Executive Office of Education

Proposal Evaluation Rubric: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities

Fund Code: 236 **Reader:_____**

Evaluation Criteria for Implementation/Continuation Grant	Poor 1 Point	Satisfactory 3 Points	Excellent 5 Points	Multiplier	Points Awarded (0-5) x	Maximum Points Available
A. ELIGIBILITY & REQUIREMENTS 1. The program has maintained a partnership with two or more public school districts. 2. The program has established a broad-based Partnership Leadership Team which is actively engaged in ongoing development of the program. 3. The program is designed to serve students with severe disabilities in authentically inclusive settings, alongside their non-disabled peers.				3		15
B. PROGRAM DESIGN 1.The program design promotes and enhances academic, social, functional, integrated competitive employment skills, and other transition-related goals by maximizing inclusive opportunities. 2. The program design provides opportunities for the inclusion of students with severe disabilities in credit and non-credit courses with their non-disabled peers as well as courses with and without pre-requisites.				5		25

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3. The program provides meaningful linkages to adult agencies and organizations for enrolled students. 4. The program promotes participation in the student life of the college community, developing natural supports, with a particular emphasis on peer mentoring initiatives. 5. The program design promotes student participation in community-based competitive employment related directly to course selection and career goals, utilizing employment specialists and the MA Work-Based Learning Plan. Special efforts are made to provide paid and unpaid work experiences on campus.						
C. STUDENT OUTCOMES 1. The program provides students with the opportunity to develop self-determination and self-advocacy skills. 2. The program facilitates student engagement in career planning, vocational skill –building activities, and community-based integrated competitive employment opportunities. 3. The program demonstrates effective ways in which students can improve academic, social, functional, independent living, and other transition-related skills. 4. The program partners with college/university based services and supports to benefit enrolled students, including disability services; career services; peer tutoring and other academic and social supports.				5		25

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D. PARTNERSHIP LEADERSHIP TEAM 1. The partnership team consists of leaders from the IHE and LEAs, representatives from adult service agencies, employers, and family members, and meets at least four times a year. 2. The PLT oversees the development, implementation and ongoing evaluation of the participation framework. (See the program description.) 3. The program has established a Partnership Leadership Team that meets regularly to address the ongoing development of the partnership; expansion to other districts; partnerships with adult service providers, particularly MRC and DDS; and actively engages family representation. 4. The PLT creates policies, practices, and procedures to facilitate ongoing inclusion of new LEAs and to increase student enrollment.				3		15
E. SUSTAINABILITY PLAN 1. The program has developed a comprehensive plan that details the policies, practices, and procedures related to the implementation, sustainability, and ongoing evaluation of the MAICEI. 2. The program has demonstrated evidence of steady increases in student enrollment and is working towards reflecting natural proportions. 3. The funded campus has documented expansion, integrating grant funds with in-kind contributions.				4		20

Evaluation Criteria for Implementation/Continuation Grant	Poor 1 Point	Satisfactory 3 Points	Excellent 5 Points	Multiplier	Points Awarded (0-5) x	Maximum Points Available
4. The program gathers outcomes data related to student achievement and program growth and sustainability and uses these data on a regular basis for program improvement.						
Totals:						

Additional Criteria: Sustainability. Preliminary evidence of how the partnership intends to organize a sustainable model. There may be some discussion in the proposals of discussion of various cost sharing models between school districts and colleges; or, ideas for integrating programs and budgets with existing on-campus initiatives. Other evidence would demonstrate institutional commitment to the initiative, e.g., preliminary conversations about assuming responsibility for staffing; engagement of development offices on campuses; applications for other related funding; conversations about how to determine proportional ratios for student admissions. ***For campuses in their fourth or fifth year of funding,*** please look out for evidence of a self-sustaining model. The model should be detailed and concrete enough to suggest that the partnership has the capacity to continue without relying on state funds. Look for any evidence of how the program will continue to expand in terms of design, outreach, evaluation, of intra-institutional integration.

Comments on sustainability:

Additional Criteria: Authentic employment outcomes. Campuses are funded to support a 50% employment specialist, yet over the years, there has been insufficient data as to the effectiveness of the career development and/or placement resources provided to students. There is also little evidence of any sort of employment outcomes, either short- or long-term.

Authentic employment outcomes.

Additional Criteria: Authentic commitment to inclusion: Evidence in this area would include: Progress in developing long-term on-campus employment; Increased reliance on organized forms of peer support; Increased reliance on existing forms of student success support (peer tutoring; supplemental instruction; partnerships with disability services offices, etc.); Expansion to post-22 access and success; Continued expansion to multiple districts; and, Publication about the importance of inclusive communities on campus.

Comments on authentic commitment to inclusion: