



Scoring Rubric

Therapeutic Child Care Program

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

September 30, 2022
No later than 5:00 pm EST

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

<u>Section</u>	<u>Maximum Score</u>	<u>Reviewer's Score</u>
Statement of Need	5	_____
Evidence of Impact	10	_____
Goals, Outcomes and Milestones	20	_____
Program Quality and Service Delivery Plan	20	_____
Evaluation/Dissemination Plan	15	_____
Management Plan/Key Personnel	15	_____
Budget Narrative	15	_____

MINIMUM SCORE	70	
TOTAL SCORE	100	_____

Requirements

Proposals for funding must describe how early education services will be provided to children with medical/special needs diagnosis including, but not limited to chronic medical conditions, developmental delays, physical disabilities, and behavioral issues requiring specialized care at your facility, to be considered for funding. Eligible programs must be licensed to provide child care in Maryland and show alignment with the [National Standards for Systems of Care for Children and Youth with Special Health Care Needs](#).

Reviewers are asked to refer to the Grants Information Guide (GIG) if questions regarding the proposal or language in the evaluation rubric arise.

Priorities

Priority will be given to programs that enroll children from low-income families receiving child care subsidies through the [MSDE Child Care Scholarship Program](#).

The MSDE reserves the right to take into consideration geographic distribution when making awards.

Use this page to make comments about the proposal in general or to address concerns not addressed elsewhere in the rubric.

Comments:

STATEMENT OF NEED (5 POINTS)

Exemplary	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 5	Points 3-4	Points 0-2
Clearly states challenges in serving this population and cites research supporting the need for therapeutic child care and evidence-based strategies to address the issues facing the need for specialized care.	States the main problem and cites research to support the need for therapeutic child care services for young children with special needs and uses one source of data to support the narrative.	Does not articulate a clearly defined problem in supporting the need for therapeutic child care for children with special needs. Does not use data to support narrative. Does not address the needs of young children with special needs.
Notes multiple factors contributing to the needs/problems associated with the challenge of providing therapeutic child care to young children with special needs.	Identifies a singular way to implement therapeutic child care services for young children with special needs.	Notes factors contributing to the need for therapeutic child care for young children with special needs, but they are misaligned to the problem.
Uses a combination national, state, and local data as well as data from other sources as applicable to accurately depict and document the need for therapeutic child care services for young children with special needs.	Uses either only national, state, or local data or multiple data sources (participant surveys, parent focus groups, needs assessments etc.) but not all support the need for solutions for providing therapeutic child care for children with special needs.	Does not present data to document the need for therapeutic child care services to young children with special needs.
Fully documents current or past efforts to address the need for therapeutic child care for young children with special needs and where those efforts either failed or were inadequate to and discusses the applicant's record addressing them.	Mentions current or past efforts to address the problem but does not adequately discuss where they failed or did not address the total need in providing support for therapeutic child care.	Does not discuss current or past efforts to address the need for therapeutic child care for young children with special needs.

Points Assigned: _____

Strengths and weaknesses:

EVIDENCE OF IMPACT (10 POINTS)

Exemplary	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 10	Points 8-9	Points 0-7
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:

GOALS, OUTCOMES AND MILESTONES (20 POINTS)

Exemplary	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 19-20	Points 18-13	Points 0-12
Identifies multiple goals, outcomes, and milestones and includes a clear narrative to achieve these goals.	Lists only goals and outcomes, but not deadlines or milestones or milestones and deadlines are annual and do not measure progress towards the goal.	Identifies a 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 the recommendations made by applicable laws and regulations noted in the GIG.	Goals, outcomes, and milestones are measurable, relate to identified needs, but connect loosely to the recommendations made by applicable laws and regulations noted in the GIG.	Any goals identified do not reflect identified needs and do not align applicable laws and regulations noted in the GIG. Goals do not demonstrate a depth of understanding and prioritizes an action plan to address them.
Outcome statements are clear and tell how they would improve the provision of therapeutic services in child care for young children with special needs.	Notes outcomes but is not specific to how they tie into the need for therapeutic child care for young children with special needs.	Mentions outcomes, but they are not clear, not specific, or misaligned to the need for therapeutic child care for young children with special needs.
Establishes a clear and coherent calendar of deadlines.	Establishes a calendar of deadlines.	No calendar of specific 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:

PROGRAM QUALITY AND SERVICE DELIVERY PLAN (20 POINTS TOTAL)

IFSP and IEP Support (5 points)

Exemplary	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 5	Point 4	Points 0-3
Liaison with school systems, Infants and Toddlers Programs, and other local agencies is consistently utilized for referral and consultation regarding children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs).	Liaison with school systems, Infants and Toddlers Programs, and other local agencies sometimes is utilized for referral and consultation regarding children with IFSPs or IEPs.	Liaison with school systems, Infants and Toddlers Programs, and other local agencies is not utilized for referral and consultation regarding children with IFSPs or IEPs.
Family support and service coordination is consistently provided for children with IFSPs or IEPs.	Family support and service coordination is sometimes provided for children with IFSPs or IEPs.	Family support and service coordination is not provided for children with IFSPs or IEPs.
Full description of services other than child care (e.g., nursing, speech therapy, physical therapy), in collaboration with school systems, Infants and Toddlers Programs, and other local agencies for children with IFSPs and IEPs provided.	General description of services other than child care, in collaboration with school systems, Infants and Toddlers Programs, and other local agencies for children with IFSPs and IEPs provided.	A description of services other than child care, in collaboration with school systems, Infants and Toddlers Programs, and other local agencies for children with IFSPs and IEPs is not provided.
Full description of additional services, other than childcare, which may be provided in or out of house, including rationale for assessment and prescription of additional services and the staff necessary to provide these services.	General description of additional services, other than childcare, which may be provided in or out of house, including rationale for assessment and prescription of additional services and the staff necessary to provide these services.	A description of additional services, other than childcare, which may be provided in or out of house, including rationale for assessment and prescription of additional services and the staff necessary to provide these services. is not provided.

Points Assigned: _____

Strengths and weaknesses:

Supporting Medical Needs (5 points)

Exemplary	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 5	Points 3-4	Points 0-2
Has the required qualified staff and equipment to meet the needs of children with serious medical and developmental challenges, including the administration and monitoring of medications prescribed by licensed health care providers.	Has staff and equipment to meet the needs of children with serious medical and developmental challenges, including the administration and monitoring of medications prescribed by licensed health care providers.	Does not have required qualified staff and equipment to meet the needs of children with serious medical and developmental challenges, including the administration and monitoring of medications prescribed by licensed health care providers.
Formal collaboration occurs with a hospital or other medical facility to meet emergency needs of children.	Collaborates with a hospital or other medical facility to meet emergency needs of children.	Does not collaborate with a hospital or other medical facility to meet emergency needs of children.
Has a policy in place to communicate on a regular basis with and disseminates information to families, as well as mental health and medical professionals concerning the progress of children.	Sometimes communicates with and disseminates information to families, as well as mental health and medical professionals concerning the progress of children.	Does not communicate at all with and disseminates information to families, as well as mental health and medical professionals concerning the progress of children.

Points Assigned: _____

Strengths and weaknesses:

Recruitment, Retention and Referral (5 points)

Exemplary	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 5	Points 3-4	Points 0-2
A detailed recruitment and retention plan for enrolled children, including partnerships with programs and referral agencies that your facility has developed is provided.	A general recruitment and retention plan for enrolled children, including partnerships with programs and referral agencies that your facility has developed is provided.	A recruitment and retention plan is not provided.
Transition planning for children to other early childhood programs is incorporated into individualized goals and learning plans.	Transition planning for children to other early childhood programs is present, but not incorporated into individualized goals and learning plans.	Transition planning for children to other early childhood programs is not present or incorporated into individualized goals and learning plans.
Referral and intervention services are consistently available through community resources for medically fragile children and their families.	Referral and intervention services are sometimes available through community resources for medically fragile children and their families.	Referral and intervention services are not available through community resources for medically fragile children and their families.

Points Assigned: _____

Strengths and weaknesses:

Consultation, Training and Professional Development (5 points)

Exemplary	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 5	Points 3-4	Points 0-2
Provision of detailed consultation, training and professional development for caregivers, providers, and directors, including coaching and technical assistance on this age group's unique needs from statewide networks of qualified infant-toddler specialists is included.	Provision of general consultation, training and professional development for caregivers, providers, and directors, including coaching and technical assistance on this age group's unique needs from statewide networks of qualified infant-toddler specialists is included.	Lack of any consultation, training and professional development for caregivers, providers, and directors, including coaching and technical assistance on this age group's unique needs from statewide networks of qualified infant-toddler specialists is included.

Points Assigned: _____

Strengths and weaknesses:

EVALUATION AND DISSEMINATION PLAN (15 POINTS)

Exemplary	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	Points 11-13	Points 0-10
Clearly states what questions will be answered by the evaluation.	Generally states what questions will be answered by the evaluation.	Does not clearly state what questions will be answered by the evaluation.
Includes final and ongoing evaluations.	Includes final or ongoing evaluations.	Does not call for final or ongoing evaluations.

Evaluation methods are appropriate and measure progress toward achieving objectives (formative) and measure relevant outcomes at the end of the project period (summative).	Evaluation methods are somewhat appropriate and generally measure progress toward achieving objectives and measure relevant outcomes at the end of the project period.	Evaluation methods are not appropriate and do not measure progress toward achieving objectives or measure relevant outcomes at the end of the project period.
Describes all evaluation activities and assigns responsibility for each.	Describes some evaluation activities and assigns responsibility for some.	Does not describe any evaluation activities and does not assign responsibility for any.
Clearly documents assessment, recommendation, and progress of children referred for additional services.	Generally documents assessment, recommendation, and progress of children referred for additional services.	Does not document assessment, recommendation, and progress of children referred for additional services.
Provides separate evaluation plans, measures, and reporting of additional children enrolled, if applicable.	Provides some, but not all of the following: separate evaluation plans, measures and, reporting of additional children enrolled, if applicable.	Does not provide any evaluation plans, measures and, reporting of additional children enrolled, if applicable.
Consistently evaluates the success towards completion of the outcomes.	Sometimes evaluates the success towards completion of the outcomes.	Does not evaluate the success towards completion of the outcomes.
Completes final, detailed evaluation on how and why the project succeeded or failed.	Completes general evaluation on how and why the project succeeded or failed.	Does not evaluate how and why the project succeeded or failed.
Consistently establishes a baseline of data.	Sometimes establishes a baseline of data.	Does not establish a baseline of data.
Collects all necessary data, and states how they are to be collected, who will collect them and when they are to be collected.	Collects some necessary data, and states how they are to be collected, who will collect them and when they are to be collected.	Does not collect any necessary data, and states how they are to be collected, who will collect them and when they are to be collected.
Collects both quantitative and qualitative data.	Collects either quantitative or qualitative data.	Does not collect either quantitative or qualitative data.
Collects data from a variety of sources (parents, teachers, students, etc.).	Collects data from a singular source.	Does not collect data from any source.
Employs multiple data collection methods (surveys, student records, etc.).	Employs only one data collection method.	Does not employ any data collection methods.

Identifies evaluators and states their qualifications.	Identifies evaluators but does not state their qualifications.	Does not Identify evaluators and does not state their qualifications.
Identifies all major stakeholders and establishes appropriate methods for disseminating evaluation results to all of them.	Identifies some major stakeholders and establishes appropriate methods for disseminating evaluation results to some of them.	Does not identify any major stakeholders and does not establish appropriate methods for disseminating evaluation results.
Calls for the completion and submission of quarterly reports, annual reports, and a comprehensive final report.	Calls for the completion and submission of a comprehensive report.	Does not call for the completion of any comprehensive reports.
Calls for the budgeting of resources for the evaluation and dissemination.	Calls for the budgeting of resources for the evaluation, but not for dissemination.	Does not call for the budgeting of resources for the evaluation or for dissemination.

Points Assigned: _____

Strengths and weaknesses:

MANAGEMENT PLAN /KEY PERSONEL (15 POINTS)

Exemplary	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	Points 11-13	Points 0-10
Identifies all partners and establishes roles, responsibilities, and donations of each.	Identifies some partners and establishes roles, responsibilities, and donations of each.	Does not Identify any partners and establishes roles, responsibilities, and donations of each.
All partners' responsibilities and contributions are reiterated in signed assurances.	Some partners' responsibilities and contributions are reiterated in signed assurances.	Partners' responsibilities and contributions are not reiterated in signed assurances.
Establishes a steering committee, discusses duties, and sets meeting dates.	Establishes a steering committee without discussing duties and sets meeting dates.	Does not establish a steering committee, discusses duties, or sets meeting dates.

Lists steering committee members and states the expertise of each.	Lists steering committee members without stating the expertise of each.	Does not list steering committee members or states the expertise of each.
All major stakeholder groups have representation on the steering committee.	Some major stakeholder groups have representation on the steering committee.	No major stakeholder groups have representation on the steering committee.
Lists of all key personnel with descriptions of duties, qualifications, and percentages of time dedicated to the project.	Lists of key personnel without descriptions of duties, qualifications, and percentages of time dedicated to the project.	Does not include lists of all key personnel with descriptions of duties, qualifications, or percentages of time dedicated to the project.
Separate Key Personnel worksheets for additional services and additional children completed as part of the proposal when applicable.	Key Personnel worksheets for additional services and additional children completed as part of the proposal within the general worksheet.	Key Personnel worksheets for additional services and additional children not provided.
Identifies a project director dedicating appropriate time to the project (e.g., 25%).	Identifies a project director without indicating the amount of time dedicated to the project.	Does not identify a project director dedicating appropriate time to the project.
Resumes provided for each key personnel that reiterate the qualifications presented in this section.	Resumes provided for some key personnel that reiterate the qualifications presented in this section.	Resumes not provided for each key personnel that reiterate the qualifications presented in this section.
Job qualifications are provided for all to-be-hired key personnel.	Job qualifications are provided for some to-be-hired key personnel.	Job qualifications are not provided for any to-be-hired key personnel.
Presents a clear organizational structure with a steering committee providing active oversight.	Presents an unclear organizational structure with a steering committee providing active oversight.	Does not present an organizational structure with a steering committee providing active oversight.
Includes a detailed management plan worksheet, listing all major management actions, assigning responsibility for each action, and assigning dates for each.	Includes a general management plan worksheet, listing some major management actions, assigning responsibility for some actions, and assigning dates.	Does not include a detailed management plan worksheet, listing any major management actions, assigning responsibility for any action, and assigning dates.
Timeline contains all key elements from the implementation, management, and evaluation plans.	Timeline contains some key elements from the implementation, management, and evaluation plans.	Timeline contains no key elements from the implementation, management, and evaluation plans.
Timeline demonstrates adequate scheduling for the completion of all tasks.	Timeline demonstrates adequate scheduling for the completion of all tasks.	Timeline demonstrates adequate scheduling for the completion of all tasks.

Points Assigned: _____

Strengths and weaknesses:

BUDGET NARRATIVE (15 POINTS)

Exemplary	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	Points 11-13	Points 0-10
Provides a budget narrative justifying all expenses not clearly justified in the project narrative.	Provides a budget narrative justifying some expenses not clearly justified in the project narrative.	Does not provide a budget narrative justifying any expenses not clearly justified in the project narrative.
Presents an explanation as to how all costs are reasonable and within current market value.	Presents an explanation as to how some costs are reasonable and within current market value.	Does not present an explanation as to how any costs are reasonable and within current market value.
Presents an adequate explanation as to the cost-effectiveness of the budget.	Presents an incomplete explanation as to the cost-effectiveness of the budget.	Does not present an adequate explanation as to the cost-effectiveness of the budget.
Organizes line items by appropriate budget categories (i.e., "objects"), and provides totals for each category.	Organizes line items by inappropriate budget categories and provides totals for each category.	Does not organize line items by appropriate budget categories and does not provide totals for each category.
Separate budget narratives for additional services and additional children completed when applicable.	Either the budget narrative for additional services or additional children is not included, though it is applicable.	Separate budget narratives for additional services and additional children are not included, though they are applicable.
Contains no vague line items. All line items are for specific expenses	Contains some vague line items. Some line items are for specific expenses	All line items are vague. All line items are not for specific expenses
All line items contain the calculations used to derive the expected cost.	Some line items contain the calculations used to derive the expected cost.	No line items contain the calculations used to derive the expected cost.

Covers all expenses implied or stated in the project narrative and budget narrative.	Covers some expenses implied or stated in the project narrative and budget narrative.	Does not cover any expenses implied or stated in the project narrative and budget narrative.
Includes only those expenses clearly stated in the project narrative or budget narrative.	Includes additional expenses to those clearly stated in the project narrative or budget narrative.	Does not include any expenses clearly stated in the project narrative or budget narrative.
Presents all requested funds and in-kind contributions for the total cost of the project.	Presents some requested funds and in-kind contributions for the total cost of the project.	Does not present any requested funds and in-kind contributions for the total cost of the project.
Specifically follows the prescribed format (see Grant Information Guide).	Generally follows the prescribed format (see Grant Information Guide).	Does not follow the prescribed format (see Grant Information Guide).
Indirect costs are calculated at a reasonable rate.	Indirect costs are calculated at an unreasonable rate.	Indirect costs are not calculated.
Budget contains no mathematical errors.	Budget contains some mathematical errors.	Budget contains many mathematical errors.

Points Assigned: _____

Strengths and weaknesses: