Applicant:_____   Date of Review:_____/_____/_____

VDOE's Training and Technical Assistance Centers
Reviewers' Scoring Guide for Inclusion Placement Options for Preschoolers Long-Range Planning Proposals

COMPONENT	Pts	WHAT TO LOOK FOR	REVIEWER COMMENTS, Points Awarded
1. All application components included	5	▪ Front page completed. ▪ Sections A, B, C, D, E, F, G, H completed. ▪ Signatures (last page) completed. *(Points will be subtracted for sections not complete)*	Points
2. Inclusive planning team	10	▪ Evidence of Administrator involvement. ▪ Team members identified(list on pg 5; signatures on pg 8). ▪ Evidence of diverse team membership (e.g., includes parents, teachers [ECSE, VPI, H.S.], administrators, community agency personnel, instructional assistants, students, others).	Points
APPLICATION SECTIONS			
B. Why initiative was selected	20	▪ Process for how the initiative was selected is described. ▪ Rationale for proposed project is data-based (e.g., survey, self-evaluation, review of existing data). ▪ Input from multiple sources supports the need. ▪ Importance, meaningfulness of desired outcomes. ▪ Strength/seriousness of need or problem. ▪ Multiple reasons for wanting to make change. ▪ Broad-based effects expected (bang for the buck). *(The more items addressed, the more points awarded)*	Points
C. Actions taken to address need, and outcomes	10	▪ Have they tried to address the need before? Made more than one attempt? ▪ Have they made "good faith" efforts? ▪ Have they described what worked, what did not work, what the outcomes were? ▪ Evidence that they have thought through the problem. *(More points are awarded if they have tried more than one solution)*	Points

Reviewer's Initials:_____

COMPONENT	Pts	WHAT TO LOOK FOR	REVIEWER COMMENTS, Points Awarded
D. Anticipated impact, specific intended outcomes	15	▪ This should flow directly from the rationale (Section B). ▪ Expected **changes** in student performance, behavior, skills, attitudes are stated. ▪ If other target audiences, or systems-targeted initiative, other types of changes are stated. ▪ Can they articulate what they are trying to accomplish? What will be different if the initiative is a success? ▪ Is the project "do-able"? Are there clear, obtainable impacts? *(The more items addressed, the more points awarded)*	Points
E. Three specific strengths	10	▪ Three **different** strengths regarding the LTTA are identified. ▪ Strengths are thought-out and described, not just listed. *(Full points are not given if this repeats info in section G)*	Points
F. Barriers	10	▪ Evidence that they understand what barriers might exist. ▪ Evidence that they have thought through possible. problems and what the impact might be. *(Fewer points are awarded if no explanations are given)*	Points
G. Additional resources available	10	▪ May include people, money, time, expertise within school, agency, community; should be described not just listed. ▪ Evidence that they are willing to contribute something to make the initiative a success. *(More points are awarded for willingness to develop resources)*	Points
OVERALL IMPRESSION			
3. Commitment to engaging in a systems change initiative	10	Evidence may be found in B, C, D, E, F, G, H – under-standing of and commitment to a long-term process (more than 1 yr), widespread stakeholder involvement and support, shared responsibility, investment of time and resources.	Points

TOTAL POINTS:_____

<u>Strengths of Proposed Project</u>

<u>Concerns about the Proposed Project</u>