

Groundswell Project Proposal Rubric 2021-2022

Funding Levels:
\$0 - \$250 : Seed
\$251 - \$500 : Sprout
\$501 - \$750 : Sapling
\$751 - \$1,000 : Tree

	Category	Emerging	Developing	Transitional	Transforming
Foundations of Place-based Education	Stewardship – Benefits local environment and community (aligns with GLSI Principle 6)	Work does not meet identified community environmental need	Work meets other identified community environmental need	Work weakly aligns with environmental need identified in a community plan	Work directly aligns with environmental need identified in a community plan, such as a watershed management plan, school improvement plan, etc.
	Partnering – Collaborative, mutually beneficial school-community partnerships (aligns with GLSI Principle 4)	Partners have no role in decision-making	Involves at least 1 community partner One-way partnership Partners assist but have marginalized role in decision-making	Involves at least 2 community partners Moderately reciprocal partnership Partners play strong role in decision-making Long-term relationships are emerging	Involves at least 3 community partners Fully reciprocal, mutually beneficial partnership Partners are fully involved in decision-making Partnerships managed as long-term relationships
	PD participation by team members Attendance is evaluated over 1 year	0-3 hours Does not consistently attend PDs	4-9 hours Consistently attends PDs yearly	10-18 hours Consistently attends PDs quarterly	More than 18 hours Consistently attends PDs monthly

*Unable to attend a PD or event? Please contact Mara Spears at spearsma@gvsu.edu for inquiries on our options regarding SCHECHs and PD participation for missed events.

Student Engagement	Student voice and sense of place (aligns with GLSI Principle 1)	Adults are making all the decisions Students make no connections between learning and community	Adults are making the majority of decisions Students make connections between learning and school community	Students are involved in decision-making process, but adults are taking the lead Students make connections between learning and neighborhood / family	Students are leading decision-making process Students make connections between learning and community Students apply those connections to benefit the community More than 18 hours
	Alignment to content standards	No classroom connections or content alignment	Classroom connections but not specific content alignment	Aligned to single discipline	Multi-disciplinary alignment
Community Connection and Reach	Long-term sustainability	No additional support beyond Groundswell	Working to gain support from building and district administrators, with help of Groundswell	Secured building/district support Looking for outside funding sources, with help of Groundswell	Multi-year project Secured external funding and building/district support
	Team size	Individual teacher	2-3 teachers	4-5 teachers	5+ teachers
	Community outreach & communications	None	Educations other class(es) in school	Educates parents / student families	Educates wider community

Please contact us with any questions: Mara Spears, Groundswell Program Specialist, spearsma@gvsu.edu

We are happy to work with you as you develop your proposal, review it before you send it to the Groundswell Projects Committee, or answer any questions you might have.