Scoring Rubric

Specialized Training for Caregivers and Child Care Providers

MARYLAND STATE DEPARTMENT OF EDUCATION

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Cover Sheet and Score Summary

Program Title: _____

Applicant: _____

Name of Reviewer: _____

Agency and Title of Reviewer: _____

Review Signature: _____   Date _____

	SCORE SUMMARY	

Section	Maximum Score	Reviewer's Score
Organizational Capacity	15	_____
Extent of Need	5	_____
Goals, Measurable Outcomes and Milestones	15	_____
Plan of Operation	20	_____
Evaluation and Dissemination	20	_____
Management Plan and Key Personnel	15	_____
Budget Narrative	10	_____

MINIMUM SCORE	70	
TOTAL SCORE	100	_____

Scoring Rubric (100 points)

ORGANIZATIONAL CAPACITY AND HISTORY OF SUCCESS (15 POINTS)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 13-15	Points 10-12	Points 0-7
Details the populations, programs, or geographic areas that have been served by the project.	Generally mentions one, but not all of the program or geographic areas that have been served by the project.	Does not mention any populations, programs, or geographic areas that have been served by the project.
Examples of established partnerships, collaborations, and roles in providing trainings relevant to this grant are detailed.	Examples of established partnerships, collaborations, and roles in providing trainings relevant to this grant are provided, but lack detail or specifics.	Examples of established partnerships, collaborations and roles are not provided.
Provides a clear description of how all parts of the proposal are linked to evidence-based strategies.	Provides a description of how some, but not all, parts of the proposal are linked to evidence-based strategies.	Does not connect any part of the proposal to evidence-based strategies.
Describes the organization's experience utilizing effective, research-based practices and clearly connects prior work to the current proposal.	Describes the organization's experience utilizing effective, research-based practices, but does not always clearly connect prior work to the current proposal.	Does not describe experience utilizing effective, research-based practices in prior programs and projects.

Points Assigned: _____

Strengths and weaknesses:

EXTENT OF NEED (5 POINTS)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 4-5	Point 3	Points 0-2
Clearly states the main problem, cites research supporting the need for specialized training and technical assistance and addresses the issues facing teacher education reform with a depth of understanding. Prioritizes an action plan to address them.	States the need for training and technical assistance and cites research to support the need for the project. Makes note of the need, but only uses one source of data to support the narrative.	Does not articulate a clear need for training and technical assistance. Does not use data to support narrative. Does not address the targeted population and needs.
Fully documents current or past efforts to address the problem and where those efforts either failed or were inadequate to address total need and discuss applicant's record in dealing with this problem.	Mentions current or past efforts to address the problem but does not discuss where they failed or were inadequate to address total need in dealing with this problem.	Does not discuss current or past efforts to address the problem.
Provides details to barriers/challenges the program has identified to successfully implement the proposed activities and plans to resolve or trouble shoot and has sustainability plans beyond the funding period to promote continuity of services.	Generally discussed barriers/challenges the program has identified to successfully implement the proposed activities and plans to resolve or trouble shoot and has sustainability plans beyond the funding period to promote continuity of services.	Does not mention barriers/challenges the program has identified to successfully implement the proposed activities and plans to resolve or trouble shoot or has sustainability plans beyond the funding period to promote continuity of services.

Points Assigned: _____

Strengths and weaknesses:

GOALS, OUTCOMES AND MILESTONES (15 POINTS)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 13-15	Points 10-12	Points 0-9
Identifies multiple goals, outcomes and milestones and includes a clear narrative detailing how goals will remedy identified challenges and needs.	Lists only goals and outcomes, but not deadlines or milestones related to identified challenges and needs or, milestones and deadlines are annual and do not measure progress towards the goal.	Identifies at most one goal but lacks outcomes to measure progress towards the goal. The goal is vague and not measurable. Does not address the required deadlines or milestones.
Goals, outcomes, and milestones are measurable and make a direct connection to identified needs and challenges in the field to recommendations made by the Blueprint for Maryland's Future.	Goals, outcomes, and milestones are measurable, relate to needs and challenges, but connect loosely to the recommendations made by Blueprint for Maryland's Future.	Any goals identified do not reflect the need/problem, and do not align to the grant requirements or recommendations established by the Blueprint for Maryland's Future.
Outcome statements are clear and tell how the project's target population would improve.	Notes outcomes but is not specific to how they tie into the problem.	Mentions outcomes, but they are not clear, not specific, or misaligned to the problem.
Establishes a clear and coherent calendar of timelines and deadlines.	Establishes a calendar of timelines and deadlines.	No calendar of specific timelines or deadlines.
Establishes a clear and coherent set of reasonable and ambitious milestones including local baseline data.	Establishes milestones with reasonable and ambitious targets.	No milestones or targets or, milestones and targets are vague and misaligned to the problem.

Points Assigned: _____

Strengths and weaknesses:

PLAN OF OPERATION (20 POINTS)

Plan of Operation - General Criteria (4 total points)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Point 4	Point 3	Points 0-2
Strategies are directly linked to activities and outcomes.	Strategies are indirectly linked to activities and outcomes.	Strategies are not stated or linked to activities or outcomes.
Strategies are supported by clearly stated rationales or properly cited research and are likely to result in the stated outcomes.	Strategies sometimes supported by unclear rationales or improperly cited research and may not result in the stated outcomes.	Strategies are not supported by clearly stated rationales or properly cited research and are not linked to the stated outcomes.
Strategies work cohesively to address the problem(s) stated in the Extent of Need.	Strategies vaguely work to address the problem(s) stated in the Extent of Need.	Strategies do not address the problem(s) stated in the Extent of Need.
All activities include dates and provide direct services to clients.	Some activities include dates and inconsistently provide direct services to clients.	Dates are not provided for activities and they do not provide direct services to clients.

Plan of Operation - Special Needs Training and Technical Assistance (8 total points)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 7-8	Points 5-6	Points 0-4
Provides training and technical assistance to providers that serve young children with special health care needs as defined in the grant program.	Provides either training or technical assistance to providers that serve young children with special health care needs as defined in the grant program.	Does not provide training and technical assistance to providers that serve young children with special health care needs as defined in the grant program.
Trainings include a focus on accommodations and modifications for infant/toddler behavioral areas of focus as defined in the grant program.	Trainings are not focused on accommodations and modifications for infant/toddler behavioral areas of focus as defined in the grant program.	Trainings do not include a focus on accommodations and modifications for infant/toddler behavioral areas of focus as defined in the grant program.
Strategies and activities address technical assistance regarding referral and support to programs conducting developmental screenings relating to the developmental domains.	Strategies and activities vaguely address technical assistance regarding either referral or support to programs conducting developmental screenings relating to the developmental domains.	Strategies and activities do not address technical assistance regarding referral and support to programs conducting developmental screenings relating to the developmental domains.
Strategies and activities are clearly described for training to provide medical interventions.	Strategies and activities are vaguely described for training to provide either medical interventions or implanting special needs assistance.	Strategies and activities are not described for training to provide medical interventions or for implanting special needs assistance activities.
Special needs care training technical assistance is clearly written aligning with guidelines and standards noted within the grant program.	Special needs care training / technical assistance aligns with some, but not all of the guidelines and standards noted within the grant program.	Special needs care training / technical assistance does not align at all with the guidelines and standards noted within the grant program.

Points Assigned: _____

Strengths and weaknesses:

Plan of Operation - Emergency Preparedness Training and Technical Assistance (8 total points)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 7-8	Points 5-6	Points 0-4
Provides training and technical assistance to providers on emergency preparedness basics consistent with outlined requirements.	Provides training and technical assistance to providers on emergency preparedness basics meeting some of the outlined requirements.	Provides training and technical assistance to providers on emergency preparedness basics without meeting any of the outlined requirements.
Includes clear descriptions of emergencies and disasters and their prevention, elements of an emergency preparedness plan, required emergency documentation, disaster supply kit inventory and additional assistance to participants in developing their own plan.	Includes vague descriptions of emergencies and disasters and some, but not all of the following: emergency and disaster prevention, elements of an emergency preparedness plan, required emergency documentation, disaster supply kit inventory and additional assistance to participants in developing their own plan.	Does not include descriptions of emergencies and disasters and their prevention, elements of an emergency preparedness plan, required emergency documentation, disaster supply kit inventory or additional assistance to participants in developing their own plan.
Includes all components required in this section.	Includes some, but not all, of the components required in this section.	Does not include any of the components required in this section.

Points Assigned: _____

Strengths and weaknesses:

EVALUATION AND DISSEMINATION (20 POINTS)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 14-15	Point 13	Points 0-12
Clearly states well-developed evaluation questions and outlines the methods to measure formative and summative progress that will be answered, as well as methods that were used in the past.	Generally states evaluation questions and outlines the methods to measure formative and summative progress that will be answered, as well as methods that were used in the past.	Does not state any well-developed evaluation questions or outlines the methods to measure formative or summative progress that will be answered, does not include methods that were used in the past.
Establishes a baseline of data to be used through the grant year and evaluates data collected to reflect and refine the project.	Establishes a baseline of data, but it is not always clear how collected data will reflect and refine the project.	Does not establish a baseline of data or evaluates data collected to reflect and refine the project.
Collects and evaluates qualitative and quantitative data from multiple sources with collection methods that are consistent with project goals and outcomes.	Collects and evaluates general from one source with few collection methods that are consistent with project goals and outcomes.	Data is not collected from multiple sources and not aligned with project goals and outcomes.
Describes all evaluation activities, implementation timelines and assigns responsibility for each.	Describes some evaluation activities, implementation timelines and inconsistently assigns responsibility for each.	Does not describe any evaluation activities or implementation timelines.
Identifies evaluators and all major stakeholders and clearly demonstrates a dissemination plan.	Identifies some evaluators and stakeholders and generally demonstrates a dissemination plan.	Does not identify evaluators or stakeholders and does not demonstrate a dissemination plan.
Details any partnerships already in place or how partnerships will be created if needed.	Generally describes few partnerships already in place or how partnerships will be created if needed.	Does not describe any partnerships already in place or how partnerships will be created if needed.
Gives specific rationale for any changes in the evaluation process that may occur moving forward.	Gives general rationale for some of the changes in the evaluation process that may occur moving forward.	Does not give rationale for any changes in the evaluation process that may occur moving forward.

Calls for the exact budgeting of resources for the evaluation and dissemination.	Calls for general budgeting of resources for the evaluation or dissemination.	Does not call for the budgeting of resources for the evaluation or dissemination.
Specifics of the evaluation reports, which include qualitative and quantitative data, are distributed; and if presentations will be made at important meetings, panel discussion or conferences.	General observations of the evaluation reports, which may not include qualitative or quantitative data, distributed; and if presentations will be made at important meetings, panel discussion or conferences.	Specifics of the evaluation reports, which include qualitative and quantitative data, do not include how they are distributed; or if presentations will be made at important meetings, panel discussion or conferences.
Included public awareness activities that have been developed to engage providers and the community in promoting the availability, importance, and effectiveness of high quality, accessible, and culturally sensitive special needs services.	Included public awareness activities that have been developed do not promote the availability, importance, and effectiveness of high quality, accessible, and culturally sensitive special needs services.	Does not include public awareness activities that have been developed to engage providers and the community in promoting the availability, importance, and effectiveness of high quality, accessible, and culturally sensitive special needs services.
Includes marketing and outreach activities to promote community resources in high needs areas.	Marketing and outreach activities included do not promote community resources in high needs areas.	Does not mention marketing and outreach activities to promote community resources in high needs areas.
Provides an organizational chart specifically detailing the program's marketing and dissemination activities.	Provides a narrative generally detailing the program's marketing and dissemination activities.	Does not provide an organizational chart or narrative detailing the program's marketing and dissemination activities.

Points Assigned: _____

Strengths and weaknesses:

MANAGEMENT AND KEY PERSONNEL (15 POINTS)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 13-15	Points 10-12	Points 0-9
Provides a clear description of Specialized Training for Caregivers and Child Care Providers' partners, their respective roles in the project, the benefits they receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resource).	Provides a brief, general description of Specialized Training for Caregivers and Child Care Providers' partners and some, but not all of the following: their respective roles in the project, the benefits they receive, and the specific contributions each will make to the project.	Does not provide a description of Specialized Training for Caregivers and Child Care Providers' partners, their respective roles in the project, the benefits they receive, or the specific contributions each will make to the project.
Documents each essential partner commitment via a signed partnership agreement that outlines the roles, responsibilities, and contributions of each partner.	Documents few of the essential partner commitment via a signed partnership agreement that outlines some, but not all of the following: the roles, responsibilities, and contributions of each partner.	Does not document any essential partner commitment via a signed partnership agreement that outlines the roles, responsibilities, or contributions of each partner.
Lists all staff or personnel involved in the implementation of training and technical assistance and their qualifications; includes any plans in place to ensure the project will continue if there are problems with staff turnover.	Lists some staff or personnel involved in the implementation of training and technical assistance and some of their qualifications; includes few plans in place to ensure the project will continue if there are problems with staff turnover.	Does not list staff or personnel involved in the implementation of training and technical assistance or their qualifications; does not include any plans in place to ensure the project will continue if there are problems with staff turnover.
Job qualifications are provided for all to-be-hired key personnel and key personnel resumes and proof of training certification included in the Appendix.	Job qualifications are provided for some to-be-hired key personnel and some resumes and proof of training certification included in the Appendix.	Job qualifications are not provided for any to-be-hired key personnel and resumes and proof of training certification are not included in the Appendix.
Includes a detailed management plan worksheet, listing all major	Includes a general management plan worksheet or narrative, listing few	Does not Include a management plan worksheet or narrative, does not list

management actions, assigning responsibility for each action, and a timeline for each.	management actions, assigning responsibility and timeline for few actions.	any major management actions, or assign responsibility for any actions or timelines.
Timeline contains all key elements from the implementation, management, and evaluation plans.	Timeline contains few elements from the implementation, management, and evaluation plans and is presented.	Timeline does not contain any elements from the implementation, management, or evaluation plans and is not presented.

Points Assigned: _____

Strengths and weaknesses:

BUDGET AND BUDGET NARRATIVE (10 POINTS)

Meets Standard	Partially Meets Standard	Does Not Meet Standard
In addition to meeting all conditions listing in "Meets Standard"	Meets all conditions listed for each criterion	Does not meet one or more of the conditions listed for each criterion
Points 10-9	Point 8	Points 0-7
Provides a budget narrative covering all expenses implied or stated in the narrative, and justifying all expenses not clearly justified in the project narrative.	Provides a general budget narrative not covering all expenses implied or stated in the narrative, or justifying all expenses not clearly justified in the project narrative.	Does not provide a budget narrative covering any expenses implied or stated in the narrative, and not justifying all expenses not clearly justified in the project narrative.
All costs described in the project narrative appear in the budget narrative and have a corresponding entry in the itemized budget for the grant year.	Some costs described in the project narrative appear in the budget narrative and do not all have a corresponding entry in the itemized budget for the grant year.	None of the costs described in the project narrative appear in the budget narrative and do not have a corresponding entry in the itemized budget for the grant year.
Presents a clear explanation of reasonable costs in a separate itemized budget, and demonstrates integration of funding sources, cost-effectiveness, and connection to project activities.	Presents a general explanation of reasonable costs in budget, and demonstrates integration of some funding sources, cost-effectiveness, and connection to project activities.	Does not present any explanation of reasonable costs in a separate itemized budget, and does not demonstrate integration of funding sources, cost-effectiveness, or connection to project activities.

Organizes line items by the budget categories specified on the grant application and provides totals for each category.	Lists line items by the budget categories of their own choice, and only provides totals for some categories.	Does not organize or list line items by any budget categories and does not provide totals for any categories. .
All line items contain the calculations used to derive the expected cost.	Most line items contain the calculations used to derive the expected cost.	Line items do not contain any calculations used to derive the expected cost.
Presents all requested funds and in-kind contributions for the total cost of the project, and sources for the in-kind contributions.	Presents some requested funds and in-kind contributions for the total cost of the project, and sources for the in-kind contributions.	Does not present any requested funds and in-kind contributions for the total cost of the project, or sources for the in-kind contributions.
There is a clear connection between the budget line items and the project activities.	There is a vague connection between the budget line items and project activities, but there are some gaps.	There lacks a clear connection between budget line items and project activities.
Closely follows the prescribed format (see Grant Information Guide).	Somewhat follows the prescribed format (see Grant Information Guide).	Does not follow the prescribed format at all (see Grant Information Guide).
Budget contains <u>no</u> mathematical errors.	Budget contains <u>some</u> mathematical errors.	Budget contains <u>many</u> mathematical errors.

Points Assigned: _____

Strengths and weaknesses: