



## Florida Consortium on Inclusive Higher Education MINI GRANT RUBRIC

**Institution:** \_\_\_\_\_ **Total Score:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Contact Name:** \_\_\_\_\_

**Directions:** The scoring rubric is comprised of five sections. Sections I, II, III, and V are scored for criteria met; either as total points for meeting each criteria or zero points. Section IV is scored for degree of descriptor/criteria met. Upon scoring each section, sum the column(s) and place the total in the grey square for that section. When all sections are scored, total the grey squares for the Total Project score. Use the Comments sections as needed.

**Mini Grant Eligibility Criteria:** Applicants must meet the definition of Institution of Higher Education (IHE) as defined in the \_\_\_\_\_ TPSID application package and including non-profit, private, degree conferring and two-year colleges and IHEs.

**I. ELIGIBILITY CRITERIA – Assign 10 points for each criteria met or 0 points for criteria not met.**

**YES = 10    NO = 0**

1. Serves students with intellectual disabilities (SwIDs).		
2. Provides individual supports and services for the academic inclusion of SwIDs in academic courses where students without intellectual disabilities are also enrolled.		
3. Provides individual supports and services for the social inclusion of SwIDs in extracurricular or other activities of the IHE, in which students without intellectual disabilities are members.		
4. Focuses on core transition skills (academic, social, independent living, career, and self-advocacy) including integrated paid work experiences.		
5. Collaborates with community agencies toward seamless transition to paid employment upon program completion.		
6. Integrates person-centered planning in development of each participating student’s course of study.		
7. Partners with one or more LEAs AND agencies/stakeholders to support SwIDs eligible for special education and related services under IDEA (2004).		
8. Identifies plans for the sustainability of the inclusive postsecondary education (IPSE) program after the end of the grant period.		
9. Identifies a plan for meaningful credentials for SwIDs upon the completion of the IPSE program.		
<b>Sum points in 'Yes' column and transfer number to grey box at end of row.</b>	<b>Max Score: 90</b>	
<b>Comment:</b>		

**II. PROJECT ABSTRACT: Assign 1 point for each descriptor met or 0 where descriptor is not met.**

**1    0**

1. One-page, single spaced.		
2. Project’s goals and objectives are identified.		
3. Grant period activities are identified.		
4. Number of students to be served.		
5. Participating partners are identified.		
<b>Sum points in 'first' column and transfer number to grey box at end of row.</b>	<b>Max Score: 5</b>	
<b>Comment:</b>		

**III. BUDGET REQUIREMENT: Assign 5 points for each descriptor met or 0 where descriptor is not met.**

**5    0**

1. Follows the rules of allowable and unallowable expenses directed by EDGAR (see page 3).		
2. Adequacy of support from the applicant’s organization of facilities, equipment, supplies, and other resources.		
3. Adequacy of the budget to support the proposed project and project services/activities.		
4. Reasonableness of costs in relation to the number of SwIDs served and anticipated results and benefits.		
5. Adequacy of project sustainability after Federal funding ends, including, demonstrated commitment of appropriate entities to such support.		
<b>Sum points in 'first' column and transfer number to grey box at end of row.</b>	<b>Max Score: 25</b>	
<b>Comment:</b>		

**Assessing "Inclusiveness"** In an amended regulation, "(E) requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible (section 760 (20 U.S.C. 1140)".

<b>IV. Inclusiveness:</b> Assign a score <b>5, 3, 1</b> or <b>0</b> for degree of each descriptor, where 0 represents not met.	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
1. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age, or disability.				
2. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.				
3. The likelihood that the proposed project leads to skill improvements necessary to gain employment.				
4. The likelihood that the proposed project leads to skill improvements necessary to build capacity for independent living.				
5. The predominant enrollment of SwIDs in the IHE social activities and college courses with their non-disabled college peers.				
6. Rationale for courses or social activities in which only SwIDs are enrolled or members.				
<i>Sum points in each column, then sum this row with total in grey box.</i>				
<b>Comment:</b>				

<b>V. Project Narrative Description Criteria:</b> Assign <b>5 points</b> for each descriptor met or <b>0</b> where descriptor is not met.	<b>Yes</b>	<b>No</b>
	<b>5</b>	<b>0</b>
1. Complete description of the magnitude of the problem to be addressed by the proposed project.		
2. Complete description of need for the identified services or activities to be carried out by the proposed project.		
3. Gaps or weaknesses in services, infrastructure, or opportunities have been identified and addressed in proposed project, including the nature and magnitude of those gaps or weaknesses.		
4. The proposed project is likely to build local capacity to provide, improves, or expands services that address the needs of the target population.		
5. The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed projects, including the potential for the products to be used effectively in a variety of other settings.		
6. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.		
7. The project design and implementation plan is sufficiently detailed toward objective achievement.		
8. The project evaluation design uses appropriate methodological tools to ensure objective achievement.		
9. The project is designed to build capacity and yield results in the area of employment.		
10. The project design reflects current knowledge from research and effective practice.		
<i>Sum points in 'first' column and transfer number to grey box at end of row.</i>		
<b>Comment:</b>		
<b>Sum points for all grey boxes.</b>	<b>Total Max Score: 200</b>	

## TPSID Applicable EDGAR Regulations

- (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99.  
 (b) The OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted in 2 CFR part 3474 (USDOE, 2015. *Federal Register*, 80, 123)

**§ 75.702 Fiscal control and fund accounting procedures.**

A grantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

**§ 75.703 Obligation of funds during the grant period.**

A grantee may use grant funds only for obligations it makes during the grant period. (Authority: 20 U.S.C. 1221e-3 and 3474)

**§ 75.707 When obligations are made.** The following table shows when a grantee makes obligations for various kinds of property and services.

If the obligation is for—	The obligation is made—
(a) Acquisition of real or personal property.	On the date the grantee makes a binding written commitment to acquire the property.
(b) Personal services by an employee of the grantee.	When the services are performed.
(c) Personal services by a contractor who is not an employee of the grantee.	On the date on which the grantee makes a binding written commitment to obtain the services.
(d) Performance of work other than personal services.	On the date on which the grantee makes a binding written commitment to obtain the work.
(e) Public utility services .....	When the grantee receives the services.
(f) Travel .....	When the travel is taken.
(g) Rental of real or personal property.	When the grantee uses the property.
(h) A pre-agreement cost that was properly approved by the Secretary under the cost principles identified in 34 CFR 74.171 or 80.22.	

### RECORDS

**§ 75.730 Records related to grant funds.**

A grantee shall keep records that fully show:

- (a) The amount of funds under the grant;
- (b) How the grantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

**§ 75.731 Records related to compliance.** A grantee shall keep records to show its compliance with program requirements. (Authority: 20 U.S.C. 1221e-3 and 3474)

**§ 75.732 Records related to performance.**

- (a) A grantee shall keep records of significant project experiences and results.
- (b) The grantee shall use the records under paragraph (a) to:
  - (1) Determine progress in accomplishing project objectives; and
  - (2) Revise those objectives, if necessary. (Approved by the Office of Management and Budget under control number