

# Even Start Family Literacy Proposal Review Rubric FY 10

Proposal Name \_\_\_\_\_

Proposal # \_\_\_\_\_

Reader # \_\_\_\_\_

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p><b>Statement of need:</b> Describe sufficient need for an Even Start project.</p> <p><b><u>Statewide Statistics</u></b> <u>2005</u> Infant Mortality Rate – 7.2 per 1000 Low Birth Weight Babies – 8.6% Teen Birth Rate – 9.7% Free and reduced lunch – 39.52%</p> <p><u>2006</u> Young Children in Poverty – 18% Child Abuse Rate – 7.6 per 1,000 <u>2008 IL State Report Card</u> Low-income rate – 41.1% High School Dropout Rate – 4.1% Chronic Truancy Rate – 2.5% Mobility rate – 14.9% Limited English Proficient Rate – 7.5%</p> <p><u>December 2008</u> Unemployment rate – 7.2%</p> <p style="text-align: center;"><b>Total of 10 points possible</b></p>	<p>Proposal provides little, if any, data analysis to support the need for Even Start in the area:</p> <ol style="list-style-type: none"> <li>1. community demographics do not indicate significant numbers of at-risk families;</li> <li>2. children and families do not appear at-risk or there are low percentages of at-risk children and families.</li> </ol>	<p>Proposal describes adequate evidence with some data analysis that supports the need for Even Start in the area:</p> <ol style="list-style-type: none"> <li>1. number of families in need of services as shown by community demographics;</li> <li>2. characteristics of adults and children as related to poverty, illiteracy, unemployment, or limited English proficiency; and</li> <li>3. those with special needs, disabilities, and those eligible for other social services.</li> </ol>	<p>Proposal provides detailed analysis that supports the need for Even Start in the area:</p> <ol style="list-style-type: none"> <li>1. large number of families in need of services, as documented by community demographics (e.g., high % of teen births, high % child abuse);</li> <li>2. highly at-risk characteristics of adults and children related to levels of poverty, illiteracy, unemployment, limited English proficiency (e.g., high % of children in schools eligible for Title 1, Part A; high % of parent victims of domestic violence, high % TANF parents);</li> <li>3. those with special needs, disabilities or eligible for other social services; and</li> <li>4. specific gaps between needs and services and clearly shows how this collaboration proposes to fill or lessen those gaps.</li> </ol>
	<b>Cut score: 0-5</b>	<b>Cut score: 6-8</b>	<b>Cut score: 9-10</b>

SPECIAL NOTATIONS for STATEMENT OF NEED

Total Points \_\_\_\_\_



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<p><b>Activities and Services:</b> Describe the Even Start project instructional activities and services</p> <p>Narrative Requirements, pages 7 – 10</p> <p>GEPA – Appendix C <u>Six Types of Barriers</u> Gender Race National origin Color Disability Age</p>	<p><u>Section 427 of the General Education Provisions Act (GEPA)</u> Proposal provides an inadequate or minimal description of plans to overcome barriers to equitable participation by families and students with special needs.</p> <p><u>Private School Consultation</u> Proposal provides an inadequate or minimal description of the process for consulting with private school officials.</p> <p><u>Core Components</u> Proposal describes inadequate or minimal educational services and activities for:</p> <ol style="list-style-type: none"> <li>early childhood education insufficient to prepare children for success in school;</li> <li>children’s programming that covers less than a three-year age range;</li> <li>adult education insufficient in quality and intensity to lead to economic self-sufficiency;</li> <li>parent education component insufficient in quality and intensity;</li> <li>minimal interactive literacy</li> </ol>	<p><u>Section 427 of the General Education Provisions Act (GEPA)</u> Proposal provides a clear and succinct description of steps to be taken to overcome barriers to equitable participation by families and students with special needs.</p> <p><u>Private School Consultation</u> Proposal provides a clear description on the process for consulting with private school officials.</p> <p><u>Core Components</u> Proposal describes adequate educational services and activities for:</p> <ol style="list-style-type: none"> <li>age-appropriate early childhood education sufficient to prepare children for success in school and life experiences;</li> <li>children’s programming and services that cover a three-year age range;</li> <li>adult basic and secondary-level education and/or instruction for English language learners of sufficient quality and intensity to lead to economic self-sufficiency;</li> <li>adequate training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;</li> <li>adequate reciprocal learning activities</li> </ol>	<p><u>Section 427 of the General Education Provisions Act (GEPA)</u> Proposal describes well-planned and thorough steps to be taken to overcome barriers to equitable participation by families and students with special needs.</p> <p><u>Private School Consultation</u> Proposals provides a detailed description of the process to be used in consulting with private school officials.</p> <p><u>Core Components</u> Proposal describes well-detailed and thorough educational services and activities for:</p> <ol style="list-style-type: none"> <li>early childhood education in developmentally appropriate, language rich settings that provides a strong foundation for success in school and supports all domains of children’s development;</li> <li>children’s programming and services that cover the full range, birth through age 7;</li> <li>high quality, intensive and flexible adult education services that improve the self-sufficiency of families by enabling adults to meet their educational needs, increase their English-language literacy levels and enhance their employability skills and opportunities;</li> <li>high quality and intensive training for parents that improves parents’ understanding of child development, helps them support their children’s literacy development and enables them to be their children’s first teacher;</li> <li>high quality interactive literacy activities that</li> </ol>

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	<p>activities between parents and their children;</p> <p>6. insufficient integration of four core components.</p> <p><u>Program Elements</u> Proposal describes inadequate or minimal procedures for program elements as follows:</p> <ol style="list-style-type: none"> <li>no procedure to ID and recruit families most in need;</li> <li>insufficient preparation plan;</li> <li>inflexible scheduling to meet family needs;</li> <li>adult literacy plan is not intensive;</li> <li>home-based services not integrated;</li> </ol>	<p>that offer both parents and children time to share and reinforce skills learned in other components;</p> <p>6. integration of four core components.</p> <p><u>Program Elements</u> Proposal describes adequate procedures for:</p> <ol style="list-style-type: none"> <li>identification and recruitment of families most in need;</li> <li>screening and preparing of families;</li> <li>support services to accommodate families' work and other responsibilities;</li> <li>high quality intensive adult literacy program, empowering parents to support their children's educational growth;</li> <li>integrated home-based instructional services for parents and children;</li> </ol>	<p>increase parents' knowledge of their children's learning and build their capacity to provide a stimulating literacy environment at home;</p> <p>6. thematic, integrated instruction across the four components that is designed to accommodate needs of various learning styles and emphasize balance and appropriateness for families.</p> <p><u>Program Elements</u> Proposal describes well-detailed and thorough procedures for:</p> <ol style="list-style-type: none"> <li>identification of families most in need (low income, low adult literacy or English language proficiency of parents), recruitment that is proactive, reflects the cultural diversity of the community and uses multiple methods and strategies, and consultation with private schools as needed;</li> <li>screening and preparing of families for full participation includes clear messages about expectations for participation and descriptions of all program components and services;</li> <li>support services to accommodate families' work and other responsibilities, (flexible schedule for joint participation, child care, transportation);</li> <li>high quality intensive interactive adult literacy program in which the content is integrated with other program components, empowering parents to fully support their children's educational growth;</li> <li>frequent integrated home-based instructional services for parents and children that supports the development of literacy in the home and links with all other program components;</li> </ol>

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	<p>8. inadequate year-round plan;</p> <p>9. coordination is minimal;</p> <p>10. relying primarily on instructional strategies that engage adults in independent learning activities with minimal feedback and guidance;</p> <p>11. retention methods are not sufficient to encourage families to attend regularly or to stay to achieve goals; and</p> <p>12. early childhood reading readiness activities are insufficient to ensure children will enter school ready to learn.</p> <p>13. minimal methods for continuity of family literacy activities to encourage families to retain or improve educational goals; and</p> <p>14. does not specify how program will make sure that families most in need will be served in the program.</p>	<p>8. year-round instructional and enrichment services;</p> <p>9. coordination with a variety of relevant service providers;</p> <p>10. instructional programs based on scientifically based reading research (SBRR) for both adults and children;</p> <p>11. retention methods to encourage families to attend regularly and stay in the program to achieve goals;</p> <p>12. appropriate early childhood reading readiness activities to ensure children enter school ready to learn;</p> <p>13. strategies to promote continuity of family literacy activities to foster participants retention and improvement of educational goals; and</p> <p>14. procedures to ensure that families most in need are the ones being served in the program.</p>	<p>8. year-round instructional and enrichment services, including some services during the summer months, which provide families with continuous opportunities to improve their learning;</p> <p>9. coordination and collaboration with other Title I NCLB programs, IDEA, Titles I &amp; II of WIA, Head Start, WIC (Women, Infants and Children), volunteer literacy, IL SOS literacy projects, public libraries, etc.;</p> <p>10. instructional programs and interactive learning based on scientifically based reading research (SBRR) for both adults and children;</p> <p>11. ongoing multiple retention methods that foster regular attendance and remaining long enough to meet goals;</p> <p>12. language-rich early childhood SBRR reading readiness activities to ensure children enter school ready to learn;</p> <p>13. multiple strategies for continuity of family literacy activities to foster retention and improvement of educational goals; and</p> <p>14. strategic plan to ensure that of the families eligible for services (those most in need) are the ones being served in the program.</p>
<p><b>Total of 20 points possible</b></p>	<p><b>Cut score: 0-11</b></p>	<p><b>Cut score: 12-17</b></p>	<p><b>Cut score: 18-20</b></p>

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Reader # \_\_\_\_\_

SPECIAL NOTATIONS for ACTIVITIES AND SERVICES

[Empty box for special notations]

Total Points \_\_\_\_\_

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Proposal Name \_\_\_\_\_

Proposal # \_\_\_\_\_

Reader # \_\_\_\_\_

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p><b>Staffing and Staff Development:</b> Describe the Even Start staffing and staff development plan.</p> <p>(Proposal Narrative, Numbers 5 and 6 and Attachment 6a)</p> <p><b>Total of 10 points possible</b></p>	<p>5. Proposal describes an inadequate staffing plan:</p> <ul style="list-style-type: none"> <li>a. Instructional staff who do not hold appropriate certification or licensure are employed as Even Start personnel.</li> <li>b. Administrator and paraprofessional qualifications are not included.</li> </ul> <p>6. Proposal describes a staff development plan not coordinated with staff or program needs:</p> <ul style="list-style-type: none"> <li>a. program staff not being assessed for staff development needs; and</li> <li>b. staff development plans are not clearly tied to program improvement.</li> </ul> <p><b>Cut score: 0-5</b></p>	<p>5. Proposal describes an adequate staffing plan:</p> <ul style="list-style-type: none"> <li>a. The majority of instructional staff hold the appropriate certification and/or licensure.</li> <li>b. The administrator of the Even Start program is trained in the operation of a family literacy program.</li> <li>c. Paraprofessionals have at least a high school diploma or its equivalent.</li> </ul> <p>6. Describes an adequate staff development plan for all staff by:</p> <ul style="list-style-type: none"> <li>a. assessing the staff development needs of early childhood, adult education, parenting education teachers and paraprofessionals and family literacy administrators;</li> <li>b. training all staff in integration of components and holistic approach to serving families; and</li> <li>c. identifying purpose and value of training to identified staff needs and program activities.</li> </ul> <p><b>Cut Score: 6-8</b></p>	<p>5. Proposal describes a well-detailed staffing plan:</p> <ul style="list-style-type: none"> <li>a. All instructional staff hold at least a bachelor's degree.</li> <li>b. The administrator of the Even Start program is trained and experienced in the operation of an Even Start program.</li> <li>c. Paraprofessionals have at least a high school diploma and some have college family literacy training.</li> </ul> <p>6. Proposal describes a clear, thorough and well-detailed staff development plan for all staff by:</p> <ul style="list-style-type: none"> <li>a. frequently assessing the staff development needs of early childhood, adult education, parenting education teachers and paraprofessionals and family literacy administrators;</li> <li>b. offering a varied and full range of staff development experiences that are on-going, intensive, focused and of sufficient duration to achieve the purposes and goals of the training;</li> <li>c. clearly identifying purpose and value of training to identified staff needs and program activities;</li> <li>d. giving staff adequate time for learning and implementing training ideas into program application; and</li> <li>e. showing replication possibilities.</li> </ul> <p><b>Cut Score 9-10</b></p>

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SPECIAL NOTATIONS for STAFFING AND STAFF DEVELOPMENT

Empty box for special notations.

Total Points \_\_\_\_\_



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<p><b>Total of 10 points possible</b></p>	<p><b>Score: 0-5</b></p>	<p><b>Cut Score: 6-8</b></p>	<p>d. evaluator will provide description of program's operation and interpret information about participant outcomes;</p> <p>e. evaluator will conduct locally specific systematic inquiry, and</p> <p>f. evaluator will partner in data-based dialogue about program improvement.</p> <p><b>Cut Score: 9-10</b></p>
<p>SPECIAL NOTATIONS for EVALUATION</p>			

Total Points \_\_\_\_\_

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Reader # \_\_\_\_\_

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<p><b>Budget:</b> Describe the Even Start project budget.</p> <p><b>Total of 10 points possible</b></p>	<p>Proposal describes inadequate use of Even Start funds:</p> <ol style="list-style-type: none"> <li>1. budget summary has significant inconsistencies;</li> <li>2. budget information has incomplete explanation of expenditures;</li> <li>3. expenditures are not consistent for the scope and purpose of the project;</li> <li>4. requested funding level is not reasonable for the number to be served and the projected outcomes;</li> <li>5. local share does not meet requirement.</li> </ol> <p><b>Cut score 0-5</b></p>	<p>Proposal describes adequate uses for Even Start funds:</p> <ol style="list-style-type: none"> <li>1. budget summary is accurate;</li> <li>2. budget information includes sufficient explanation of expenditures;</li> <li>3. most expenditures are consistent for the scope and purpose of the project;</li> <li>4. requested funding level is reasonable for the number to be served and the projected outcomes;</li> <li>5. local share meets the requirement.</li> </ol> <p><b>Cut Score: 6-8</b></p>	<p>Proposal describes itemized explanation for use of Even Start Funds:</p> <ol style="list-style-type: none"> <li>1. budget summary is complete and accurate;</li> <li>2. budget information explains each item completely and gives calculations to support the amount requested;</li> <li>3. all expenditures are consistent for the scope and purpose of the project;</li> <li>4. costs detailed are reasonable for the number to be served, the quality of the activities and services proposed and the projected outcomes;</li> <li>5. local share sources appear reasonable and appropriate and the local share meets the requirement.</li> </ol> <p><b>Cut Score: 9-10</b></p>
<p>SPECIAL NOTATIONS for BUDGET</p>			

Total Points \_\_\_\_\_

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<p><b>Outcomes and Strategies for Performance Indicators:</b> Describes strategies to meet outcomes that are consistent with state performance indicators and the activities and services to be provided. (Attachment 7) A-1: All Adults in ABE and ASE A-2: All Adults in ESL A-3: Required Birth to 3: C-1, C-4 3 to 5: C-2, C-5 K to 3<sup>rd</sup>: C-3, C-6, C-7 F-1: Optional F-2: Required F-3: Optional</p> <p><b>Total of 20 points possible</b></p>	<p>Proposal describes inadequate or minimal strategies to meet outcomes:</p> <ol style="list-style-type: none"> <li>not all required and applicable performance indicators are selected;</li> <li>project outcome information is not complete for performance indicators;</li> <li>relationship between strategies and selected performance indicators is not clear;</li> <li>strategies are unlikely to be successful;</li> <li>percentage to meet performance outcome is inaccurate.</li> </ol> <p><b>Cut score: 0-11</b></p>	<p>Proposal describes adequate strategies to meet outcomes:</p> <ol style="list-style-type: none"> <li>all applicable performance indicators are selected;</li> <li>project outcomes are provided for each applicable performance indicator;</li> <li>strategies are consistent with performance indicators.</li> <li>strategies show promise for success;</li> <li>performance outcomes are accurate.</li> </ol> <p><b>Cut Score: 12-17</b></p>	<p>Proposal describes well-detailed and thorough strategies to meet outcomes:</p> <ol style="list-style-type: none"> <li>all applicable performance indicator are selected</li> <li>realistic project outcomes are provided for each applicable performance indicator;</li> <li>strategies are well defined with a clear relationship to the applicable performance indicator;</li> <li>for appropriate indicators, strategies include scientifically based reading research and should prove successful;</li> <li>performance outcomes are accurate;</li> <li>strategies are detailed and additional information is provided for timelines and staff responsibilities.</li> </ol> <p><b>Cut Score: 18-20</b></p>

SPECIAL NOTATIONS for OUTCOMES AND STRATEGIES

Total Points \_\_\_\_\_