

APPENDIX A1: Evaluation Criteria Scorecard

Reader: _____

<p align="center">EVALUATION CRITERIA FOR INCLUSIVE CONCURRENT ENROLLMENT PLANNING PROPOSAL PRIORITY #1: PLANNING INCLUSIVE EDUCATIONAL OPPORTUNITIES</p>	<p align="center">Poor 1 point</p>	<p align="center">Satisfactory 3 points</p>	<p align="center">Excellent 5 points</p>	<p align="center">Multiplier</p>	<p align="center">Points Awarded (0-5) x multiplier</p>	<p align="center">Maximum Points Available</p>
<p>A. Reasons for wanting to develop an inclusive concurrent enrollment program for students with severe disabilities are clearly described by the IHE and partnering school districts. The proposal provides information on the current inclusive and transition practices at the organizations and includes information on how an inclusive concurrent enrollment program fits into the mission of the organizations. The proposals includes a statement assuring that the inclusive concurrent enrollment program will be designed to enable students with severe disabilities to be placed in credit and non-credit courses with their non-disabled peers and that the course selection will be aligned with the transition planning for each student.</p>				2		10
<p>B. The anticipated outcomes from the development and implementation of an inclusive concurrent enrollment program are clearly defined and include information on students, families, the organizations as a whole, faculty, and other personnel.</p>				3		15
<p>C. The responsibilities of each stakeholder in the Partnership Leadership Team are clearly delineated. Stakeholders include leaders from the IHE and school districts, and representatives from adult service agencies, employers, and family members.</p>				3		15
<p>D. Proposed timeline for the planning and implementation of Stages II, III, and IV is included with anticipated dates, month by month, for stakeholder activities, meetings and project milestones.</p>				3		15
<p>E. The participation framework clearly delineates policies, practices and procedures to be implemented that ensure inclusive opportunities for students with severe disabilities and align with students' desired post-school outcomes. Included in the framework is a description of: training and technical assistance; communication protocol; high school staff and student schedules; proposed student courses of study; family engagement; integrated competitive employment opportunities using the Massachusetts Work-Based Learning Plan; the activities of the employment specialist; and procedures for the ongoing inclusion of new school districts/students.</p>				6		30
<p>F. The budget narrative details and justifies the expenses needed to implement the project design and to pay personnel costs. The expenses are reasonable and aligned with the purpose and priorities of the grant. In-Kind Budget - If the proposal includes an in-kind contribution, the narrative description of the in-kind budget includes the source, amount, and use of funds.</p>				3		15
<p>TOTALS:</p>						100

Comments: