

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Component Number 1: Population to be served

CRITERIA	DOES NOT Meet Standard	MEETS STANDARD	EXEMPLARY
<p><i>Statement of Need</i></p> <p>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, children experiencing homelessness, youth in care, children with developmental delays, parent or caregivers without a high school diploma or equivalent, teen parents, families experiencing immigrant or refugee status, English learners, active duty military families 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. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside as found on the IECAM website.</p> <p>Statewide Statistics</p> <ul style="list-style-type: none"> • Low income rate 2016: 49.9%; • High school dropout rate 2016: 2%; • Chronic truancy rate 2016: 9.8%; 	<p>The Statement of Need proposal provides little, if any, data analysis to show need for Preschool for All in the area including but not limited to:</p> <ul style="list-style-type: none"> ○ Children and families do not appear at-risk or there are low numbers of previously unserved at-risk children and families; and ○ Community demographics do not indicate significant at-risk characteristics. <ul style="list-style-type: none"> • Proposal does not describe how a process was completed to determine the need in relation to other services being provided in the community. Proposal does not address how priority populations will be served within the community. • Proposal does not include the number of children served by Head Start programs that are operating in the same geographic area nor how program will ensure that services are not duplicated. • Proposal does not address how the priority populations will be served within the community. 	<p>The Statement of Need proposal describes evidence of need for Preschool for All with data analysis.</p> <ul style="list-style-type: none"> • Characteristics of communities related to: <ul style="list-style-type: none"> ○ Rates of poverty; ○ Rates of homelessness; ○ Rates of youth in care; ○ Rates of children with developmental delays and disabilities ○ Rates of parents without high school completion/no high school equivalent (no GED); ○ Rates of teenage pregnancies; ○ Rates of limited English proficiency; ○ Rates of infant mortality, birth trauma, low birth weight or prematurity; ○ District rates of dropouts, retention, truancy; ○ Rates of drug/alcohol abuse; ○ Rates of parent survivors of domestic abuse and/or child abuse and neglect; ○ Rates of illiteracy/educational level of parents; ○ Rates of unemployment; ○ Rates of special needs eligible siblings and/or primary caregivers • Proposal describes and provides any local at risk characteristics 	<p>The Statement of Need proposal provides detailed analysis of what meets the standard and strong evidence demonstrating the need in the community in relation to the state identified priority populations including:</p> <ul style="list-style-type: none"> • Highest Priority: <ul style="list-style-type: none"> • High rates of children from families in deep poverty (50% FPL); • High rates of children experiencing homelessness; • High rates of youth in care/children in the child welfare system; • High rates of children with developmental delays and disabilities; • Additional Priority Populations: <ul style="list-style-type: none"> • High rates of children from families in poverty (100% FPL); • High rates of parent without high school completion/no high school equivalent (no GED); • Teen parent at birth of first child; • Family experiencing immigrant or refugee status; • Parent or caregiver primarily speaks a language other than English at home; • Active duty military family; • Child screening indicates delays in development but

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<ul style="list-style-type: none"> • Mobility rate 2016: 12.2%; • Limited English Proficient rate 2016: 10.5%; • Annual average unemployment 2015: 5.9%; 2016: N.A. • Children birth to age five in poverty (FPL:100%) 2014: 22.94%; • Free and reduced lunch 2016: 49.9%; • Child abuse rate 2015: 9.7 per 1,000; • Teen birth rate (mothers under the age of 20) 2014: 6.1%; • Infant mortality rate 2014: 6.6 per 1,000; and • Low birth weight babies (<2,500 grams) 2014: 8.2%. <p>A defined process is completed to determine the need for the Preschool for All program in the community in relation to other similar services that may be operating in the same geographic area. The proposal clearly addresses how the priority populations identified by the state will be served within the community.</p>		<p>within the community that would impact children ages three to five and their families. Provides local statistics.</p> <ul style="list-style-type: none"> • Proposal describes how a process was completed to determine the need in relation to other services being provided in the community. • Proposal includes the number of children served by Head Start programs that are operating in the same geographic area and a description of how services will not be duplicated. • Proposal adequately addresses how priority populations will be served within the community. 	<p>there is no referral to Early Intervention at this time.</p> <ul style="list-style-type: none"> • Proposal describes and provides any local at risk characteristics with high rates in the community that would impact children ages three to five and their families. Provides local statistics. • Proposal provides a detailed description of the process completed to determine the need in relation to other services being provided in the community. • Proposal includes the number of children served by Head Start programs that are operating in the same geographic area and a detailed description of how services will not be duplicated. • Proposal provides a detailed description as to how priority populations will be served within the community. <p>A high quality written proposal must be submitted to receive an exemplary score.</p>
<p><i>Population to be Served</i></p> <p>Effective recruitment strategies are proposed that are likely to ensure that the maximum number of</p>	<p><i>Population to be Served</i></p> <p>The Population to be Served proposal does not describe a plan to enroll eligible population to be served by Preschool for All or plan is inadequate.</p>	<p><i>Population to be Served</i></p> <p>The Population to be Served proposal describes a plan to enroll the eligible population to be served by Preschool for All.</p>	<p><i>Population to be Served</i></p> <p>The Population to be Served proposal describes all items to meet the Standard and explains, in detail:</p> <ul style="list-style-type: none"> • Proposal describes multiple strategies to recruit the maximum

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<p>eligible children and families are enrolled in the program. The proposal clearly addresses (identifies) the geographic area to be served by the Preschool for All program and the estimated number of children and/or families to be enrolled.</p>	<ul style="list-style-type: none"> • Proposal does not describe a plan to recruit the population to be served by the program. • Proposal does not identify the geographic area to be served nor the number of children to be enrolled. 	<ul style="list-style-type: none"> • Proposal describes a plan to recruit the population to be served by the program, waiting list process, and community outreach. • Proposal identifies the geographic area to be served and the number of children to be enrolled. 	<p>numbers of children to be served by the program; describes how a waiting list will be developed and utilized; and describes the community outreach taking place to ensure recruitment of children who would benefit from the program.</p> <ul style="list-style-type: none"> • Proposal clearly identifies the geographic area to be served and the number of children to be enrolled.
<p><i>Population to be Served</i> Total Points Possible: 30</p>	<p>Possible Score: 0-18</p>	<p>Possible Score: 19-26</p>	<p>Possible Score: 27-30</p>
<p>Include comments that validate the score you have awarded this proposal.</p>			
<p>Special Notes:</p> <p>Strengths:</p> <p>Concerns:</p>			
<p>Total Points Possible: 30</p>		<p>Readers Score:</p>	

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Component Number 2: Quality of Proposed Program

CRITERIA	DOES NOT Meet Standard	MEETS STANDARD	EXEMPLARY
<p><i>Screening Process to Identify Children who are At-Risk</i></p> <p>Applicants must provide a description of the procedures to be used to screen all children and their families to determine their need for services.</p> <p>Screening should be conducted on a community wide basis and be developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, prevention initiative, Early Intervention, Child and Family Connections, and Child Find).The screening process includes a quickly administered research-based screening tool that identifies children needing further assessment/evaluation or identifies children for a given program. Results of the screening shall be made available to the program staff and families of the children screened.</p> <p>Examples of Research-Based Screening Instruments:</p> <ul style="list-style-type: none"> • Ages & Stages Questionnaire (ASQ) • Brigance Screens • Denver Developmental Screening II • Developmental Indicators for the Assessment of Learning– 	<p><i>Screening Process to Identify Children who are At-Risk</i></p> <ul style="list-style-type: none"> • The proposal does not describe the criteria to determine at what point performance on an approved screening instrument indicates that children are at-risk of academic failure as well as to assess other environmental, economic and demographic information that indicates likelihood that the children would be at-risk. The proposal does not address how the screening instruments and activities relate to and measure the child’s development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development. • The proposal does not describe that the screening procedures include a family interview to be conducted in the families’ home/native language, if necessary. • The proposal does not describe how the vision and hearing screening has been or will be provided. 	<p><i>Screening Process to Identify Children who are At-Risk</i></p> <ul style="list-style-type: none"> • The proposal describes the criteria to determine at what point performance on an approved screening instrument indicates that children are at-risk of academic failure as well as to assess other environmental, economic and demographic information that indicates likelihood that the children would be at-risk. The proposal adequately addresses how the screening instruments and activities relate to and measure the child’s development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development. • The proposal describes that the screening procedures include a family interview to be conducted in the families’ home/native language, if necessary. This interview is designed to obtain a summary of the child’s health history and social development and may include questions about the parent’s education level, employment, income and age; the number of children in the 	<p><i>Screening Process to Identify Children who are At-Risk</i></p> <p>The proposal explains in detail how the items in the Meets Standard column will be addressed and includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> • The at-risk factors are agreed upon by all partners. • 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). • For children determined to be English Learners, developmental screening takes place in the child’s home language, whenever possible, and these children are screened for native language proficiency. • When screening for development in the native or home language, use of families in play-based assessment or other techniques are used. • The program actively seeks out and enrolls children with special needs, and maintains a clear,

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<p>Third Edition or Fourth Edition (Dial-3, Dial-4) (Additional screening instruments not included in this list of examples may meet the requirements, but must be research-based).</p>	<ul style="list-style-type: none"> • The proposal does not describe how the written parental permission for the screening has been or will be obtained or how the results of the screening shall be made available to the families of the children screened. • The proposal does not describe the prescribed screening procedures for each student identified through the home language survey as having a language background other than English to determine English language proficiency (school district applicants only). • The proposal does not describe the procedures to be used to include teaching staff in the process and how the results of the screening will be made available to the teaching staff. • The proposal does not describe the weighted eligibility criteria to be used by the program to prioritize children who are most at-risk of academic failure to determine eligibility, addressing the priority populations determined by the state. The proposal does not describe additional risk factors which will be used that reflect the community to be served and how they will be weighted to ensure that the children most at risk of academic failure are enrolled. 	<p>household; and the number of school-aged siblings experiencing academic difficulty.</p> <ul style="list-style-type: none"> • The proposal describes how the vision and hearing screening has been or will be provided. • The proposal describes how the written parental permission for the screening has been or will be obtained and how the results of the screening shall be made available to the families of the children screened. • The proposal describes prescribed screening procedures for each student identified through the home language survey as having a language background other than English to determine English language proficiency (school district applicants only) and how services will be provided to eligible children. • The proposal describes the procedures to be used to include teaching staff in the screening process and how the results of the screening will be made available to the teaching staff. • The proposal describes the weighted eligibility criteria to be used by the program to prioritize children who are most at-risk of academic failure to determine 	<p>written process for referral/assessment of children with suspected special needs and comprehensive support to families during the assessment process.</p>
---	--	---	--

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<ul style="list-style-type: none"> • The proposal does not describe the method for collecting and reviewing proof of family income to determine eligibility. • The proposal does not describe how the program plans to actively seek out and enroll children with special needs to be served in the classroom. • The proposal does not describe the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program. 	<p>eligibility, addressing the priority populations determined by the state. The proposal describes additional risk factors which will be used that reflect the community to be served and how they will be weighted to ensure that the children most at risk of academic failure are enrolled.</p> <p>Highest priority:</p> <ul style="list-style-type: none"> ➤ High rates of children from families in deep poverty (50% FPL); ➤ High rates of children experiencing homelessness; ➤ High rates of youth in care/children in the child welfare system; ➤ High rates of children with developmental delays and disabilities; <p>Additional Priority Populations:</p> <ul style="list-style-type: none"> ➤ High rates of children from families in poverty (100% FPL); ➤ High rates of parent without high school completion/No high school equivalent (no GED); ➤ Teen parent at birth of first child; ➤ Family experiencing immigrant or refugee status; 	
--	---	---	--

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

		<ul style="list-style-type: none"> ➤ Parent or caregiver primarily speaks a language other than English at home; ➤ Active duty military family; ➤ Child screening indicates delays in development but there is no referral to Early Intervention at this time. <ul style="list-style-type: none"> • The proposal describes the method for collecting and reviewing proof of family income to determine eligibility. • The proposal describes how the program plans to actively seek out and enroll children with special needs to be served in the classroom. • The proposal describes the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program. 	
<p><i>Appropriate Education Program</i></p> <p>Applicants must provide a description of an appropriate education program for those children who participate. The education program that is established must include a language and literacy development component for each child based on the child's individual assessment. In addition, there should be collaboration with other services and resources</p>	<p><i>Appropriate Education Program</i></p> <ul style="list-style-type: none"> • The proposal does not describe facility information for all sites containing Preschool for All classrooms. • The proposal does not describe how the services to be provided are aligned with the Illinois Early Learning and Development Standards. 	<p><i>Appropriate Education Program</i></p> <ul style="list-style-type: none"> • The proposal describes facility information for all sites containing Preschool for All classrooms (e.g. owner's name, terms of lease arrangement, size of classrooms and other areas to be used. • The proposal describes how the services to be provided are 	<p>Appropriate Education Program</p> <p>The proposal explains in detail how the items in the Meets Standard column will be addressed and includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> • Full day programs offer breakfast, lunch and afternoon snack.

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<p>available in the community. The staff-child ratio may not exceed one (1) adult to ten (10) children. No more than twenty (20) children may be served in a single classroom. The maximum number of children should be served in each classroom.</p>	<ul style="list-style-type: none"> The proposal does not describe the research-based curriculum to be used or how it is developmentally appropriate for each child. The proposal does not include a description of how the results of the individualized assessment profile for each child will be the basis for determining that child's education program or how a language and literacy development program will be implemented for each child based on that child's individual assessment. The proposal does not address how the curriculum aligns to the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition." The proposal does not describe the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for sharing this information with families. The proposal does not include an adequate description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs. The proposal does not describe how transition plans will be developed and shared with families and guardians. The 	<p>aligned with the Illinois Early Learning and Development Standards. (Note: Applicants should describe how their program addresses each area of the standards, rather than simply restating the standards in their proposal).</p> <ul style="list-style-type: none"> The proposal describes the research-based curriculum to be used and how it is developmentally appropriate for each child and addresses the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social. The proposal includes an adequate description of how the results of the individualized assessment profile for each child will be the basis for determining that child's education program and how a language and literacy development program will be implemented for each child based on that child's individual assessment. The proposal also includes a description of how the curriculum aligns to the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition." The proposal describes the evidence-based assessment system for documenting 	<ul style="list-style-type: none"> Universal and targeted supports for children's positive behavior and social-emotional development are included and the program follows a social-emotional model or curriculum. Comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health. Each child receives a dental and health screening. Mental health services are provided to children and families including observations, consultation and referral. Each child receives a mental health screening. Native language and English Learners materials are provided in the classroom. Best practices regarding inclusion of children with special needs are followed, including: <ul style="list-style-type: none"> At least 10%, but not more than 30%, of each classroom's enrolled children have disabilities (a child with a diagnosed disability other than speech only, that has completed a formal assessment, has an IFSP or
---	---	--	---

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>proposal does not describe how the program will transition student in to and out of the program nor ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the program.</p> <ul style="list-style-type: none"> • The proposal does not describe the daily schedule or provide a copy of the sample schedule. The proposal does not explain when snacks and/or meals will be provided within the daily schedule. • The proposal does not describe how special education supports and services will be provided in the classroom and embedded within the routines of the day, including what inclusion model the program will utilize. • The proposal does not describe the provisions to be made to allow for the continued participation of children of homeless families in the program in instances where children move outside the immediate area. • The proposal does not describe the program's supports and does not indicate the classroom models to be utilized to support the preschool English Learners. It does not list teacher endorsements. 	<p>children's progress over time with measurable outcomes and procedures for sharing this information with families. The proposal includes an adequate description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs.</p> <ul style="list-style-type: none"> • The proposal describes how transition plans will be developed and shared with families and guardians. The proposal describes how the program will transition student in to and out of the program and how it will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the program. • The proposal explains the components of the daily schedule, including the length of time of different activities throughout the day OR provides a copy of the sample schedule. The proposal describes when snacks and/or meals will be provided within the daily schedule. • The proposal describes how special education supports and services will be provided in the classroom and embedded within the routines of the day, including 	<p>IEP and is receiving [or is eligible for] support services).</p> <ul style="list-style-type: none"> • Students with IEPs are active members of the classroom. Strategies, supports, and services identified in IEPs are provided in the classroom and are embedded into classroom play, activities, and routines, resulting in minimal transitions. • Community based programs are working with the lead education agency (LEA) to develop an MOU to ensure their students are being referred, evaluated and provided services. LEAs also reach out to community programs in order to develop a relationship to ensure Child Find requirements are being fulfilled. • Program mission statements reference that all students can be included and educated in the program. • Individualization occurring in the classroom is based on IEP goals and accommodations. • The LEA is responsible for funding and providing the special education services.
--	--	--	---

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<ul style="list-style-type: none"> • The proposal does not describe the strategies that will be implemented to reduce and ultimately eliminate expulsion and suspension. • The proposal does not describe how the program plans to align within a birth-through-third grade continuum of services, addressing at least one of the 8 areas for potential alignment – community partnerships, comprehensive services, family engagement and family leadership, data-driven improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development. 	<p>what inclusion model the program will utilize.</p> <ul style="list-style-type: none"> • The proposal describes the provisions to be made to allow for the continued participation of children of homeless families in the program in instances where children move outside the immediate area. • The proposal describes the program's supports and indicates the classroom models to be utilized to support the preschool English Learners. List teacher endorsements, if applicable. • The proposal describes the strategies that will be implemented to prohibit expulsion and suspension. • The proposal describes how the program plans to align within a birth-through-third grade continuum of services, addressing at least one of the 8 areas for potential alignment – community partnerships, comprehensive services, family engagement and family leadership, data-driven improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development. 	
--	---	--	--

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<i>Family (Parent/Guardian) Involvement</i>	<i>Family (Parent/Guardian) Involvement</i>	<i>Family (Parent/Guardian) Involvement</i>	<i>Family (Parent/Guardian) Involvement</i>
<p>The applicant must provide a description of appropriate family education and involvement services that addresses communication, family education, student learning, involvement, decision-making, and advocacy. Family education activities requiring substantial family participation must occur. Activities such as discussion groups are encouraged. The component may also include program orientation, identification of family needs, student progress plans shared with families, preferences for family involvement, home visitations and family involvement in the classroom.</p>	<ul style="list-style-type: none"> • The proposal does not describe the activities that will ensure that communication between home and the Preschool for All program will be regular, two-way, meaningful and when appropriate, in the families' native language. • The proposal does not describe the education activities that will promote and support parenting skills. • The proposal does not describe the activities that will ensure that families play an integral role in assisting student learning and how family involvement will be encouraged. • The proposal does not describe how the program will ensure that families are full partners in the decisions that affect children and families, including how the program will encourage families to make decisions regarding their parenting skills and their children's development. • The proposal does not describe the family activities, such as workshops, field trips and child/family events that will be provided. 	<ul style="list-style-type: none"> • The proposal describes the activities that will ensure that communication between home and the Preschool for All program will be regular, two-way, meaningful and when appropriate, in the families' native language. • The proposal describes the educational activities that will promote and support parenting skills. • The proposal describes activities that will ensure that families play an integral role in assisting student learning and how family involvement will be encouraged. • The proposal describes how the program will ensure that families are full partners in the decisions that affect children and families, including how the program will encourage families to make decisions regarding their parenting skills and their children's development. • The proposal describes the family activities, such as workshops, field trips and child/family events that will be provided. 	<p>The proposal explains in detail how the items in the Meets Standard column will be addressed and includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> • The program recognizes that both mothers and fathers play an essential role in their children's development and encourages both mother/female and father/male involvement in children's lives. • Home visits are scheduled at least annually. • The program has a lending library for families. • The program has a toy/book lending library for children. • The program has a newsletter. • A family educator is employed to support family engagement in the program and lead parent education and family support efforts. • Families are connected to a medical and dental home to ensure regular access to care and follow-up.

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<ul style="list-style-type: none"> • The proposal does not describe the process for developing or updating a mission statement based on shared beliefs of families, staff members and community representatives. • The proposal does not describe the process for providing information to families on the educational rights of their children experiencing homelessness. 	<ul style="list-style-type: none"> • The proposal describes the process for developing or updating a mission statement based on shared beliefs of families, staff members and community representatives. • The proposal describes the process for providing information to families on the educational rights of their children experiencing homelessness. 	<ul style="list-style-type: none"> • Program staff works with families to provide referrals, resources and services that address the needs of families and conducts follow up to ensure effectiveness of services. • The program has signed Memoranda of Understanding with health, mental health and dental partners specifying the process for referral. • Workshops and trainings are offered to families on a regular basis on topics related to child health, dental care, mental wellness and healthy lifestyles. • Families are educated about kindergarten transition and engaged in collaboratively developing a transition plan for their child. • The program aligns to the components of the ISBE Family Engagement Framework. • A Parent Advisory Council is formed that encourages families to participate and receives necessary programmatic information to understand and inform program policies/procedures and to make substantive suggestions or express concerns. The Parent Advisory Council can be specific to early childhood or a part of a
--	--	--	--

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

			<p>larger Parent Advisory Council which regularly addresses early childhood. Families have opportunities to participate in a variety of leadership opportunities throughout the year.</p>
<p><i>Community Collaboration</i></p> <p>The applicant must provide a description of collaboration with other agencies.</p>	<p><i>Community Collaboration</i></p> <ul style="list-style-type: none"> • The proposal does not describe the comprehensive written plan outlining collaboration with members of the local community that serve young children and families. • The proposal does not describe the written agreement with the local Head Start and how it reflects that discussion has taken place regarding strategies based on practice and research that have proven to support children's school success. 	<p><i>Community Collaboration</i></p> <ul style="list-style-type: none"> • The proposal describes the comprehensive written plan outlining collaboration with members of the local community that serve young children and families. • The proposal describes the written agreement with the local Head Start and how it reflects that discussion has taken place regarding strategies based on practice and research that have proven to support children's school success. 	<p><i>Community Collaboration</i></p> <p>The proposal explains in detail how the items in the Meets Standard column will be addressed and includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> • The program has a partnership with the local Head Start and actively collaborates through regular communication, coordination of services and joint activities, where possible. • The program is structured in such a way as to minimize transitions for participating children. Whenever possible, children whose families need child care are served in a single setting for the entire length of the day the family needs them to be in care. • The program has an active partnership and regular communication with regional DCFS and McKinney-Vento liaisons to provide services to enrolled homeless families and those involved in the child welfare system.

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

			<ul style="list-style-type: none">• The program maintains active linkages to community social service resources, including housing services, adult literacy and education programs, financial asset building services, domestic violence and substance abuse, and cultural resources to address family needs and provide children and families with opportunities to engage in cultural and social enrichment.• Programs work with other programs in their community who serve children ages three to five in order to identify and enroll eligible participants for the Preschool for All program. Individual communities may be at different places on a continuum of implementing coordination strategies. Ways of coordinating across programs and sectors include, but are not limited to:<ul style="list-style-type: none">• Shared or mutual referrals: participating programs use a shared set of protocols and/or a shared form to refer families to each other's services.• Coordinated Intake: a collaborative process that provides families with a shared screening process and coordinated points of entry for programs serving young children and their
--	--	--	--

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

			<p>families within a defined community. The main components include:</p> <ul style="list-style-type: none">▪ Coordinated and joint outreach▪ A shared form and shared procedures for intake or eligibility screening, used by all participating programs.▪ Coordination of referrals: referrals can come from different entities. Often one entity is identified as a coordinating entity that will collect all intake forms, track and when applicable, assign referrals and follows up.▪ Regular meetings of the participating programs to review progress and to trouble-shoot and improve the referral system.• Referral pipeline: connects children and families with the highest needs to high quality early childhood programs, social service providers, medical and dental services, job training programs and other community resources to meet family needs. These connections are made possible through strong collaboration among community partners, leveraging a shared vision
--	--	--	---

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

			<p>and the places and spaces where families already connect. An effective pipeline may include talking points, tracking systems, and small experiments to engage strong communication and referral linkages between non-EC programs and EC programs. Pipelines should be “bi-directional,” meaning that non-EC partners should refer to EC partners, and EC partners should refer to non-EC partners.</p> <ul style="list-style-type: none"> • Continuous early childhood services: smooth transitions between early childhood programs (i.e., from 0-3 to 3-5 to kindergarten, etc.), and aligned, high-quality programming in all of those settings, resulting in children’s readiness for school and for life. Through enrollment pipelines into continuous early childhood services, children with the highest needs are identified and enrolled in appropriate services as early as possible, and continue in high quality early education through third grade.
<p><i>Evaluation</i></p> <p>The applicant must provide a description of a written evaluation.</p>	<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • The proposal does not describe the annual self-assessment that will be used to inform both the 	<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • The proposal describes the annual self-assessment that will be used to inform both the 	<p><i>Evaluation</i></p> <p>The proposal explains in detail how the items in the Meets Standard column will be addressed and</p>

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>individualized staff development plans and the program's annual continuous quality improvement plan.</p> <ul style="list-style-type: none"> The proposal does not describe the process by which evaluation data will be used to inform continuous program improvement, including who will review the data and on what schedule. The proposal does not describe how the program improvement plans will be developed and how their implementation will be periodically reviewed. 	<p>individualized staff development plans and the program's annual continuous quality improvement plan.</p> <ul style="list-style-type: none"> The proposal describes the process by which evaluation data will be used to inform continuous program improvement, including who will review the data and on what schedule. The proposal adequately describes how the program improvement plans will be developed and how their implementation will be periodically reviewed. 	<p>includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> Measurable outcomes for children participating in the program are used in the evaluation. Measurable outcomes for family participation are used in the evaluation. The effectiveness of native and English language instruction is assessed.
<p><i>Quality of Proposed Program</i> Total Points Possible: 40</p>	<p>Possible Score: 0-24</p>	<p>Possible Score: 25-35</p>	<p>Possible Score: 36-40</p>
<p>Include comments that validate the score you have awarded this proposal.</p>			
<p>Special Notes:</p> <p>Strengths:</p> <p>Concerns:</p>			
<p>Total Points Possible: 40</p>		<p>Readers Score:</p>	

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Component Number 3: Experience and Qualifications

CRITERIA	DOES NOT Meet Standard	MEETS STANDARD	EXEMPLARY
<p><i>Staff Requirements</i></p> <p>The applicant must provide a description of staff to be paid by the block grant, who hold appropriate certification and/or qualifications for the position for which they are hired.</p>	<p><i>Staff Requirements</i></p> <ul style="list-style-type: none"> The proposal does not describe the procedures to ensure that all staff employed with Preschool for All will hold appropriate licensure and endorsements. The proposal does not describe the title and brief descriptions of all non-teaching staff positions. 	<p><i>Staff Requirements</i></p> <ul style="list-style-type: none"> The proposal describes the procedures to ensure that all staff employed with Preschool for All will hold appropriate licensure and endorsements. The proposal describes the title and brief descriptions of all non-teaching staff positions. 	<p><i>Staff Requirements</i></p> <p>The proposal explains in detail how the items in the Meets Standard column will be addressed and includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> The administrator and all program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing and implementing them. The program has written personnel policies and job descriptions on file. The program offers opportunities and resources for staff to share and consult with others regularly. Teaching staff salaries and benefits are comparable to local K-12 teaching staff salaries and benefits. Program employs at least one instructional leader (master teacher, curriculum coordinator, or education coordinator) with a bachelor's degree in child development or early childhood education and specific early childhood expertise and expertise

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

			<p>in serving culturally and linguistically diverse children for every 10 classrooms.</p> <ul style="list-style-type: none"> • Program employs at least one family educator, serving a maximum caseload of 100 children, with a Bachelor's degree in child development, early childhood education, social work or a related field required. • Classroom teachers and school/center-level leadership participate on the Parent Advisory Council. • Paraprofessionals hired to work in the Preschool for All program have at least 12 hours of coursework in Early Childhood Education, and 10 hours of ECE observation or 200 hours of documented ECE work experience.
<p><i>Professional Development</i></p> <p>The applicant must provide a description of the following points in the narrative</p>	<p><i>Professional Development</i></p> <ul style="list-style-type: none"> • The proposal does not describe assessment procedures and ongoing professional development activities to be conducted. The proposal does not include a description of how the results of the assessment will be used to inform the program's staff development. • The proposal does not describe how professional development will be provided to support continuous 	<p><i>Professional Development</i></p> <ul style="list-style-type: none"> • The proposal describes assessment procedures and ongoing professional development activities to be conducted. The proposal includes a description of how the results of the assessment will be used to inform the program's staff development. • The proposal describes how professional development will be provided to support 	<p><i>Professional Development</i></p> <p>The proposal explains in detail how the items in the Meets Standard column will be addressed and includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> • Teaching staff members receive training annually on program's selected screening tools, curriculum, and assessment tool. • The instructional leader provides embedded professional development and implements a

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>quality improvement and professional growth.</p> <ul style="list-style-type: none"> The proposal does not describe the process for collaboratively developing annual written plans addressing each staff member's professional needs and interests. 	<p>continuous quality improvement and professional growth.</p> <ul style="list-style-type: none"> The proposal describes the process for collaboratively developing annual written plans addressing each staff member's professional needs and interests. 	<p>professional learning community focused on instructional excellence. The leader develops, cultivates and maintains a professional learning community across classroom instructional staff.</p> <ul style="list-style-type: none"> Administration and staff participate in professional development training, internal and external, related to providing services to children with IEPs in the regular early childhood classroom and supporting families through the identification and evaluation process. The program's professional development plan addresses issues of language and cultural diversity within the program.
<p><i>Experience and Qualifications</i> Total Points Possible: 20</p>	<p>Possible Score: 0-12</p>	<p>Possible Score: 13-17</p>	<p>Possible Score: 18-20</p>

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

Special Notes:

Strengths:

Concerns:

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Total Points Possible: 20

Readers Score:

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Component 4: Budget

CRITERIA	DOES NOT Meet Standard	MEETS STANDARD	EXEMPLARY
<p><i>Budget</i></p> <p>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.</p>	<p><i>Budget</i></p> <ul style="list-style-type: none"> • Proposal describes a budget that is an inadequate use of funds for Preschool for All. <ul style="list-style-type: none"> ○ The budget summary has significant inconsistencies. ○ The budget breakdown has incomplete explanation of expenditures. ○ The expenditures are not consistent for the scope and purpose of the project. ○ The requested funding level is not reasonable for the number to be served and the services to be provided. 	<p><i>Budget</i></p> <ul style="list-style-type: none"> • Proposal describes a budget that is an adequate use of Preschool for All funds: <ul style="list-style-type: none"> ○ The budget summary is accurate. ○ The budget breakdown includes sufficient explanation of expenditures. ○ Most budget expenditures are consistent for the scope and purpose of the project. ○ The requested funding level is reasonable for the number to be served and the services to be provided. 	<p><i>Budget</i></p> <ul style="list-style-type: none"> • Proposal describes a budget that is an itemized explanation for use of Preschool for All funds. <ul style="list-style-type: none"> ○ The budget summary is complete and accurate. ○ The budget breakdown explains each item completely and gives calculations to support the amount requested. ○ All expenditures are consistent for the scope and purpose of the project. ○ Costs detailed are reasonable for the number to be served and the quality of the services to be provided.
<p>Total Points Possible: 10</p>	<p>Possible Score: 0-6</p>	<p>Possible Score: 7-8</p>	<p>Possible Score: 9-10</p>

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

Special Notes:

Strengths:

Concerns:

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Total Points Possible: 10	Readers Score:

Priority Points

#1 – Prioritizing High Need Communities

The service area identified in this proposal includes a district(s) identified as high-need, according to the IECAM Community Demographics and Ranking Document .	Yes/No/Partial (Please explain partial points in comments)
Total Points Possible: 10	Readers Score:

Comments:

FY 19 Preschool for All Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Overall Points

	Total Possible Points	Points Awarded
Component 1 <i>Population to be Served</i>	30	
Component 2 <i>Quality of Proposed Program</i>	40	
Component 3 <i>Experience and Qualifications</i>	20	
Component 4 <i>Budget</i>	10	
Total	100	

Priority Points	10	
Proposal Total	110	