

# 2026-2028 Innovative Services for Students with Autism LEA Application Scoring Form

Applicant Name:

Reviewer Name:

<p><b>1. Current Needs</b> – Provide an overview of current programming for students with autism that identifies strengths that can be built on with this grant, as well as areas of need this grant program would enhance.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>The overview is vague and/or does not provide information about all three required components: current programming, identified strengths, and areas of need the grant would enhance. <b>(NI)</b></p>	<p>The overview includes a <i>basic</i> outline of all three required components: current programming, identified strengths, and areas of need the grant would enhance. <b>(ME)</b></p>	<p>The overview includes a <i>detailed</i> outline of all three required components: current programming, identified strengths, and areas of need the grant would enhance. <b>(EE)</b></p>	<p>The overview includes a detailed outline <i>AND</i> supporting evidence/ examples of all three required components: current programming, identified strengths, and areas of need that the grant would enhance. <b>(CO)</b></p>
<p>Needs Improvement 0 points</p> <input type="checkbox"/>	<p>Meets Expectations 1 point</p> <input type="checkbox"/>	<p>Exceeds Expectations 2 points</p> <input type="checkbox"/>	<p>Clearly Outstanding 3 points</p> <input type="checkbox"/>

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<p><b>2. Goals, Objectives, and Anticipated Outcomes of the Program</b> – Describe the major measurable goals, including specific measurable objectives. Explain how these goals target identified needs and will lead to the anticipated outcomes for the program.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>Does not outline all required components: measurable goals, measurable objectives, targeted identified needs, and anticipated outcomes. <b>(NI)</b></p>	<p>Measurable goals, measurable objectives, and outcomes are <i>vague</i> or unrelated to the identified needs and outcomes. <b>(ME)</b></p>	<p>Each measurable goal has measurable objectives that are aligned to either: targeted identified needs <i>OR</i> anticipated outcomes. <b>(EE)</b></p>	<p>Each measurable goal has measurable objectives that are aligned to both: targeted identified needs <i>AND</i> anticipated outcomes. <b>(CO)</b></p>
<p>Needs Improvement <input type="checkbox"/> 0 points</p>	<p>Meets Expectations <input type="checkbox"/> 1 point</p>	<p>Exceeds Expectations <input type="checkbox"/> 2 points</p>	<p>Clearly Outstanding <input type="checkbox"/> 3 points</p>

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<b>3. Program Overview</b> – Provide an overview of the innovative programming to be implemented and how the program will accomplish the goals, objectives, and anticipated outcomes. Provide information on how programming will be sustained after the end of the grant.			
<b>Strength of this Component</b>			<b>Score:</b>
The program overview does not address all components: overview of program to be implemented, how the program will accomplish the goals, objectives, anticipated outcomes, and sustainability. <b>(NI)</b>	The program overview addresses all components. <i>Lacks sufficient detail</i> to determine how the program will be implemented and how the program will accomplish its anticipated goals, objectives, anticipated outcomes, and sustainability. <b>(ME)</b>	The program overview addresses all components. <i>Provides sufficient detail</i> to determine how the program will be implemented and how the program will accomplish its anticipated goals, objective, anticipated outcomes, and sustainability. <b>(EE)</b>	The program overview addresses all components. Provides sufficient detail to determine how the program will be implemented and how the program will accomplish its anticipated goals, objective, anticipated outcomes, and sustainability. <i>The program design was clearly supported by the information provided.</i> <b>(CO)</b>
Needs Improvement 0 points <input type="checkbox"/>	Meets Expectations 1 point <input type="checkbox"/>	Exceeds Expectations 2 points <input type="checkbox"/>	Clearly Outstanding 3 points <input type="checkbox"/>

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<p><b>4. Student Achievement and Improvement Data</b> – Describe what empirical student-level achievement data will be collected, how the data is collected, and at what frequency. Describe how the program will use this data to support effective program implementation and improve student outcomes. Include the process to identify baseline data, monitor progress, and determine student outcomes.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>Metrics do not address all required components: what empirical student-level achievement data will be collected. The plan for how and when baseline, progress, and outcome data will be collected. And how the program will use this data to support effective program implementation and improve student outcomes. <b>(NI)</b></p>	<p>Outcome metrics are <i>vague</i> when addressing all required components: what empirical student-level achievement data will be collected. The plan for how and when baseline, progress, outcome data will be collected. And how the program will use this data to support effective program implementation and improve student outcomes. <b>(ME)</b></p>	<p>All outcome metrics are described in <i>detail</i> when addressing all required components: what empirical student-level achievement data will be collected. The plan for how and when baseline, progress, and outcome data will be collected. And how the program will use this data to support effective program implementation and improve student outcomes. <b>(EE)</b></p>	<p>All outcome metrics are detailed when addressing all required components: what empirical student-level achievement data will be collected. The plan for how and when baseline, progress, and outcome data will be collected. And how the program will use this data to support effective program implementation and improve student outcomes, <i>AND</i> the plan outlines when to provide additional support based on lack of student progress. <b>(CO)</b></p>
<p>Needs Improvement 0 points <input type="checkbox"/></p>	<p>Meets Expectations 1 point <input type="checkbox"/></p>	<p>Exceeds Expectations 2 points <input type="checkbox"/></p>	<p>Clearly Outstanding 3 points <input type="checkbox"/></p>

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<p><b>5. Budget Narrative</b> – Describe how the budget will meet the needs and goals of the program, such as staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Budget Narrative should account for all items listed in the Detailed Budget.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>The costs described in the budget do not reflect a plan to achieve the needs and goals of the program. <b>(NI)</b></p>	<p>The costs described in the budget reflect a <i>basic</i> plan to achieve the needs and goals of the program and expected results. <b>(ME)</b></p>	<p>The costs described in the budget reflect a <i>detailed</i> plan to achieve the needs and goals of the program and expected results. <b>(EE)</b></p>	<p>The costs described in the budget reflect a detailed plan to achieve the needs and goals of the program and expected results. <i>Additionally</i>, the program seeks to leverage existing funding allocations and does not duplicate efforts. <b>(CO)</b></p>
<p>Needs Improvement <input type="checkbox"/> 0 points</p>	<p>Meets Expectations <input type="checkbox"/> 1 point</p>	<p>Exceeds Expectations <input type="checkbox"/> 2 points</p>	<p>Clearly Outstanding <input type="checkbox"/> 3 points</p>

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<p><b>6. Evidence-based Practices</b> – Describe how the grant incorporates evidence-based practices. Identify specific evidence-based practices that will be included in the program as well as their supporting sources.</p>			
<p><b>Strength of this Component</b></p>			<p><b>(Average) Score:</b></p>
<p><b>Evidence-Based Practices:</b></p>			
<p>The practices described are not all evidence-based practices (EBPs) for working with students with autism. <b>(NI)</b></p>	<p>The description identifies EBPs for working with students with autism. <b>(ME)</b></p>	<p>The description specifies a group of EBPs for working with students with autism that shows alignment of either student outcomes <i>OR</i> program goals and objectives. <b>(EE)</b></p>	<p>The description specifies a group of EBPs for working with students with autism and is aligned with student outcomes <i>AND</i> program goals and objectives. <b>(CO)</b></p>
<p>Needs Improvement 0 points</p> <input type="checkbox"/>	<p>Meets Expectations 1 point</p> <input type="checkbox"/>	<p>Exceeds Expectations 2 points</p> <input type="checkbox"/>	<p>Clearly Outstanding 3 points</p> <input type="checkbox"/>
<p><b>Supporting Sources: (NI and ME only)</b></p>			
<p>Not all evidence-based practices listed have supporting sources cited. <b>(NI)</b></p>	<p>All evidence-based practices listed have supporting sources cited. <b>(ME)</b></p>		
<p>Needs Improvement 0 points</p> <input type="checkbox"/>	<p>Meets Expectations 1 point</p> <input type="checkbox"/>		

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<p><b>7. Inclusion</b> – Describe how the program will incorporate meaningful inclusion across all school settings and multiple opportunities for appropriate interaction with non-disabled peers.</p>			
<p>See <a href="#">Frequently Asked Questions</a> document for more information on meaningful inclusion.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>The description does not provide information on how the program will incorporate meaningful inclusion and multiple opportunities for appropriate interactions with peers who do not have disabilities. <b>(NI)</b></p>	<p>The plan incorporates <i>vague</i> information on how the program will incorporate meaningful inclusion and multiple opportunities for appropriate interactions with peers who do not have disabilities. <b>(ME)</b></p>	<p>The plan incorporates <i>detailed</i> information (e.g. designated EBPs, schedules, environmental structure, staff training and systems of support) on how the program will incorporate meaningful inclusion and multiple opportunities for appropriate interactions with peers who do not have disabilities. <b>(EE)</b></p>	<p>The plan incorporates detailed information (e.g. designated EBPs, schedules, environmental structure, staff training and systems of support) on how the program will incorporate meaningful inclusion and multiple opportunities for appropriate interactions with peers who do not have disabilities <i>AND</i> a plan for training non-disabled peers is included. <b>(CO)</b></p>
<p>Needs Improvement 0 points</p> <input type="checkbox"/>	<p>Meets Expectations 1 point</p> <input type="checkbox"/>	<p>Exceeds Expectations 2 points</p> <input type="checkbox"/>	<p>Clearly Outstanding 3 points</p> <input type="checkbox"/>

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<p><b>8. Professional Development</b> – Describe the plan for professional development for all staff involved in the program. Specifically include staff training that incorporates ongoing coaching and feedback for fidelity of implementation and continuous improvement.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>The plan does not clearly specify who will participate in professional development or when and how training will occur. <b>(NI)</b></p>	<p>The plan for training clearly specifies who will participate (e.g. special education and general education teachers, related service providers, paraprofessionals, administrators). <b>(ME)</b></p>	<p>The plan for training clearly specifies who will participate (e.g. special education, general education teachers, related service providers, paraprofessionals, administrators) <i>AND</i> is available in various formats (e.g., in person, on-demand). <b>(EE)</b></p>	<p>The plan for training clearly specifies who will participate (e.g. school teams of special education and general education teachers, related service providers, paraprofessionals, administrators), is available in various formats (e.g., in person, on-demand), <i>AND</i> includes a general schedule for training. <b>(CO)</b></p>
<p>Needs Improvement 0 points</p> <input type="checkbox"/>	<p>Meets Expectations 1 point</p> <input type="checkbox"/>	<p>Exceeds Expectations 2 points</p> <input type="checkbox"/>	<p>Clearly Outstanding 3 points</p> <input type="checkbox"/>

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<p><b>9. Professional Development Alignment:</b> Describe how the plan for professional development will support your program goals, staff and student needs, strategies for inclusion, and fidelity of implementation.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>The plan for professional development is not specifically aligned to program goals and/or does not address staff and student needs, strategies to support students in inclusive settings and fidelity of implementation. <b>(NI)</b></p>	<p>The plan for professional development is outlined but <i>vague</i>. The plan is aligned to program goals and addresses staff and student needs, strategies to support students in inclusive settings and fidelity of implementation. <b>(ME)</b></p>	<p>The plan for professional development is <i>detailed</i>. The plan is aligned to program goals, and addresses staff and student needs, and includes strategies to support students in inclusive settings and fidelity of implementation. <b>(EE)</b></p>	<p>The plan for professional development is detailed and addresses all components of the question.</p> <p><i>Additionally, a plan for one or more of the following is included:</i></p> <ol style="list-style-type: none"> <li>1) continuous improvement, including information on responsiveness to data,</li> <li>2) grow your own initiatives (e.g., investing in LEA staff for additional licensures, credentials, degrees), or</li> <li>3) sustainability beyond the grant timeline</li> </ol> <p><b>(CO)</b></p>
<p>Needs Improvement <input type="checkbox"/></p> <p>0 points</p>	<p>Meets Expectations <input type="checkbox"/></p> <p>1 point</p>	<p>Exceeds Expectations <input type="checkbox"/></p> <p>2 points</p>	<p>Clearly Outstanding <input type="checkbox"/></p> <p>3 points</p>

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<p><b>10. Parent/Family Support</b> – Describe how the program will incorporate family support and collaboration. Your plan should include information on: (1) facilitating partnerships/collaboration (e.g., parents with educators, families with other families), (2) the mode of training (e.g., face-to-face, online, live, recorded), (3) what relevant resources will be shared with families, and (4) strategies to facilitate ongoing communication and feedback with families.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>The plan lacks information on how the program will incorporate parental/family support and collaboration. No consideration of partnerships/collaboration, no mention of mode of training, relevant resources, or strategies to facilitate ongoing communication and feedback. <b>(NI)</b></p>	<p>The plan may encourage partnerships/collaboration, and include multiple entry points (e.g., variable timing, face-to-face, online, individual, group) for parents to access relevant resources or strategies that facilitate ongoing communication and feedback. <i>However,</i> there is no clear connection between the plan and currently identified parent/family needs and/or no plan outlined for identifying current needs of the parent/family. <b>(ME)</b></p>	<p>The plan encourages partnerships/collaboration (e.g., parents with educators, parents with other parents) and includes multiple entry points (e.g., variable timing, face-to-face, online, individual, group) for parents to access relevant resources or strategies that facilitate ongoing communication and feedback. The plan addresses the currently identified needs of parents/families and/or outlines a plan for identifying current needs of the parent/family <i>OR</i> the plan addresses various backgrounds and characteristics of families. <b>(EE)</b></p>	<p>The plan encourages partnerships/collaboration (e.g., parents with educators, parents with other parents) and includes multiple entry points (e.g., variable timing, face-to-face, online, individual, group) for parents to access relevant resources or strategies that facilitate participation, ongoing communication, and feedback. The plan addresses the currently identified needs of parents/families and/or outlines a plan for identifying current needs of the parent/family. <i>Additionally,</i> the plan addresses various backgrounds and characteristics of families. <b>(CO)</b></p>
<p>Needs Improvement 0 points</p> <input type="checkbox"/>	<p>Meets Expectations 1 point</p> <input type="checkbox"/>	<p>Exceeds Expectations 2 points</p> <input type="checkbox"/>	<p>Clearly Outstanding 3 points</p> <input type="checkbox"/>

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<p><b>11. Coordination of Services</b> – Describe how the program will coordinate services with private or community-based providers, if applicable.</p>	
<p><b>Strength of this Component</b></p>	
<p>The plan is basic or proposal states this is not applicable. <b>(NI)</b></p>	<p>The plan describes coordination of services with private or community-based providers. <b>(ME)</b></p>
<p>Needs Improvement <input type="checkbox"/></p>	<p>Meets Expectations <input type="checkbox"/></p>

**Score:** (No points, see below)

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<p><b>12. Replicate the Program</b> – Describe your LEA’s plan to replicate and/or scale your successful programming for students with autism to additional classrooms or campuses within your LEA or other LEAs across the state. Include any barriers that may exist to replicate or expand the program with potential solutions.</p>			
<p><b>Strength of this Component</b></p>			<p><b>Score:</b></p>
<p>The plan addresses 2 or fewer out of the following 5 components:</p> <ol style="list-style-type: none"> <li>1) Plan for outreach and assistance within their own LEA (classrooms/campuses); If no information for replication within own LEA, reasonable justification is provided (e.g., LEA with a very limited number of students with autism).</li> <li>2) Plan for outreach and assistance across the state.</li> <li>3) Plan includes high impact assistance and outreach which describe in-person or virtual coaching/training</li> <li>4) Sharing of resources (e.g. templates, rubrics, plans)</li> <li>5) Sharing of visual media (e.g. videos/photos of model classrooms/supports, strategies in action).</li> </ol> <p><b>(NI)</b></p>	<p>The plan addresses at least 3 out of the following 5 components:</p> <ol style="list-style-type: none"> <li>1) Plan for outreach and assistance within their own LEA (classrooms/campuses); If no information for replication within own LEA, reasonable justification is provided (e.g., LEA with a very limited number of students with autism).</li> <li>2) Plan for outreach and assistance across the state.</li> <li>3) Plans include high impact assistance and outreach which describe in-person or virtual coaching/training</li> <li>4) Sharing of resources (e.g. templates, rubrics, plans)</li> <li>5) Sharing of visual media (e.g. videos/photos of model classrooms/supports, strategies in action).</li> </ol> <p><b>(ME)</b></p>	<p>The plan addresses at least 4 out of the following 5 components:</p> <ol style="list-style-type: none"> <li>1) Plan for outreach and assistance within their own LEA (classrooms/campuses); If no information for replication within own LEA, reasonable justification is provided (e.g., LEA with a very limited number of students with autism).</li> <li>2) Plan for outreach and assistance across the state.</li> <li>3) Plans include high impact assistance and outreach which describe in-person or virtual coaching/training</li> <li>4) Sharing of resources (e.g. templates, rubrics, plans)</li> <li>5) Sharing of visual media (e.g. videos/photos of model classrooms/supports, strategies in action).</li> </ol> <p><b>(EE)</b></p>	<p>The plan addresses all 5 of the following components:</p> <ol style="list-style-type: none"> <li>1) Plan for outreach and assistance within their own LEA (classrooms/campuses); If no information for replication within own LEA, reasonable justification is provided (e.g., LEA with a very limited number of students with autism).</li> <li>2) Plan for outreach and assistance across the state.</li> <li>3) Plans include high impact assistance and outreach which describe in-person or virtual coaching/training</li> <li>4) Sharing of resources (e.g. templates, rubrics, plans)</li> <li>5) Sharing of visual media (e.g. videos/photos of model classrooms/supports, strategies in action).</li> </ol> <p><b>(CO)</b></p>
<p>Needs Improvement <input type="checkbox"/></p> <p>0 points</p>	<p>Meets Expectations <input type="checkbox"/></p> <p>1 point</p>	<p>Exceeds Expectations <input type="checkbox"/></p> <p>2 points</p>	<p>Clearly Outstanding <input type="checkbox"/></p> <p>3 points</p>