



**SPOKANE COUNTY COMMUNITY SERVICES, HOUSING,
AND COMMUNITY DEVELOPMENT DEVELOPMENTAL DISABILITIES**

**CHILD DEVELOPMENT SERVICES
PROPOSAL RATING SHEET**

(Complete and bring to 4/8/2021 Committee Meeting)
*Proposal responses need to be based on County Guide to Achieve DDA Guiding Values,
 DDA BARS chart of Accounts - Definitions, DDA Policy 6.13 and
 Washington State's approved plan for Individuals with Disabilities Act: IDEA PART C*

Program Name:

Evaluator Name:

ITEM	CRITERIA	POSSIBLE POINTS	ACTUAL SCORE
1	EVALUATION AND ASSESSMENTS <ul style="list-style-type: none"> • Personnel – who will conduct Evaluations • Procedures - how will evaluations be conducted • Locations – where will evaluations be conducted • Parent involvement – how will the parent(s) be involved in the eval. process • Areas of evaluation – PT, OT, SLP, Special Education, Social/Emotional, Vision, Hearing, Autism screening 	10	<input style="width: 50px; height: 50px;" type="text"/>
2	DESCRIPTION OF SERVICES <ul style="list-style-type: none"> • Proposed services – OT, PT, SLP, Special Education, Feeding support • Family Resource Coordination • IFSP developed and implemented by family and qualified personnel • Family statement – identified outcomes • Frequency, intensity, method and location for service delivery • Functional and generalized skill development 	5	<input style="width: 50px; height: 50px;" type="text"/>
3	FAMILY LEADERSHIP <ul style="list-style-type: none"> • Family statement within IFSP • Family education and information • Program staff as role of mentor 	5	<input style="width: 50px; height: 50px;" type="text"/>
4	FAMILY INVOLVEMENT <ul style="list-style-type: none"> • How the program helps the family meet needs of their child • Incorporating services into family's daily routine • Family as key to child's development • Program staff's role with family 	5	<input style="width: 50px; height: 50px;" type="text"/>
5	CHILD AND FAMILY INCLUSION <ul style="list-style-type: none"> • Meaningful relationships in the community • Natural supports for child and family • Social competence • Language development • Friendships • Positive self-esteem • Benefits for children without disabilities and their families 	5	<input style="width: 50px; height: 50px;" type="text"/>
6	CHILDCARE SUPPORT <ul style="list-style-type: none"> • Economic stability – importance of childcare to family's • Training and technical assistance – to local childcare providers • Childcare provider as important facilitator of child's development 	5	<input style="width: 50px; height: 50px;" type="text"/>
7	EARLY INTERVENTION IN FAMILY'S DAILY ROUTINE <ul style="list-style-type: none"> • Functional and meaningful skills • Activities are integrated into the family routine • Greater number of learning opportunities • Increased capacity of family to meet needs of child 	10	<input style="width: 50px; height: 50px;" type="text"/>



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8	FAMILY SUPPORT TO SUCCESSFULLY RAISE THEIR CHILD <ul style="list-style-type: none"> Family statement on IFSP Focus on family's strengths and needs Address role of FRC 	5	<input type="text"/>
9	COVID <ul style="list-style-type: none"> Given current COVID-19 restrictions in Spokane County, how does your agency plan to facilitate and render services in a natural environment 	10	<input type="text"/>
10	CULTURAL COMPETENCY <ul style="list-style-type: none"> How families from diverse backgrounds receive services Family stereotypes (disabilities, poverty, ethnicity) How agency supports diverse life styles 	5	<input type="text"/>
11	COMMUNITY NETWORKING <ul style="list-style-type: none"> Participation in Spokane County Interagency Coordinating Council (SCICC) Communication/collaboration with other service providers through Infant Toddler Network (ITN) Activities promoting communication with DDA case managers, FRC's and others Ethnic and cultural community networking for families 	5	<input type="text"/>
12	TRANSITION FROM BIRTH TO THREE SERVICES <ul style="list-style-type: none"> Cooperative relationships with school districts How transition occurs for children/families not eligible for special education Description of transition process 	5	<input type="text"/>
13	INCREASE IN THE NUMBER OF CHILDREN SERVED IN NATURAL ENVIRONMENTS <ul style="list-style-type: none"> Baseline and projected goal Childcare Integrated play groups/early childhood programs/recreational settings Home visits 	10	<input type="text"/>
14	RECORDS <ul style="list-style-type: none"> Maintain confidential records for clients and staff Regular record keeping practices Record maintenance system 	5	<input type="text"/>
	TOTAL	Possible 90	Actual <input type="text"/>