### FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5 Population to be Served

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Standard</th>
<th>Meets Standard</th>
<th>Exemplary</th>
</tr>
</thead>
</table>
| Clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as the school district’s rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect. **(Statement of need)** Proposal Narrative – page 12 Attachment 3a) | **Statement of need** Proposal provides little, if any, data analysis to show high need for the preschool educational program in the area.  

- a. Children and families do not appear at-risk or there are low percentages of at-risk children and families.  

b. Community demographics do not indicate significant at-risk characteristics.  

Proposal does not describe how these services will not duplicate services being provided by other programs. | **Statement of need** Proposal describes adequate evidence of a high need for the preschool educational program with some data analysis of:  

a. Characteristics of families and children related to educational level of parents; employment conditions; rates of infant mortality, birth trauma, low birth weight or prematurity; district rates of dropouts, retention, truancy, teenage pregnancies, and homeless students; numbers of non-English speaking families; rates of poverty, child abuse and neglect;  

b. Previously unserved highly at-risk children and families in need of services, as documented by community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse);  

Proposal adequately describes how these services will meet needs not currently being met by other programs. | **Statement of need** Proposal provides strong evidence of a high need for the preschool educational program with detailed analysis of:  

a. Characteristics of families and children related to levels of poverty, illiteracy, unemployment, limited English proficiency (e.g., high % of parent victims of domestic abuse, TANF eligibility; rates of infant mortality, birth trauma, low birth weight or prematurity, high % special needs eligible siblings/primary caregivers, foster families, homelessness);  

b. Large numbers of previously unserved at-risk children and families in need of services, as documented by community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse);  

Proposal provides a detailed description of how these services will meet needs not currently met by other programs. A signed partnership agreement with Head Start is included with the proposal.  

Proposal describes criteria and indicators that have a strong likelihood of ensuring the program will:  

a. Identify children and families who are at-risk and/or meet the income guidelines, and  

b. Target those children and families most in need of services. | **Statement of need** Proposal adequately describes criteria and indicators that will:  

a. Identify children and families who are at-risk and/or meet the income guidelines, and  

b. Target those children and families most in need of services. |
# FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5 Population to be Served

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<tr>
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<tbody>
<tr>
<td><strong>Population to be Served</strong></td>
<td>Proposal does not describe a plan to recruit the population to be served by the preschool educational program or plan is inadequate: Proposal does not indicate geographic area to be served. Proposal does not indicate the estimated number of children to be enrolled in the preschool educational program. Proposal does not indicate the estimated percentage to be enrolled in each of the following categories: a. children who are at risk of academic failure, b. children from families whose incomes are less than four times the poverty levels established by HHS, and c. children who do not qualify under either category (a) or (b).</td>
<td>Proposal describes an adequate plan to recruit the population to be served by the preschool educational program. Proposal adequately describes geographic area to be served. Proposal indicates the estimated number of children to be enrolled in the preschool educational program. Proposal indicates the estimated percentage to be enrolled in each of the following categories: a. children who are at risk of academic failure, b. children from families whose incomes are less than four times the poverty levels established by HHS, and c. children who do not qualify under either category (a) or (b).</td>
<td>Proposal describes multiple strategies to recruit the maximum numbers of children 3-5 years of age to be served by the preschool educational program. Proposal provides a detailed description of the geographic area to be served. Proposal indicates that the maximum number of children will be enrolled in the preschool educational program. Proposal indicates the estimated percentage and number to be enrolled in each of the following categories: a. children who are at risk of academic failure, b. children from families whose incomes are less than four times the poverty levels established by HHS, and c. children who do not qualify under either category (a) or (b).</td>
</tr>
</tbody>
</table>

**Statewide Statistics**

- **2005**
  - Infant Mortality Rate – 7.2 per 1000
  - Low Birth Weight Babies – 8.6%
  - Teen Birth Rate – 9.7%
  - Free and reduced lunch – 39.52%

- **2006**
  - Young Children in Poverty – 18%
  - Child Abuse Rate – 7.6 per 1,000

- **2008 IL State Report Card**
  - 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%

- **December 2008**
  - Unemployment rate – 7.2%

| Total of 30 points possible | Possible score: 0-18 | Possible score: 19-26 | Possible score: 27-30 |

---

Proposal name__________________________
Proposal #____________
Reader # _____________
FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5 Population to be Served

Include comments that validate the score you have awarded this proposal.

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points______
FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5

**Proposed Program**

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<tr>
<td>The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.</td>
<td>1. <strong>Screening</strong>&lt;br&gt;Proposal criteria fails to determine at what point performance on an approved screening instrument indicates children are at risk of academic failure. Required areas are not addressed:  &lt;br&gt;- Vocabulary  &lt;br&gt;- Visual-motor integration  &lt;br&gt;- Language and speech development  &lt;br&gt;- English proficiency  &lt;br&gt;- Fine and gross motor skills  &lt;br&gt;- Social skills  &lt;br&gt;- Cognitive development  &lt;br&gt;- Vision and hearing</td>
<td>Proposal adequately describes the criteria to determine the point at which performance on an approved screening instrument indicates children are at-risk of academic failure and utilizes the required areas:  &lt;br&gt;- Vocabulary  &lt;br&gt;- Visual-motor integration  &lt;br&gt;- Language and speech development  &lt;br&gt;- English proficiency  &lt;br&gt;- Fine and gross motor skills  &lt;br&gt;- Social skills  &lt;br&gt;- Cognitive development  &lt;br&gt;- Vision and hearing</td>
<td>Proposal describes screening as a collaborative effort between Child Find, birth-to-three programs, Head Start, licensed child care providers, and special education. At-risk factors are agreed upon by all partners and include the required areas:  &lt;br&gt;- Vocabulary  &lt;br&gt;- Visual-motor integration  &lt;br&gt;- Language and speech development  &lt;br&gt;- English proficiency  &lt;br&gt;- Fine and gross motor skills  &lt;br&gt;- Social skills  &lt;br&gt;- Cognitive development  &lt;br&gt;- Vision and hearing</td>
</tr>
</tbody>
</table>
| 1. **Screening Process to Identify Eligible Participants Who Are At Risk**<br>Program Description page 13 Attachment 4 | Proposal shows screening is planned once during the program year and/or other entities involved are not named. | Proposal provides schedule of screening in the area to be served and other entities involved. | Proposal provides a variety of appropriate screening opportunities with all other entities involved.  
  a. Multiple eligibility criteria reflect that the most at-risk children will be served.  
  b. Outreach and recruitment strategies are targeted to reach those families with the greatest number of risk factors (in particular, at-risk families who may not otherwise come to the screening)  
  c. At-risk factors used for program eligibility are based on the risk factors present in the community.  
  d. A research-based screening instrument is being used.  
  e. Provisions to screen in the child’s native language are available. |

Examples of broad-based screening instruments:
- Ages & Stages Questionnaire,
- AGS Early Screening Profiles,
- Battelle Developmental Inventory,
- Brigance Screens,
- CIP (Comprehensive Identification Process) Screen,
- Denver Developmental Screening II,
- Developmental Indicators for the Assessment of Learning – Third Edition (Dial-3),
- Early Screening Inventory (ESI-R or ESI-P),
- FirstSTEP-First Screening Test for Evaluating Preschoolers.
### FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5

#### Proposed Program

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<tr>
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<tbody>
<tr>
<td>Proposal does not describe procedures to be used to include a parent interview.</td>
<td>Proposal adequately describes procedures to be used to include a parent interview that is conducted in the parents’ home/native language, if necessary and obtains a summary of the child’s health history and social development.</td>
<td>Proposal provides a detailed description of procedures to be used to include a parent interview that is conducted in the parents’ home/native language, if necessary and includes:</td>
<td></td>
</tr>
<tr>
<td>Proposal does not indicate that written parental permission will be obtained.</td>
<td>Proposal indicates that written parental permission for the screening will be obtained.</td>
<td>Proposal indicates that written parental permission for the screening will be obtained.</td>
<td></td>
</tr>
<tr>
<td>Proposal does not indicate that preschool educational teaching staff will be included in screening process.</td>
<td>Proposal describes adequate procedures to include teaching staff in screening process and make results available to them.</td>
<td>Proposal indicates that preschool educational teaching staff are involved in all aspects of the screening process.</td>
<td></td>
</tr>
<tr>
<td>Proposal does not describe the schedule for the preschool educational program.</td>
<td>Proposal carefully details how the services are aligned with the Illinois Early Learning Standards.</td>
<td>Proposal provides a detailed description of the schedule for the preschool educational program:</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Appropriate Educational Program

Program Description pages 13 & 14 Attachment 5

- Staff-child ratio is not appropriate.

- Proposal does not do discuss how services are aligned with the Illinois Early Learning Standards.

- Staff-child ratio does not exceed one adult to 10 children, no more than 20 children are served in a single classroom and the maximum number of children is served in each classroom.

- Proposal adequately describes the schedule for the preschool educational program:
  - at least 2 ½ hours per day;
Examples of evidence-based curricula that are aligned with Illinois Early Learning Standards:
- Creative Curriculum for Preschool
- Exploration with Young Children: A Curriculum Guide from the Bank Street College of Education
- High/Scope Preschool Curriculum

Proposal fails to adequately describe how preschool curriculum addresses required domains:
- Visual-motor
- Language development
- Fine and gross motor development
- Health and nutrition
- Emotional development
- Social skills
- Cognitive development

Proposal adequately describes how preschool curriculum will include integrated learning addressing the required domains:
- Visual-motor
- Language development
- Fine and gross motor development
- Health and nutrition
- Emotional development
- Social skills
- Cognitive development:
  - Language Arts*
  - Mathematics*
  - Science*
  - Social Science*
  - Fine Arts*

Proposal details a research-based curriculum aligned with the Illinois Early Learning Standards that reflects a balance of all areas of learning offered in an integrated manner and reflecting the holistic nature of learning.
- Varied teaching strategies are planned, depending on the developmental levels and unique needs of children.
- A positive, responsive, and caring environment promotes the interaction of children with materials, other children and adults.
- The social environment is structured to promote engagement, interaction, communication, and learning.
- Staff facilitate children’s engagement with their environment to encourage child-initiated learning that is not dependent on the adult’s presence.
- Recommended practices are used to

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<td>one-half day;</td>
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<td>class meets 5 days per</td>
<td>class meets 5 days per</td>
<td>class meets 5 days per</td>
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<td>follows the school</td>
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<td></td>
<td>calendar (180 days)</td>
<td>school calendar</td>
<td>school calendar</td>
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<td></td>
<td></td>
<td>(180 days)</td>
<td>(180 days)</td>
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*Illinois Early Learning Standards
### FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5

#### Proposed Program

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<tbody>
<tr>
<td>Examples of Broad-based General Assessments</td>
<td></td>
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</tr>
<tr>
<td>- Assessment, Evaluation, and Programming Systems (AEPS)</td>
<td>Proposal does not adequately describe a language and literacy development program for all children based on each child’s individual assessment.</td>
<td>Proposal adequately describes language and literacy development program for all children based on each child’s individual assessment.</td>
<td>Teach/promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child’s natural environment;</td>
</tr>
<tr>
<td>- Bank Street</td>
<td>Proposal description fails to show that the education program is developmentally appropriate for each child:</td>
<td>Proposal adequately describes how the educational program is developmentally appropriate for each child:</td>
<td>- Children are read to every day.</td>
</tr>
<tr>
<td>- Battelle Developmental Inventory (BDI)</td>
<td>- individual assessment profile to ensure individual needs are met is not included; and/or</td>
<td>- ensures that curriculum meets individual needs;</td>
<td></td>
</tr>
<tr>
<td>- Brigance Diagnostic Inventory of Early Development-Revised</td>
<td>- ongoing assessment practices are not appropriate.</td>
<td>- ongoing assessment practices include developmental checklists, portfolio collections or narrative summary reports.</td>
<td></td>
</tr>
<tr>
<td>- Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs</td>
<td>Insufficient evidence that efforts to share student progress plans regularly with parents is included.</td>
<td>Student progress plans are regularly shared with parents.</td>
<td></td>
</tr>
<tr>
<td>- Creative Curriculum Developmental Continuum Assessment System Toolkit for Ages 3-5</td>
<td>Insufficient evidence that provisions will be made to allow participation of children with disabilities in the program.</td>
<td>Proposal describes provisions that will be made to allow participation of children with disabilities in the program.</td>
<td>Proposal provides a detailed description of how children with IEPs are included in the preschool educational program.</td>
</tr>
<tr>
<td>- High/Scope Preschool Child Observation Record (COR), Second Edition</td>
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<tr>
<td>- Learning Accomplishment Profile (LAP) and related instruments (e.g., LAP-D, E-LAP)</td>
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<tr>
<td>- Hawaii Early Learning Profile (HELP)</td>
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<tr>
<td>- Transdisciplinary Play-Based Assessment (TPBA) - Revised (Toni Linder)</td>
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<td>- Work Sampling System Illinois</td>
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<td>IEP – Individualized Education Program</td>
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<td>SBRR – Scientifically-Based Reading Research</td>
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<td>Criteria</td>
<td>Does Not Meet Standard</td>
<td>Meets Standard</td>
<td>Exemplary</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. <strong>Parent Education and Involvement</strong></td>
<td>Insufficient evidence that provisions will be made for the continued participation of children of homeless families in the program in those instances where such children move outside the immediate area. Insufficient evidence that no fees to participate in the program will be charged of parents or guardians of children who qualify as at-risk or meet the income guidelines.</td>
<td>Proposal describes provisions for the continued participation of children of homeless families in the program in those instances where such children move outside the immediate area. Proposal describes steps that will be taken to ensure that no fees to participate in the program will be charged of parents or guardians of children who qualify as at-risk or meet the income guidelines.</td>
<td>Proposal provides a detailed description of how transportation will be provided to ensure the continued participation of children of homeless families in the program in those instances where such children move outside the immediate area. Proposal clearly details steps that will be taken to ensure that no fees to participate in the program will be charged of parents or guardians of children who qualify as at-risk or meet the income guidelines.</td>
</tr>
<tr>
<td>Program Description pages 14 &amp; 15 Attachment 6</td>
<td>Proposal fails to describe the activities that will be provided to ensure the following areas are addressed: □ Communication between home and the program will be regular, two-way and meaningful; □ Parenting skills will be promoted and supported; □ Parents will play an integral role in student learning; □ Parents will be welcome in the program and their support and involvement will be sought; and □ Parents are full partners in the decisions that affect children and families.</td>
<td>Proposal adequately describes how parent education and involvement activities will be provided to ensure the following areas are addressed and includes a schedule for the activities proposed: □ Communication between home and the program will be regular, two-way and meaningful; □ Parenting skills will be promoted and supported; □ Parents will play an integral role in student learning; □ Parents will be welcome in the program and their support and involvement will be sought; and □ Parents are full partners in the decisions that affect children and families.</td>
<td>Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed: □ Communication between home and the program includes one-on-one conferences between teachers and parents, at least one home visit per year, regular progress reports and accommodates varied schedules of parents and language barriers; □ Parenting skills will be promoted and parent education will include developmentally appropriate practices and multiple strategies modeled for parents to support their children’s development; □ Activities to assist parents in playing an integral role in student learning include parent-child activities that focus on teaching parents new ways of supporting and enhancing their children’s development, “at-home” activities, multiple parent education</td>
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</table>

8
## FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5

### Proposed Program

<table>
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<tr>
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<th>Does Not Meet Standard</th>
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<tbody>
<tr>
<td></td>
<td>and families.</td>
<td></td>
<td>opportunities, and strategies to engage parents in their child’s education; □ Parents, both mother and father, will be welcome in the program and encouraged to observe their children, participate with children in group activities, and volunteer in the classroom and other areas of the program; □ Parents will be included in the development and implementation of program activities, assisted in becoming advocates for their children and encouraged to form parent advisory committees or other parent groups so that they are full partners in the decisions that affect children and families.</td>
</tr>
</tbody>
</table>

### 4. Community Collaboration

**Program Description page 15**

**Attachment 7**

Examples of community programs

- Parental Training
- Prevention Initiative
- Head Start
- Early Head Start
- Even Start Family Literacy
- Early Intervention Child and Family Connections
- Early Childhood Special Education
- Public and private community-based early care and education programs i.e. child care centers, nursery schools, library programs, park district programs, church-based programs
- Title I
- Bilingual Education
- Health and Human Services programs targeting young children and their families i.e. Healthy Families Illinois, KidCare, WIC

Proposal provides insufficient evidence of coordination with other Early Childhood Block Grant initiatives and other early childhood programs operating in area:

- Plans are insufficient to meet the needs of children requiring full-day, year-round placement;
- Inadequate or minimal procedures to transition children both into and out of the program.

Proposal adequately describes coordination with other Early Childhood Block Grant initiatives and other early childhood programs operating in area, including:

- Plans to combine the preschool educational program with available full-day or year-round early education and care services; and
- Procedures program will use to transition children both into and out of the program, including into kindergarten.

Proposal provides a detailed description of their active role in community and system planning and ongoing collaborative relationships with other Early Childhood Block Grant initiatives and other early childhood programs operating in area, including:

- Established collaboration in place to combine the preschool educational program with available full-day or year-round early education and care services;
- Written procedures to transition children both into and out of the program, including into kindergarten;
- Established collaboration with special education services to serve eligible children;
## FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5

### Proposed Program

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<tbody>
<tr>
<td>7. <strong>Evaluation</strong></td>
<td>Proposal describes an inadequate evaluation plan that does not evaluate the success of the program and/or provide measurable outcomes for participating children.</td>
<td><strong>Possible Score:</strong> 0-24</td>
<td><strong>Possible Score:</strong> 36-40</td>
</tr>
<tr>
<td></td>
<td>a. determines whether progress is being made toward achieving the required components of the preschool educational program;</td>
<td></td>
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<td>b. determines the success of the program;</td>
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<td></td>
<td>c. provides measurable outcomes for participating children</td>
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<tr>
<td></td>
<td>d. partnership with other entities in the neighboring service area to transport children of homeless families so that such children remain in the program even if the family moves;</td>
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<td></td>
<td>e. respect for individual needs and an understanding of the impact of the children’s home, community and cultural experiences on their development and learning.</td>
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<td></td>
<td><strong>Possible Score:</strong> 25-35</td>
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Total of 40 points possible

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The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.

**Program Description** page 16

Attachment 10

Proposal name
Proposal #
Reader #
Include comments that validate the score you have awarded this proposal.

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points____
### FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5

#### Experience and Qualifications

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<tbody>
<tr>
<td>Proposed staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality preschool educational program.</td>
<td>5. <strong>Staff Requirements</strong> Proposal describes an inadequate staffing plan: a. not all staff paid by the preschool educational program meet certification and/or other requirements for their positions;</td>
<td>5. <strong>Staff Requirements</strong> Proposal describes an adequate staffing plan: a. all staff paid by the preschool educational program hold appropriate certification and/or other requirements for their positions;</td>
<td>5. <strong>Staff Requirements</strong> Proposal describes a well-detailed staffing plan: a. all staff paid by the preschool educational program hold appropriate certification and/or other requirements for their positions;</td>
</tr>
<tr>
<td>5. <strong>Staff Requirements</strong> Program Description pages 15 &amp; 16 Attachment 8</td>
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</table>

- Noncertified staff employed to assist in the instruction of children meet the requirements set forth in 23 Ill. Adm. Code 25.510(c) by July 1, 2014.
- All teaching staff providing instruction hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates);
- Evidence of certification status is available;
- Evidence of certification status is available;
- All teaching staff working with English language learners hold both the appropriate early childhood certification and bilingual or English as a Second Language (ESL) endorsement;
- Noncertified staff employed to assist in the instruction of children meet the requirements set forth in 23 Ill. Adm. Code 25.510(c) by July 1, 2014.
- Staff identified are qualified, experienced providers of early education for children ages 3-5 and parenting education.
## FY 10 Preschool for All Children Proposal Review Rubric for 3 to 5
### Experience and Qualifications

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<tr>
<th>Proposal name ____________________________</th>
<th>Proposal # __________</th>
<th>Reader # __________</th>
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The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities.

### Professional Development

#### 6. Professional Development

Proposal describes a professional development plan not coordinated with staff or program needs:

- a. program staff not being assessed for staff development needs; and
- b. staff development plans are not clearly tied to purpose and goals of the preschool educational program.

#### 6. Professional Development

Describes an adequate professional development plan for all staff by:

- a. assessing the staff development needs of staff in the preschool educational program;
- b. providing initial preparation and ongoing support that will enable staff to achieve the purpose and goals of the preschool educational program;
- c. addressing issues of language and cultural diversity within the program.

#### 6. Professional Development

Proposal describes a clear, thorough and well-detailed staff development plan for all staff by:

- a. frequently assessing the staff development needs of all staff in the preschool educational program;
- b. offering a varied and full range of staff development experiences that provide initial preparation and ongoing support that is intensive, focused and of sufficient duration to achieve the purposes and goals of the preschool educational program;
- c. addressing issues of language and cultural diversity within the program.
- d. assisting staff in understanding and overcoming barriers to equitable participation by families and children with special needs.
An eligible applicant other than a school district has presented evidence that it:
   a. holds the appropriate licensure to operate a day care facility;
   b. holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the Early Childhood Block Grant Programs; and
   c. has a successful track record with similar grants or contracts.

<table>
<thead>
<tr>
<th>Type of Agency (Attachment 1)</th>
<th>Eligible Applicant other than a school district</th>
<th>Eligible Applicant other than a school district</th>
<th>Eligible Applicant other than a school district</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. the appropriate licensure to operate a day care facility is not provided,</td>
<td>b. the applicant does not have relevant experience and/or early childhood accreditations, and</td>
<td>c. the applicant does not have a successful track record with similar grants.</td>
</tr>
<tr>
<td></td>
<td>b. the applicant does not have relevant experience and/or early childhood accreditations, and</td>
<td>b. the applicant has relevant experience and/or early childhood accreditations, and</td>
<td>c. the applicant has a successful track record with similar grants.</td>
</tr>
<tr>
<td></td>
<td>c. the applicant does not have a successful track record with similar grants.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total of 20 points possible

Possible Score: 0-12
Possible Score: 13-17
Possible Score: 18-20

Include comments that validate the score you have awarded this proposal.

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points
The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided.

**Average Cost**
$3,000 per child
This reflects the cost of operating a program for 180 days per year, the length of the school year.

Applicants may request additional funds to facilitate services to the most at-risk families.

### Total of 10 points possible
<table>
<thead>
<tr>
<th>Possible score 0-6</th>
<th>Possible Score: 7-8</th>
<th>Possible Score: 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal describes a 3-5 budget that is an inadequate use of funds for Preschool for All:</td>
<td>Proposal describes adequate use of Preschool for All funds:</td>
<td>Proposal describes itemized explanation for use of Preschool for All funds:</td>
</tr>
<tr>
<td>1. budget summary has significant inconsistencies;</td>
<td>1. budget summary is accurate;</td>
<td>1. budget summary is complete and accurate;</td>
</tr>
<tr>
<td>2. budget breakdown has incomplete explanation of expenditures;</td>
<td>2. budget breakdown includes sufficient explanation of expenditures;</td>
<td>2. budget breakdown explains each item completely and gives calculations to support the amount requested;</td>
</tr>
<tr>
<td>3. expenditures are not consistent for the scope and purpose of the project;</td>
<td>3. most expenditures are consistent for the scope and purpose of the project</td>
<td>3. all expenditures are consistent for the scope and purpose of the project;</td>
</tr>
<tr>
<td>4. requested funding level is not reasonable for the number to be served and the services to be provided.</td>
<td>4. requested funding level is reasonable for the number to be served and the services to be provided.</td>
<td>4. costs detailed are reasonable for the number to be served and the quality of the services to be provided.</td>
</tr>
</tbody>
</table>

**Include comments that validate the score you have awarded this proposal.**

**SPECIAL NOTATIONS**

**STRENGTHS**

**CONCERNS**

Total Points_______