

Attachment B
Title III, Part A Supplemental 154 Assistance 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.

1.	Quality of Program	32 points	Maximum Length: 3 pages; High-Quality Responses Includes
1.1	<p>Summary of Approach Describe, in a summary, your organization’s proposed program approach to develop and offer professional development opportunities to assist educators across the state who need additional support in obtaining the ESL Supplemental 154 certification.</p>	12	<ul style="list-style-type: none"> • Describes a clear exemplary plan with new and promising ideas for assisting LEAs in building capacity to appropriately serve English learners in the future by getting their teachers who are not currently serving English learners certified in ESL • Defines the expected outcomes for course participants, the method for collecting and analyzing outcome measure data, and the proposed approach to making program adjustments based on outcomes analysis
1.2	<p>Evidence-based Practices and Resources Describe, in detail, how your organization’s proposed program demonstrates plans to increase evidence-based practices and resources that target the needs of LEAs who are wanting to build capacity by getting their teachers who are not currently serving English learners certified in ESL.</p>	10	<ul style="list-style-type: none"> • Identifies evidence-based best practices addressing the three domains and ten competencies of the TExES 154 ESL Supplemental certification examination • Defines resources already developed or that need to be developed that will assist LEAs in increasing the number of appropriately certified teachers to serve English learners through language programs across the state
1.3	<p>Development of Partnerships Describe how the proposed program will develop systems for collaboration and networking with other grantees who have overlapping or related goals and enables stakeholders to participate in meaningful ways.</p>	10	<ul style="list-style-type: none"> • Describes an approach to engage stakeholders in meaningful ways to contribute in meeting the goal of the program • Identifies strategies to support a system for collaboration and networking to target other grantees with overlapping or related goals

2.	Management of Program	32 points	Maximum Length: 2 ½ pages; High-Quality Responses Includes
2.1	<p>Quality Assurance and Program Efficiency Describe, in detail, your organization’s proposed program approach addressing quality assurance to ensure efficiency of development and a process to minimize delays in production.</p>	12	<ul style="list-style-type: none"> • Demonstrates strength in producing quality assurance • Identify potential risks and challenges to program success • Articulates strategies to mitigate risks and increase probability of program success
2.2	<p>Marketing Approach Describe how your organization’s proposed program will market the courses and disseminate information to LEAs across the state regarding the purpose, how to access, what participants can expect in participating, responsibilities and expectations, and timelines and logistics.</p>	12	<ul style="list-style-type: none"> • Describes a clear approach for how to market the courses and disseminate information to LEAs across the state regarding the purpose, how to access, what participants can expect in participating in this opportunity, participant responsibility and completion expectations, timelines and logistics • Articulates an action plan that highlights key elements that will be marketed to LEAs to encourage teachers to take advantage of this professional development opportunity
2.3	<p>Resource Maintenance Describe how the proposed program will manage and maintain resources (e.g., electronic documents, training modules, webinars, and other resources).</p>	8	<ul style="list-style-type: none"> • Demonstrates a system of assurance that resources, participant’s information, and files are secured • Identifies platforms that will be utilized in exchanging files and information between the applicant and the teacher or the applicant and TEA

3.	Program Experience	24 points	Maximum Length: 2 pages; High-Quality Responses Includes
3.1	<p>Scope and Magnitude Describe, in detail, your organization’s proposed programs experience in managing projects of similar scope and magnitude.</p>	12	<ul style="list-style-type: none"> • Describes in detail, previous projects of similar scope and magnitude with supporting outcome measures of program success
3.2	<p>Personnel Qualifications Clearly indicate the selection process for course developers (technical, content) and facilitators to verify level of knowledge in language concepts and acquisition, certifications, and levels of experience to support the effectiveness and sustainability of the proposed program.</p>	12	<ul style="list-style-type: none"> • Describes a clear selection process of personnel with an understanding of the effectiveness and sustainability of the proposed program • Identifies targeted positions where personnel are needed in order to meet the goal of the program

4.	Appropriateness of Budget	12 points	Maximum Length: 1 page; High-Quality Responses Includes
4.1	Costs Commensurate with Expected Results Detail how the proposed budget is intended to sufficiently fund the program activities and does not duplicate efforts.	12	<ul style="list-style-type: none">• Outlines a budget that demonstrates necessary, reasonable, and appropriate expenditures to fulfill the purpose of the program