

Limited Submission Review Instructions & Scoring Matrix THECB Minority Health Research and Education Grant Program (MHGP)

Principal Investigator(s):

BACKGROUND & INSTRUCTIONS

A “limited submission” refers to a grant program that places a limitation on the number of proposal applications a single eligible entity can submit each cycle. The University of Texas at San Antonio (UTSA) has a process in place to allow for an internal competition among interested PIs to determine which application(s) will move forward. Once a limited submission opportunity is identified, an internal call for pre-proposals is sent out to potential PIs. Those interested in being considered for full submission are required to submit a pre-proposal (ranging from one to five pages, depending on the type of program and sponsor) by a specified date. If more applications are received than the institution is allowed to submit to the sponsor, the applications are moved forward to a peer review process in order to make final selection(s).

That peer review process is what you are taking part in now. While we do want you to be aware that **the proposals you review here are *not* finalized and will be expanded before they are submitted to the sponsor**, we ask that you be as critical in your review as you would be if these applications were moving forward to a sponsor now. We are **especially interested in your feedback on weaknesses of the applications and where improvements can be made** either before they move forward through submission to this program or others.

If you are reviewing more than one application for this same program, we ask that you use the applications as a reference for one another in your scoring, knowing that the pool will be ranked based on scores received to determine which move(s) forward to the sponsor.

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SCORING

Selection of applications to be submitted to the **Minority Health Research and Education Grant Program (MHGP)** will be based on a 5-point scoring scale for criteria given below. Scores for each criteria will then be weighted based on program specifications.

No. of applications allowed per institution this cycle: 1

- Ratings should be given in whole numbers (not decimals).
- Reviewers should consider not only the relative number of strengths and weaknesses, but also the importance of these strengths and weaknesses to the criteria or to the overall impact when determining a score.
 - For example, a major strength may outweigh many minor and correctable weaknesses

Minor weakness: easily addressable weakness, does not substantially lessen impact

Moderate weakness: lessens impact

Major weakness: Severely limits impact

SCORING RUBRIC

Score	Description
1	Poor – No evidence or information provided
2	Fair – Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information
3	Good – Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
4	Very Good – Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
5	Excellent – Excellent concepts; exceptional evidence; well-thought out with an extremely high likelihood of success; exemplary; highly innovative

Borrowed from State of Ohio's Straight A Fund Application Scoring & Evaluation Process, Criteria & Rubrics.

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SCORED REVIEW CRITERIA

Reviewers should consider each of the review criteria below and give a separate score for each.

Below, please summarize the factors that informed your individual criteria scores.

1. Significance of educational project (45 points)

- The primary degree program for the project is listed as a priority discipline in Table 1 of the solicitation. [10]
- The academic-clinical partnerships to be developed and/or expanded by the project, including the numbers of clinical sites and clinical slots, are reasonably ambitious. [12]
- The project is important for one or more geographic areas in the state. [5]
- The project would make an impact in terms of the number of eligible students exposed to and acquiring knowledge about health disparities faced by minority populations in the state. [5]
- The projected program enrollment increase, including among African American and Hispanic students, during the Grant Period, is reasonably ambitious. [5]
- The project advances knowledge in establishing and/or expanding academic-clinical partnerships for health professions degree programs. [3].

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

2. Project design (55 points)

- The project is well defined, supported by research/past experience, and has a cohesive design that supports timely completion of major milestones. [10]
- The project design ensures reciprocity and benefits for the clinical partnership sites. [8]
- The project design ensures quality clinical training experiences, adequate fulfillment of clinical/practicum requirements, and attainment of marketable skills for student participants. [10]
- Goals and objectives are appropriate to the project and are realistic. [10]
- The project can be completed within the Grant Period. [5]
- The Applicant provides sufficient evidence that the project, including its academic-clinical partnerships, would continue after the Grant Period. [7].

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

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3. Preferred project components (55 points)

- The project integrates an IPE component for students' field-based clinical training at the proposed clinical partnership sites, including collaboration with accredited degree programs, and demonstrates strengths in design, implementation, commitment and participation from its IPE partners. [35]
- The project integrates the creation of a clear pathway for clinicians and practitioners to pursue academic appointments, and demonstrates strengths in design and implementation of the pathway. [15].

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

4. Resources to perform project (30 points)

- The professional credentials and experiences of the project's key personnel are relevant to the project. [7]
- The costs associated with personnel, participant costs, and other resources included in the Application are needed and adequately justified. [10]
- Existing resources at the Applicant organization are used. [5]
- Resources from other institutions and/or organizations will be utilized in the project. [3].

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

5. Evaluation (37 points)

- The description and explanation of the data collection effort, program development and evaluation, and the nature of analysis to be carried out are comprehensive and relevant to the project. [12]
- The performance measures are aligned to the project's goals, are appropriate to the activities to be conducted, and can be supported by quality data. [10]
- The project evaluation includes required performance measures listed in the RFA. [3]
- The evaluation plan demonstrates how FERPA rules will be followed. [5].

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Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

6. Feedback and outcomes (27 points)

- The evaluation includes input from relevant stakeholders. [5]
- There is a mechanism in place to use feedback to improve the project. [5]
- The project collects relevant outcome data on participants' performance. [5]
- The expected outcomes are realistic and could make a positive impact on students and/or communities. [10].

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

7. Matching funds (11 points)

[The Applicant provides evidence of cash contributions from external entities to support the project.](#)

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

ADDITIONAL COMMENTS TO APPLICANT

Reviewers may provide guidance to the applicant or recommend against submission without fundamental revision.

Additional Comments to Applicants (Optional)

[Click here to enter text.](#)

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**THECB Minority Health Research and Education Grant
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EVALUTATION SCORES

Criteria	Your Score
1. Significance of educational project (45 points)	
2. Project design (55 points)	
3. Preferred project components (55 points)	
4. Resources to perform project (30 points)	
5. Evaluation (37 points)	
6. Feedback and outcomes (27 points)	
7. Matching funds (11 points)	
TOTAL SCORE	/260 points