Multiple Exceptionalities and Multiple Needs Rubric

Standard Review Criteria

The following standard review criteria listed in the Rubric Reference Guide are used in scoring the application. Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program. In reviewing the information submitted and in recommending competitive applications for funding, reviewers consider the following ratings:

Clearly Outstanding, Exceeds Expectations, Meets Standard, or Needs Improvement. When scoring each indicator, reviewers select a rating which has an appropriate point value assigned. The minimum threshold for grant award is 60 points in total.

Rubric Reference Guide		
Rubric Category	**Total Points Possible**	**Proposed Activities**
Quality of Program	32	- Grounded in a foundation of evidence-based practices for educator support, for the ultimate benefit of improved outcomes for students with multiple exceptionalities and multiple needs in Texas. - Innovative use of technology to allow increased stakeholder engagement, facilitate instruction, and improve student outcomes. - Outreach, coordination and communication to ensure cooperative work and leveraging of resources including proposed partnerships with other grantees focused on overlapping or related goals. - Dissemination of new and/or existing resources that are user friendly and provide stakeholders with necessary information surrounding statutory and legal requirements.
Essential Components	48	- Intra-agency alignment on the ARD/Language Proficiency Assessment Committee (LPAC) collaboration process to identify and support English learners with disabilities. - Research-based guidance on how to evaluate students for special education and Gifted and Talented (GT) and/or English Learner (EL) programs and how to determine special education and GT and/or EL eligibility - Research-based guidance on how to write IEPs and develop GT and/or EL programming, including assistive technology for accommodations to achieve full access and involvement for these students. - Explicit supports for children from military families in accordance with the Interstate Compact on Educational Opportunity for Military Children.
Quality of Program Evaluation	10	Multiple measures of program evaluation based on outcomes; should include qualitative and quantitative measures
Quality of Program Management	5	- Qualifications, knowledge, skills and experiences are commensurate with scope of proposed program - Proposed program plan is designed to effectively and efficiently meet grant goals
Appropriateness of Budget	5	Costs reflected in the budget commensurate with expected results and do not supplant or duplicate services

Quality of Program (Up to 32 Points) Reviewers will consider the following application information when evaluating an application for quality of the program.

	Clearly Outstanding 8-7 points	Exceeds Expectations 6-5 points	Meets Expectations 4-3 points	Needs Improvement 2-0 points	Score
Evidence-based practices	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation for evidence-based practices in educator support	The proposed program includes all requirements at a very high level of quality and describes a strong plan for evidence-based practices in educator support	The proposed program includes all requirements at a high level of quality and describes an adequate plan for evidence-based practices in educator support	The proposed program does not include all requirements and or describes a plan that is unlikely to yield adequate evidence-based practices in educator support	/8
	Clearly Outstanding 10-9 points	**Exceeds Expectations 8-6 points**	**Meets Expectations 5-3 points**	**Needs Improvement 2-0 points**	**Score**
Use of Technology	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation to integrate latest technologies that improve student access and allow for wider audiences and increased stakeholder engagement.	The proposed program includes all requirements at a very high level of quality and describes a strong plan to integrate technologies that improve student access and allow for wider audiences and increase stakeholder engagement.	The proposed program includes all requirements at a high level of quality and describes an adequate plan to integrate some technologies that improve student access and allow for wider audiences and increase stakeholder engagement.	The proposed program does not include all requirements and or describes a plan that is unlikely to yield adequate integration of technology.	/10

	Clearly Outstanding 7-6 Points	Exceeds Expectations 5-4 Points	Meets Expectations 3-2 Points	Needs Improvement 1-0 Points	Score
Coordination and Collaboration	Proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation for outreach, coordination and communication to ensure cooperative work and leveraging of resources including proposed partnerships with other grantees who are working on achieving overlapping or similar goals. The plan identifies several potential partner networks, barriers and offers multiple workable solutions.	Proposed program includes all requirements at a very high level of quality and describes a strong plan for outreach, coordination and communication to ensure cooperative work and leveraging of resources including proposed partnerships with other grantees who are working on achieving overlapping or similar goals. The plan identifies some potential partner networks, barriers, and some workable solutions.	Proposed program includes all requirements at a high level of quality and describes an adequate plan for outreach, coordination and communication to ensure cooperative work and leveraging of resources including proposed partnerships with other grantees who are working on achieving overlapping or similar goals. The plan identifies at least one potential partner networks, barriers, and at least one workable solutions.	Proposed program does not include all requirements and or describes a plan that is unlikely to adequately provide coordination and collaboration with other networks.	/7
Support of Statutory Requirements	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation to improve access to and dissemination of new and/ or existing resources that are user friendly and provide stakeholders with necessary information regarding statutory and legal requirements.	The proposed program includes all requirements at a very high level of quality and describes a strong plan to improve access to and dissemination of new and/or existing resources that are user friendly and provide stakeholders with necessary information regarding statutory and legal requirements.	The proposed program includes all requirements at a high level of quality and describes an adequate plan to improve access to and dissemination of new and/or existing resources that are user friendly and provide stakeholders with necessary information regarding statutory and legal requirements.	The proposed program does not include all requirements and or describes a plan that is unlikely to yield improved access to and dissemination of new and/or existing resources.	/7
				TOTAL POINTS (sum of 4 components)	/32

Essential Components (Up to 48 points) Reviewers will consider the following application information when evaluating an application for essential components.

	Clearly Outstanding 12-10 points	Exceeds Expectations 9-7 points	Meets Expectations 6-4 points	Needs Improvement 3-0 points	Score
ARD/LPAC Alignment	Proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation for robust guidance on the ARD/Language Proficiency Assessment Committee (LPAC) collaboration process to support decisions about entry and exit criteria for Bilingual English/English as a Second Language (BE/ESL) programs and appropriate linguistic accommodations for English learners with disabilities.	Proposed program includes all requirements at a very high level of quality and describes a strong plan for robust guidance on the ARD/Language Proficiency Assessment Committee (LPAC) collaboration process to support decisions about entry and exit criteria for Bilingual English/English as a Second Language (BE/ESL) programs and appropriate linguistic accommodations for English learners with disabilities.	Proposed program includes all requirements at a high level of quality and describes an adequate plan for robust guidance on the ARD/Language Proficiency Assessment Committee (LPAC) collaboration process to support decisions about entry and exit criteria for Bilingual English/English as a Second Language (BE/ESL) programs and appropriate linguistic accommodations for English learners with disabilities.	Proposed program does not include all requirements and or describes a plan that is unlikely to yield adequate guidance on the ARD/Language Proficiency Assessment Committee (LPAC) collaboration process to support decisions about entry and exit criteria for Bilingual English/English as a Second Language (BE/ESL) programs for English learners with disabilities.	/12
Evaluation/Eligibility for Special Education and GT/EL	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation that provides administrators, educators, and parents practical resources and increase implementation of best practices in the evaluation and identification of students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	The proposed program includes all requirements at a very high level of quality and describes a strong plan that provides administrators, educators, and parents practical resources and increase implementation of best practices in the evaluation and identification of students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	The proposed program includes all requirements at a high level of quality and describes an adequate plan that provides administrators, educators, and parents practical resources and increase implementation of best practices in the evaluation and identification of students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	Proposed program does not include all requirements and or describes a plan that is unlikely to yield adequate practical resources and increase implementation of best practices in the evaluation and identification of students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	/12

Programming for Special Education and GT/EL	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation that provides administrators, educators, and parents multiple high-quality resources and increase implementation of best practices in programming and provision of accommodations (including assistive technology) for students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	The proposed program includes all requirements at a very high level of quality and describes a strong plan that provides administrators, educators, and parents multiple high-quality resources and increase implementation of best practices in programming and provision of accommodations (including assistive technology) for students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	The proposed program includes all requirements at a high level of quality and describes an adequate plan that provides administrators, educators, and parents multiple high-quality resources and increase implementation of best practices in programming and provision of accommodations (including assistive technology) for students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	Proposed program does not include all requirements and or describes a plan that is unlikely to yield adequate resources to administrators, educators, and parents in programming and providing accommodations for students with disabilities and giftedness (twice-exceptional learners) and/or English learners.	/12
Military Families	The proposed program introduces new and promising ideas for addressing the stated goal, includes all requirements at an exceptional level of quality, and describes an exemplary support plan for the nation that provides administrators, educators, and parents guidance and practical resources for implementing strategies in the four key areas of eligibility, enrollment, placement and graduation to address the educational challenges of students with disabilities who are part of military families.	Proposed program includes all requirements at a very high level of quality and describes a strong plan that provides administrators, educators, and parents guidance and practical resources for implementing strategies in the four key areas of eligibility, enrollment, placement and graduation to address the educational challenges of students with disabilities who are part of military families.	Proposed program includes all requirements at a high level of quality and describes an adequate plan that provides administrators, educators, and parents guidance and practical resources for implementing strategies in the four key areas of eligibility, enrollment, placement and graduation to address the educational challenges of students with disabilities who are part of military families.	Proposed program does not include all requirements and or describes a plan that is unlikely to yield adequate resources and/or strategies in the four key areas of eligibility, enrollment, placement and graduation to address the educational challenges of students with disabilities who are part of military families.	/12
				TOTAL POINTS (sum of 4 components)	/48

Quality of Program Evaluation (Up to 10 points) Reviewers will consider the following application information when evaluating an application for quality of program evaluation.

	Clearly Outstanding 10-9 points	Exceeds Expectations 8-6 points	Meets Expectations 5-3 points	Needs Improvement 2-0 points	Score
Methods of Evaluation	The proposed program clearly identifies an exceptional comprehensive evaluation plan, utilizing rigorous evaluation methodology, to track overall outcomes and attainment of program goal(s). Evaluation plan includes collection of feedback from stakeholder groups representative of the state. Additionally, the evaluation plan details a method for periodic reporting to TEA leadership, interested stakeholders, and the public.	The proposed program clearly identifies a strong comprehensive evaluation plan, utilizing rigorous evaluation methodology, to track measures of effectiveness related to outcomes Evaluation plan includes collection of feedback from stakeholder groups representative of the state. Additionally, the evaluation plan details a method for periodic reporting to TEA leadership, interested stakeholders, and the public.	The proposed program clearly identifies an adequate evaluation plan to track overall outcomes. Evaluation plan includes collection of feedback from stakeholder groups representative of the state. Additionally, the evaluation plan details a method for periodic reporting to TEA leadership and interested stakeholders.	The proposed program includes a plan that is unlikely to adequately provide methods of evaluation of program effectiveness.	/10
				TOTAL POINTS (1 component)	/10

Quality of Program Management (Up to 5 points) Reviewers will consider the following application information when evaluating an application for quality of program management.

	Clearly Outstanding 5 points	Exceeds Expectations 4-3 points	Meets Expectations 2-1 points	Needs Improvement 0 points	Score
Qualifications and Experience	Proposed program plan clearly details the qualifications and experience of the program implementers and other personnel (as appropriate). Roles and responsibilities are designated; and individuals' knowledge, skills, abilities and experiences are strongly aligned with specified roles.	Proposed program plan clearly details the qualifications and experience of the program implementers and other personnel (as appropriate). Roles and responsibilities are designated; and individuals' knowledge, skills, abilities and experiences are closely aligned.	Proposed program plan provides qualifications and experience of implementers and other personnel (as appropriate). Roles and responsibilities are tentative.	Proposed program plan provides qualifications and experiences of implementers however, roles and responsibilities are not aligned with qualifications.	/5
				TOTAL POINTS (1 component)	/5

Appropriateness of Budget (Up to 5 points) Reviewers will consider the following application information when evaluating an application for appropriateness of budget.

	Clearly Outstanding 5 points	Exceeds Expectations 4-3 points	Meets Expectations 2-1 points	Needs Improvement 0 points	Score
Cost Commensurate with Expected Results	The costs detailed in the budget demonstrate an exceptional plan inclusive of all aspects of the program, including personnel, materials, and ongoing support. Additionally, program seeks to leverage existing networks/systems.	The costs detailed in the budget demonstrate a strong cohesive plan inclusive of all aspects of the program, including personnel, materials, and ongoing support and do not duplicate efforts.	The costs detailed in the budget adequately reflect a cohesive plan to achieve the scope of expected results and do not duplicate efforts.	The costs detailed in the budget are do not adequately reflect a cohesive plan to achieve the scope of expected results.	/5
				TOTAL POINTS (1 component)	/5