

**Attachment B**  
**Supports and Services for Students with Autism Spectrum Disorder (ASD) 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	<ul style="list-style-type: none"> <li>• Foundation of evidence-based practices</li> <li>• Trainings and professional development with plan for replicability, follow-up and ongoing support</li> <li>• Suite of resources for students, educators and families; including guidance and support documents (e.g. 19 TAC §89.1055(e))</li> <li>• Communication outreach and dissemination of information and resources</li> </ul>
Essential Components	48	<ul style="list-style-type: none"> <li>• Resources related to increasing community access and lifelong living</li> <li>• Resources for students and families that promote advocacy and support interagency partnerships</li> <li>• Professional development models that for all levels of educators which include coaching and/or micro-credentialing opportunities, such as Registered Behavior Therapist</li> <li>• Statewide Autism Conference promotion and coordination</li> </ul>
Quality of Program Evaluation	10	<ul style="list-style-type: none"> <li>• Multiple measures of program evaluation based on outcomes; should include qualitative and quantitative measures</li> </ul>
Quality of Program Management	5	<ul style="list-style-type: none"> <li>• Qualifications, knowledge, skills and experiences are commensurate with scope of proposed program</li> </ul>
Appropriateness of Budget	5	<ul style="list-style-type: none"> <li>• Costs reflected in the budget commensurate with expected results and do not supplant or duplicate services.</li> </ul>

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

	<b>Clearly Outstanding 8-7 points</b>	<b>Exceeds Expectations 6-5 points</b>	<b>Meets Expectations 4-3 points</b>	<b>Needs Improvement 2-0 points</b>	<b>Score</b>
<b>Evidence-based practices</b>	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 plan for the nation for evidence-based practices that support students with ASD and their social, communication and behavioral needs.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for evidence-based practices that support students with ASD and their social, communication and behavioral needs.	The proposed program includes all requirements at a high level of quality and describes an adequate plan for evidence-based practices that support students with ASD and their social, communication and behavioral needs.	The proposed program demonstrates a plan that is unlikely to yield adequate evidence-based practices that support students with ASD and their social, communication and behavioral needs.	/8
	<b>Clearly Outstanding 10-9 points</b>	<b>Exceeds Expectations 8-6 points</b>	<b>Meets Expectations 5-3 points</b>	<b>Needs Improvement 2-0 points</b>	<b>Score</b>
<b>Training and professional development</b>	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 plan for the nation for trainings and professional development that includes follow-up and ongoing support. In addition, the program provides a plan for statewide replicability and utilizes a variety of delivery modalities.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for trainings and professional development that includes follow-up and ongoing support. In addition, the program provides a plan for statewide replicability.	The proposed program includes all requirements at a high level of quality and describes adequate plan for trainings and professional development that includes follow-up and ongoing support.	The proposed program demonstrates a plan that is unlikely to yield adequate trainings and professional development that includes follow-up or ongoing support.	/10

	<b>Clearly Outstanding 7-6 Points</b>	<b>Exceeds Expectations 5-4 Points</b>	<b>Meets Expectations 3-2 Points</b>	<b>Needs Improvement 1-0 Points</b>	<b>Score</b>
<b>Suite of resources</b>	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 plan for the nation for a suite of resources for educators, students and their families with several variations and options for how the consumer accesses information. Guidance specific to 19 TAC §89.1055(e) must be included. Resources are offered in a variety of modalities and are available in English and Spanish for families.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for a suite of resources for educators, students and their families with some variations and options for how the consumer accesses information. Guidance specific to 19 TAC §89.1055(e) must be included. resources are offered in a variety of modalities and are available in English and Spanish for families	The proposed program includes all requirements at a high level of quality and describes an adequate plan for a suite of resources for educators, students and their families, with minimal variations and options for how the consumer access information. Guidance specific to 19 TAC §89.1055(e) must be included. All resources are offered in a variety of modalities and are available in English and Spanish.	The proposed program demonstrates a plan that is unlikely to yield adequate resources for wide consumption	<b>/7</b>
<b>Communication outreach</b>	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 plan for the nation for regional and statewide communication outreach and dissemination of information in multiple modalities. The plan includes timelines for dissemination and plans to address potential barriers. Communication and information are available in English and Spanish.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for regional and statewide communication outreach and dissemination of information in multiple modalities. Communication and information are available in English and Spanish.	The proposed program includes all requirements at a high level of quality and describes an adequate plan for regional communication outreach and the dissemination of information in multiple modalities. Communication and information are available in English and Spanish.	The proposed program demonstrates a plan that is unlikely to yield adequate communication outreach.	<b>/7</b>
				<b>TOTAL POINTS (sum of 4 components)</b>	<b>/32</b>

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

	<b>Clearly Outstanding 12-10 points</b>	<b>Exceeds Expectations 9-6 points</b>	<b>Meets Expectations 5-3 points</b>	<b>Needs Improvement 2-0 points</b>	<b>Score</b>
<b>Appropriate practice for community access</b>	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 plan for the nation for the increase in community access and lifelong living for students with ASD. The plan includes consideration of diverse cultural expectations related to community access and lifelong living. The plan for implementation includes training for all levels of educators. In addition, plans for collaboration among other agencies are outlined.	Proposed program includes all requirements at a very high level of quality and describes a strong plan for the increase in community access and lifelong living for students with ASD. The plan includes consideration of diverse cultural expectations related to community access and lifelong living. The plan for implementation includes training for all levels of educators.	Proposed program includes all requirements at a high level of quality and describes an adequate plan for the increase in community access and lifelong living for students with ASD. The plan includes consideration of diverse cultural expectations related to community access and lifelong living.	Proposed program demonstrates a plan that is unlikely to yield adequate increase in community access and lifelong living for students with ASD.	/12
<b>Appropriate practices for student and family advocacy</b>	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 plan for the nation for increasing community access and lifelong living for students with ASD. The plan includes consideration of diverse cultural expectations related to student and family advocacy and consistent access to trainings in English, Spanish and Vietnamese. In addition, the plan includes support for surrogate or foster families as well as collaboration among other agencies.	The proposed program includes all requirements at a very high level of quality and describes a strong plan for increasing community access and lifelong living for students with ASD. The plan includes consideration of diverse cultural expectations related to student and family advocacy and consistent access to trainings in English, Spanish, and Vietnamese. In addition, the plan includes support for surrogate or foster families as well as collaboration among other agencies.	The proposed program demonstrates an adequate plan for increasing community access and lifelong living for students with ASD. The plan includes consideration of diverse cultural expectations related to student and family advocacy and consistent access to trainings in English, Spanish, and Vietnamese. In addition, the plan includes support for surrogate or foster families as well as collaboration among other agencies.	Proposed program demonstrates a plan that is unlikely to yield adequate student and family advocacy for students with ASD.	/12

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Appropriate practices for professional development</b></p>	<p>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 plan for the nation for professional development with all levels of educators who serve students with ASD. The plan includes follow-up for support and implementation. Other aspects include coaching and opportunities for micro-credentialing. A variety of the professional development opportunities are available in hybrid format or fully online for increased access with a plan for statewide replicability.</p>	<p>The proposed program includes all requirements at a very high level of quality and describes a strong plan for professional development with all levels of educators who serve students with ASD. The plan includes follow-up for support and implementation. Other aspects include coaching and opportunities for micro-credentialing. A variety of the professional development opportunities are available in hybrid format or fully online for increased access.</p>	<p>The proposed program demonstrates an adequate plan for professional development with all levels of educators who serve students with ASD. The plan includes follow-up for support and implementation. Other aspects include coaching and opportunities for micro-credentialing.</p>	<p>The proposed program demonstrates a plan that is unlikely to yield adequate professional development with all levels of educators who serve students with ASD.</p>	<p style="text-align: center;">/12</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Coordination of statewide autism conference</b></p>	<p>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 plan for the nation to coordinate a statewide autism conference. The plan includes timelines and dates for proposals and registration. In addition, the plan includes a conference evaluation component. The conference has multiple strands for a wide range of audiences. Innovative uses of technology such as apps and live streaming are proposed in the plan.</p>	<p>The proposed program includes all requirements at a very high level of quality and describes a strong plan to coordinate a statewide autism conference. The plan includes timelines and dates for proposals and registration. In addition, the plan includes a conference evaluation component. The conference has multiple strands for a wide range of audiences.</p>	<p>The proposed program demonstrates an adequate plan to coordinate a statewide autism conference. The plan includes timelines and dates for proposals and registration. In addition, the plan includes a conference evaluation component.</p>	<p>The proposed program demonstrates a plan that is unlikely to yield adequate coordination of a statewide autism conference.</p>	<p style="text-align: center;">/12</p>
				<p><b>TOTAL POINTS (sum of 4 components)</b></p>	<p style="text-align: center;">/48</p>

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

	<b>Clearly Outstanding 10-9 points</b>	<b>Exceeds Expectations 8-6 points</b>	<b>Meets Expectations 5-3 points</b>	<b>Needs Improvement 2-0 points</b>	<b>Score</b>
<b>Methods of evaluation</b>	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
				<b>TOTAL POINTS (1 component)</b>	/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.

	<b>Clearly Outstanding</b> <b>5 points</b>	<b>Exceeds Expectations</b> <b>4-3 points</b>	<b>Meets Expectations</b> <b>2-1 point</b>	<b>Needs Improvement</b> <b>0 points</b>	<b>Score</b>
<b>Qualifications and experience</b>	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
				<b>TOTAL POINTS (1 component)</b>	/5

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

	<b>Clearly Outstanding</b> <b>5 points</b>	<b>Exceeds Expectations</b> <b>4-3 points</b>	<b>Meets Expectations</b> <b>2-1 point</b>	<b>Needs Improvement</b> <b>0 points</b>	<b>Score</b>
<b>Cost Commensurate with Expected Results</b>	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
				<b>TOTAL POINTS (1 component)</b>	/5