

Each grant proposal will be given one holistic rating for "Educational Value" and another holistic rating for "Community Connection and Project Feasibility." These two ratings will ASSIST the grant committee in considering grant applications.

Educational Value	Highly Desirable	Very Good	Good	Least Desired
Educational Vision	Program promotes Westerly Public Schools' educational vision and is aligned with district goals and frameworks.	Many aspects of the program promote the WPS educational vision, goals and frameworks.	Program is peripherally supportive of WPS educational vision, goals and frameworks.	Program falls completely outside the realm of Westerly Public Schools' educational vision, district goals and frameworks.
Thematic Concentration* (Note: consideration will be given to outstanding projects which fall outside this concentration)	Program strongly demonstrates innovation in delivery of instruction, and accommodates varied learning styles with clear, measurable outcomes.	Program strongly incorporates innovation in instruction, provides some differentiation of instruction, and has measurable outcomes.	Program incorporates some elements of innovative instruction, provides minimal differentiation of instruction, and has limited ability to measure outcomes.	Program does not promote innovative instruction, does not provide differentiated instruction, and/or provides no framework for measuring outcomes.
Educational Purpose	Project has a clearly defined educational purpose.	Project has a generalized educational purpose.	Project has a vague educational purpose.	Project has little or no educational purpose.
Promotion of Skills/Excellence	Project specifically enhances academic skills and promotes educational excellence.	Project enhances academic skills and/or promotes excellence in a generalized way.	Project minimally enhances academic skills and does little to encourage excellence.	Project does not address academic skills or excellence in education.
Creativity/Innovation	Project is highly innovative/creative and is unique in nature.	Project shows some qualities of innovation or creativity and is somewhat unique in nature.	Project exhibits few qualities of innovation/creativity/uniqueness.	Project is run of the mill or common, lacks creativity and innovation.

Thematic Concentration for 2016 and 2017 Grant Cycles: Innovative Instruction

(Community Connection/Project Feasibility Rubric on next page)

Community Connection/ Project Feasibility	Highly Desirable	Very Good	Good	Least Desired
Program Participation	A large population of students will participate for many years. or A smaller population will have a significant community impact for many years.	A large population will be served on a one-time basis or a moderate population will be served for many years. or A smaller population will have some community impact for a few years.	A small population will be served for several years. or Any size population will have some community impact for one time.	A small population will be served for one year. or A small population will have no community impact.
Sustainability & Longevity	There are clear indications that the program will have longevity and will be supported by other resources for many years (financial backing, volunteers, parent support, PTO support). Program will be able to stand on its own after initial start-up support.	There are indications that the program will be supported by other sources for several years. Program may need to seek minimal funding in subsequent years.	There is the possibility of support for this program in a subsequent year. Program will need to seek substantial funding in subsequent years. or Project is a one-time activity and has some evidence of other financial and human resource support.	It is unlikely that the resources for this program (financial or human resources) will be available in the future. or This is a one-time program. or Program will be unable to continue without WEEF funding.
Community Connection	Program has a strong element of community involvement on many levels and/or supports student emotional and physical safety and/or well-being within the school and greater community.	There are many levels of community involvement and/or support for student emotional and physical safety/well-being within the school or greater community.	There is some level of community involvement beyond those participating in the project, and/or support for student emotional and physical safety/well-being within the school community.	The project does not reach out to those who are not immediate participants. Elements of student emotional and physical safety/well-being are not addressed in any way.
Goal Clarity & Attainability	Applicant clearly states what they would like to accomplish with this project and provides evidence that the goal is attainable (applicant research, applicant or program provider's past experience in this field, etc.) Goal is clearly defined and specific.	Applicant states some of the possible benefits/accomplishments of the project and provides some evidence that the goal is attainable (limited applicant research, limited personal experience in the field) Applicant's goal is generally defined.	Applicant vaguely states the possible benefits/accomplishments or does not provide evidence that the goal is attainable (minimal research, minimal personal experience in the field). Applicant's goal is vague or ill-defined.	Applicant omits statements of what they would like to accomplish or does not show evidence that the goal is attainable (lack of research or personal experience/ characteristics that would indicate follow-through is likely). Applicant's goal is not defined.