

FY 19 Preschool for All Expansion 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 families, 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.</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 Expansion 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, including Head Start. • Proposal does not include the number of children served by Head Start programs that are operating in the same geographic area and how program will ensure that services are not duplicated. • Proposal does not address how priority populations will be served within the community. 	<p>The Statement of Need proposal describes evidence of need for Preschool for All Expansion with data analysis.</p> <ul style="list-style-type: none"> • Characteristics of families and children 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 families 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 families; ○ Rates of unemployment; ○ Rates of special needs eligible siblings and/or primary caregivers 	<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;

FY 19 Preschool for All Expansion 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 Expansion 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>		<ul style="list-style-type: none"> • Proposal describes and provides any local at risk characteristics within the community that would impact children ages three to five and their families. Provides local statistics. • Proposal describes how a process was completed to determine the need in relation to other services being provided in the community. • Proposal provides the number of children served by Head Start programs that are operating in the same geographic area and adequately addresses how program will ensure that services are not duplicated. • Proposal adequately addresses how priority populations will be served within the community. 	<ul style="list-style-type: none"> • Child screening indicates delays in development but there is no referral to Early Intervention at this time. • 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 provides the number of children served by Head Start programs that are operating in the same geographic area and provides a detailed description how program will ensure that services are not 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>
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FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<p><i>Population to be Served</i></p> <p>Effective recruitment strategies are proposed that are likely to ensure that the maximum number of 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 Expansion program and the estimated number of children and/or families to be enrolled.</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 Expansion or plan is inadequate.</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. • Proposal does not indicate the estimated number of children to be enrolled in each of the following categories: <ul style="list-style-type: none"> ○ 75 percent or more of the children who are enrolled must be 4 years old by September 1st and at or below 200% of the federal poverty level. Of this population, Children have multiple risk factors or 1 highest priority selection factor. ○ Remaining children are 3 or 4 years old and are prioritized by the highest risk factors. 	<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 Expansion.</p> <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. • Proposal indicates the estimated number of children to be enrolled in each of the following categories: <ul style="list-style-type: none"> ○ 75 percent or more of the children who are enrolled must be 4 years old by September 1st and at or below 200% of the federal poverty level. Of this population, Children have multiple risk factors or 1 highest priority selection factor. ○ Remaining children are 3 or 4 years old and are prioritized by the highest risk factors. 	<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 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. • Proposal clearly identifies the geographic area to be served and the number of children to be enrolled. • Proposal clearly indicates the estimated number of children to be enrolled in each of the following categories: <ul style="list-style-type: none"> ○ 75 percent or more of the children who are enrolled must be 4 years old by September 1st and at or below 200% of the federal poverty level. Of this population, Children have multiple risk factors or 1 highest priority selection factor. ○ Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<i>Population to be Served</i> Total Points Possible: 30	Possible Score: 0-18	Possible Score: 19-26	Possible Score: 27-30
Include comments that validate the score you have awarded this proposal.			
Special Notes: Strengths: Concerns:			
Total Points Possible: 30		Readers Score:	

FY 19 Preschool for All Expansion 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 	<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 parent 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 parent 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/guardians in play-based assessment or other techniques are used.

FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<ul style="list-style-type: none"> Developmental Indicators for the Assessment of Learning—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). 	<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 program staff and 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 how the weighted eligibility criteria will 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 	<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 program staff and 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). The proposal describes 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 describes 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 	
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>children most at risk of academic failure are enrolled.</p> <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 the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program. • The proposal does not describe how the program actively seeks out and enrolls children with special needs, and maintains a clear, written process for referral/assessment of children with suspected special needs and comprehensive support to families during the assessment process. 	<p>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; 	
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**FY 19 Preschool for All Expansion
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 the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program. • The proposal describes how the program actively seeks out and enrolls children with special needs, and maintains a clear, written process for referral/assessment of children with suspected special needs and comprehensive support to families during the assessment process 	
<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</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 Expansion classrooms. 	<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 Expansion classrooms (e.g. owner's name, 	<p><i>Appropriate Education Program</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 Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<p>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 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 how the services to be provided are aligned with the Illinois Early Learning and Development Standards. • 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. 	<p>terms of lease arrangement, size of classrooms and other areas to be used.</p> <ul style="list-style-type: none"> • The proposal describes how the services to be provided are 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). • 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 	<p>includes descriptions of some or all of the following:</p> <ul style="list-style-type: none"> • 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 IEP and is receiving [or is eligible for] support services). • 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.
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FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<ul style="list-style-type: none"> • The proposal does not describe how transition plans will be developed and shared with families. The proposal does not describe how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the program. • The proposal does not address the components of the daily schedule, including the length of time of different activities throughout the day OR does not provide a copy of the sample schedule. The proposal does not explain when snacks and 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 	<p>Language Development Standards Ages 2.5-5.5 2013 Edition.”</p> <ul style="list-style-type: none"> • The proposal describes 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 includes an adequate description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs. • The proposal describes how transition plans will be developed and shared with families. The proposal does not describe how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the program. • The proposal describes the components of the daily schedule, including the length of time of different activities throughout the day OR provide a copy of the sample schedule. The proposal explains when snacks and meals will be provided within the daily schedule. 	<ul style="list-style-type: none"> • 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.
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>not indicate the classroom models to be utilized to support the preschool English Learners. It does not list teacher endorsements.</p> <ul style="list-style-type: none"> • The proposal does not describe the strategies that will be implemented to 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 parent leadership, data-driven improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development. • The proposal does not indicate the hours of operation for the program and the rationale that was used to determine this. • The proposal does not describe how universal and targeted supports for children’s positive behavior and social-emotional development are included and the that program follows a social-emotional model or curriculum. 	<ul style="list-style-type: none"> • The proposal describes 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 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. The proposal lists teacher endorsements, if applicable. • The proposal describes the strategies that will be implemented to eliminate 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 parent leadership, data-driven 	
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<ul style="list-style-type: none"> • The proposal does not describe how the daily schedule includes at least 60 minutes of physical activity per day with materials and equipment that support a variety of vigorous physical activity and aligns with the IELDS Physical Development and Health domain. • The proposal does not describe how comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health. • The proposal does not describe how each child receives a dental and health screening. • The proposal does not describe that mental health services are provided to children and families including observations, consultation and referral. • The proposal does not describe how each child receives a mental health screening. • The proposal does not describe how IEP services are provided to children within the classroom setting. 	<p>improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development.</p> <ul style="list-style-type: none"> • The proposal indicates the hours of operation for the program and the rationale that was used to determine this. • The proposal describes how universal and targeted supports for children’s positive behavior and social-emotional development are included and that that program follows a social-emotional model or curriculum. • The proposal describes that the daily schedule includes at least 60 minutes of physical activity per day with materials and equipment that support a variety of vigorous physical activity and aligns with the IELDS Physical Development and Health domain. • The proposal describes how comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health. 	
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

		<ul style="list-style-type: none"> • The proposal describes how each child receives a dental and health screening. • The proposal describes that mental health services are provided to children and families including observations, consultation and referral. • The proposal describes how each child receives a mental health screening. • The proposal describes how IEP services are provided to children within the classroom setting. 	
<p><i>Family (Parent/Guardian) Involvement</i></p> <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</p>	<p><i>Family (Parent/Guardian) Involvement</i></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 Expansion 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 supporting parenting skills. 	<p><i>Family (Parent/Guardian) Involvement</i></p> <ul style="list-style-type: none"> • The proposal describes the activities that will ensure that communication between home and the Preschool for All Expansion program will be regular, two-way, meaningful and when appropriate, in the families native language. • The proposal describes the education activities that will promote and support parenting skills. 	<p><i>Family (Parent/Guardian) Involvement</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 develops and implements a written family involvement plan. • The program encourages families to make decisions regarding their

FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

<p>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 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. • The proposal does not describe the process for developing or updating a mission statement based on shared beliefs of families/guardians, families, staff members and community representatives. • The proposal does not describe that a family educator will be employed to support family engagement in the program and lead family education and support efforts. 	<ul style="list-style-type: none"> • 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. • 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 that a family educator will be employed to support family engagement in the program and lead family education and support efforts. • The proposal describes how families are connected to a medical and dental home to 	<p>parenting skills and their children's development.</p> <ul style="list-style-type: none"> • A schedule of child/family events is provided. • 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.
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<ul style="list-style-type: none"> • The proposal does not describe how families are connected to a medical and dental home to ensure regular access to care and follow-up. • The proposal does not describe how 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 proposal does describe that the program has signed Memoranda of Understanding with health, mental health and dental partners specifying the process for referral. • The proposal does not describe that workshops and trainings are offered to families on a regular basis on topics related to child health, dental care, mental wellness and healthy lifestyles. • The proposal does not describe that families are educated about kindergarten transition and engaged in collaboratively developing a transition plan for their child. • The proposal does not describe how the program aligns to the components of the ISBE Family Engagement Framework and the 	<p>ensure regular access to care and follow-up.</p> <ul style="list-style-type: none"> • The proposal describes how 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 proposal describes that the program has signed Memoranda of Understanding with health, mental health and dental partners specifying the process for referral. • The proposal describes that workshops and trainings are offered to families on a regular basis on topics related to child health, dental care, mental wellness and healthy lifestyles. • The proposal describes that families are educated about kindergarten transition and engaged in collaboratively developing a transition plan for their child. • The proposal describes how the program aligns to the components of the ISBE Family Engagement Framework. • The proposal describes that a Parent Advisory Council will be 	
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>Head Start Parent, Family and Community Engagement Framework.</p> <ul style="list-style-type: none"> The proposal does not describe that a Parent Advisory Council will be formed to encourage families to participate and receives necessary programmatic information to understand and inform program policies/procedures and to make substantive suggestions or express concerns. 	<p>formed and encourages families to participate. Families receive 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 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 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. The proposal does not describe that the program has a partnership with the local Head Start and actively collaborates through regular communication, coordination of services and joint activities, where possible. 	<p><i>Community Collaboration</i></p> <ul style="list-style-type: none"> The proposal describes the 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. The proposal describes that the program has a partnership with the local Head Start and actively collaborates through regular communication, coordination of services and joint activities, where possible. 	<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"> 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 Expansion program. Individual communities may be at different places on a continuum of implementing coordination strategies. Ways of coordinating across programs

FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<ul style="list-style-type: none"> • The proposal does not describe how the program actively participates in local collaboration groups to improve outcomes for all children and families. • The proposal does not describe how 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. • The proposal does not describe how 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. 	<ul style="list-style-type: none"> • The proposal describes how the program actively participates in local collaboration groups to improve outcomes for all children and families. • The proposal describes how 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. • The proposal describes how 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. 	<p>and sectors include, but are not limited to:</p> <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 families within a defined community. The main components include: <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
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

			<p>trouble-shoot and improve the referral system.</p> <ul style="list-style-type: none">• 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 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.• 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
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**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

			<p>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>
<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 informs both the individualized staff development plans and the program’s annual continuous quality improvement plan. • The proposal does not describe the process to use the data and information for continuous program improvement to lead to better family outcomes. The proposal does not describe procedures that are in place to use evaluation data to inform continuous program improvement, including who will review the data and on what schedule. Proposal does not describe that program improvement plans are 	<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • The proposal describes the annual self-assessment that informs both the individualized staff development plans and the program’s annual continuous quality improvement plan. • The proposal describes the process to use the data and information for continuous program improvement to lead to better family outcomes. The proposal describes procedures that are in place to use evaluation data to inform continuous program improvement, including who will review the data and on what schedule. Proposal describes that program improvement plans are developed and their 	<p><i>Evaluation</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"> • 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.

**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	developed and their implementation is periodically reviewed.	implementation is periodically reviewed.	
<i>Quality of Proposed Program</i> Total Points Possible: 40	Possible Score: 0-24	Possible Score: 25-35	Possible Score: 36-40
Include comments that validate the score you have awarded this proposal.			
<p>Special Notes:</p> <p>Strengths:</p> <p>Concerns:</p>			
Total Points Possible: 40		Readers Score:	

**FY 19 Preschool for All Expansion
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 Expansion will hold appropriate licensure and endorsements. • The proposal does not describe the title and brief descriptions of all non-teaching staff positions. • The proposal does not describe how teaching staff salaries and benefits are comparable to local K-12 teaching staff salaries and benefits. • The proposal does not describe how the program will employ 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 in serving culturally and linguistically diverse children for every 10 classrooms. • The proposal does not describe how the program employs at least one family educator, serving a maximum caseload of 100 	<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 Expansion will hold appropriate licensure and endorsements. • The proposal describes the title and brief descriptions of all non-teaching staff positions. • The proposal describes how teaching staff salaries and benefits are comparable to local K-12 teaching staff salaries and benefits. • The proposal describes how the program will employ 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 in serving culturally and linguistically diverse children for every 10 classrooms. • The proposal describes how the program employs at least one family educator, serving a 	<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. • Paraprofessionals hired to work in the Preschool for All Expansion 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.

FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>children, with a Bachelor’s degree in child development, early childhood education, social work or a related field required.</p> <ul style="list-style-type: none"> The proposal does not describe how the classroom teachers and school/center-level leadership participate on the Parent Advisory Council. 	<p>maximum caseload of 100 children, with experience in child development, early childhood education, social work or a related field required.</p> <ul style="list-style-type: none"> The proposal describes how the classroom teachers and school/center-level leadership participate on the Parent Advisory Council. 	
<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 quality improvement and professional growth. The proposal does not describe the process for collaboratively 	<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 continuous quality improvement and professional growth. The proposal describes the process for collaboratively developing annual written plans 	<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"> 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

**FY 19 Preschool for All Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

	<p>developing annual written plans addressing each staff member's professional needs and interests.</p> <ul style="list-style-type: none"> The proposal does not describe that teaching staff members receive training annually on program's selected screening tools, curriculum, and assessment tool. The proposal does not describe that the instructional leader provides embedded professional development and implements a professional learning community focused on instructional excellence. The leader develops, cultivates and maintains a professional learning community across classroom instructional staff. 	<p>addressing each staff member's professional needs and interests.</p> <ul style="list-style-type: none"> The proposal describes that teaching staff members receive training annually on the program's selected screening tools, curriculum, and assessment tool. The proposal describes that the instructional leader provides embedded professional development and implements a professional learning community focused on instructional excellence. The leader develops, cultivates and maintains a professional learning community across classroom instructional staff. 	<p>issues of language and cultural diversity within the program.</p>
<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 Expansion
Review Rubric**

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Total Points Possible: 20	Readers Score:

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 Expansion. <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 Expansion 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 Expansion 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.
Total Points Possible: 10	Possible Score: 0-6	Possible Score: 7-8	Possible Score: 9-10

FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

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

Special Notes:

Strengths:

Concerns:

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 located here IECAM Community Demographics and Ranking Document .	Yes/No/Partial (Please explain partial points in comments)
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FY 19 Preschool for All Expansion Review Rubric

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Total Points Possible: 10	Readers Score:
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Comments:

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	

FY 19 Preschool for All Expansion Review Rubric

Component 3 <i>Experience and Qualifications</i>	20	
Component 4 <i>Budget</i>	10	
Total	100	

Proposal Name: _____

Proposal Number: _____

Reader Number: _____

Priority Points	10	
Proposal Total	110	