitment of appropriate entities to such support. 					
<p>Comment:</p> <p style="text-align: right;">Total Score ___/10</p>					

PART III. Abstract	5	4	3	2	1
<p>Please provide a one-page, single-spaced abstract of your application.</p> <p>(1) The abstract includes:</p> <ul style="list-style-type: none"> • the project’s goals and objectives • the activities that will be implemented during the grant period • the number of students to be served, and • a list of partners who will participate in the grant. 					
<p>(2) Inclusion - defined as “being with typical college students and faculty, in typical college environments, participating in typically occurring college activities and in highly valued roles” – must be prominently addressed.</p>					
<p>Comment:</p> <p style="text-align: right;">Total Score ___/10</p>					

PART IV. Assessing Inclusiveness	5	4	3	2	1
The quality and sufficiency of strategies for ensuring equal access and respect for eligible project participants who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability.					
The extent to which the program of study for the proposed project is appropriate to the needs of the intended students.					
A student's program of study is comprised of the IHE's current course offerings.					
Course instruction occurs within general college classroom settings with college-aged peers enrolled in the courses. (ie. Segregated class instruction does not occur).					
Typical opportunities afforded to all college students for social and personal growth are evident.					
The extent to which this program is embedded into existing college programs, processes and services.					
Students enrolled in this program are in highly valued social roles.					
Comments:					
Total Score ___ /35 points					

PART V. Project Narrative Description Criteria	5	4	3	2	1
A clear description of the need for the proposed program and activities noted within the context of the project within the IHE.					
The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.					
The extent to which the proposed project is likely to build local capacity for a fully integrated inclusive college experience for the target population.					
The extent to which the proposed project is designed to build capacity and yield results in the area of career development and meaningful employment.					
The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.					
Comments:					
Total Score ___ /25 points					

Would you recommend funding this project? Yes or No

Please justify your response to the question above: