

Day Placement Program Cooperative Funding Allotment Application Rubric

SECTION 1: NEEDS ASSESSMENT/CURRENT SERVICES PROVIDED

For purposes of this section, evidence may include data or documentation demonstrating local or regional need, such as analysis of student populations served, service gaps for students with complex needs, use of regional or county-level data, and evidence of engagement with LEAs, ESCs, or other relevant stakeholders.

SCORING ELEMENT	MAX POINTS
Does the application provide a clear assessment of county/regional needs and any service gaps for students with complex needs?	5
Is there strong evidence the applicant engaged and gathered data from the ESC, and other school districts in the county for which the program would operate?	5
Does the applicant clearly explain how allotment funding will address the needs of the county and neighboring school districts?	5
Does the location, size, and design of the program adequately consider the needs of the county and neighboring school districts?	5

SECTION 2: PROGRAM OVERVIEW

For purposes of this section, evidence may include prior experience operating similar programs, alignment to recognized evidence-based or research-supported models, or a well-articulated rationale grounded in practice.

SCORING ELEMENT	MAX POINTS
Are the proposed implementation strategies detailed, feasible, and designed to respond to the identified needs of LEAs in the county?	5
Does the application clearly describe how the program will be implemented, including timelines, phases, and key milestones?	5
Is the program overview comprehensive and supported by a clear rationale for the proposed model, including the structure, staffing approach, populations served, and why these design choices are appropriate for students within the scope of the program?	5
Are instructional approaches, interventions, and supports clearly described and aligned with student needs?	5
Are staffing levels, roles, and expertise aligned with the proposed program model and sufficient to implement the described services with fidelity?	5
Overall, does the application present a coherent, well-justified, and implementable program that effectively addresses the identified student needs?	5

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SECTION 3: IMPLEMENTATION AND STUDENT IMPACT

For purposes of this section, evidence may include clear descriptions of implementation strategies; identification and use of evidence-based instructional or behavioral practices; and documentation of how student progress will be monitored. Reviewers may also consider whether data collection methods are appropriate, feasible, and used to inform instructional or programmatic decision-making, including how services are individualized or specialized to meet diverse student needs.

SCORING ELEMENT	MAX POINTS
Are the program's goals and objectives clear, measurable, and aligned with the needs assessment?	5
Does the application clearly describe data collection methods and frequency for monitoring student progress to inform instructional and programmatic decisions?	5
Are evidence-based practices clearly identified, appropriate for the student population to be served, and integrated into the proposed program model?	5
Does the proposal include detail on how the program administrator will ensure placement and service delivery decisions remain individualized and data-driven?	5

SECTION 4: REINTEGRATION AND COMMUNITY ACCESS

For purposes of this section, evidence may include descriptions of transition or reintegration planning, strategies that support placement in less restrictive environments, and approaches to increasing community access or inclusion. Reviewers may also consider whether the application explains how reintegration is considered within the overall program model and whether methods for monitoring or evaluating reintegration outcomes are described.

SCORING ELEMENT	MAX POINTS
Does the program include purposeful transition planning for reintegration into less restrictive environments?	5
Does the applicant describe how reintegration is considered and supported as part of the program model?	5

SECTION 5: COLLABORATION AND COORDINATION

For purposes of this section, evidence may include descriptions of partnerships or coordination with parents, families, LEAs, ESCs, or community-based service providers. Reviewers may also consider whether roles, communication structures, or collaborative activities are clearly described and whether coordination efforts support comprehensive, integrated services for students.

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SCORING ELEMENT	MAX POINTS
Does the program proposal detail how information, reporting and data will be shared between the program administrator and participating LEAs?	5
Is there clear coordination with private/community-based service providers to ensure comprehensive support?	5

SECTION 6: RESOURCES AND SUSTAINABILITY

For purposes of this section, evidence may include descriptions of staffing models, professional development plans, and resource allocation that support program quality and continuity. Reviewers may also consider whether the application explains how funding will be leveraged to support sustainability, scalability, or growth over time, including consideration of replication or expansion within the county or region.

SCORING ELEMENT	MAX POINTS
Are proposed tuition and service costs for participating LEAs reasonable, aligned with the scope and intensity of services, and clearly describe how they were established?	5
Does the application clearly identify which services are programmatic features are included in the established tuition/fee rate (are descriptions specific enough to support LEA understanding and comparability across applicants)?	5