**Component Number 1: Population to be served**

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| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Project Need*Attachment: 6Clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as the school district’s rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect.A defined process was 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. Criteria and indicators for identifying children and families who are eligible for the program are clearly established and likely to target those children and families most in need of services. | *Project Need** Proposal does not indicate whether funding is for a new program or to enhance a Preschool for All program into a Preschool for All Expansion model.
* Proposal provides little, if any, data analysis to show high need for the preschool educational program in the area.
* Children and families do not appear at-risk or there are low percentages of at-risk children and families.
* Community demographics do not indicate significant at-risk characteristics.
* 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 describe criteria and indicators that seem likely to ensure that it will target those children and families most in need of services.
 | *Project Need** Proposal indicates whether funding is for a new program or to enhance to a Preschool for All program into a Preschool for All Expansion model.
* Proposal describes adequate evidence of a high need for the preschool educational program with some data analysis of:
* Characteristics of families and children related to educational level of parents; employment conditions; rates of infant mortality, birth trauma, low birth weight or prematurity; district rates of dropouts, retention, truancy, teenage pregnancies, and homeless students; numbers of non-English speaking families; rates of poverty, child abuse and neglect;
* Community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse);
* Proposal adequately describes the process completed to determine the need for services in relation to other services being provided in the community.
* Proposal adequately describes criteria and indicators that will target those children and families most in need of services.
 | *Project Need** Proposal clearly indicates whether funding is for a new program or to enhance a Preschool for All program into a Preschool for All Expansion model, including a description of how the current model will be enhanced.
* Proposal provides strong evidence of a high need for the preschool educational program with detailed analysis of:
* Characteristics of families and children related to levels of poverty, illiteracy, unemployment, limited English proficiency (e.g., high % of parent victims of domestic abuse, TANF eligibility; rates of infant mortality, birth trauma, low birth weight or prematurity, high % special needs eligible siblings/primary caregivers, foster families, homelessness,);
* Large numbers of families in need of services, as documented by community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse);
* Proposal provides a detailed description of the process completed to determine the need for services in relation to other services being provided in the community.
* Proposal describes criteria and indicators that have a strong likelihood of ensuring the program will target those children and families most in need of services.
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| *Population to be Served*Attachment: 7Effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families are enrolled in the program.The maximum number of children are enrolled based on the following criteria: * 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, 80% of enrolled children have at least 2 risk factors or 1 highest priority selection factor.
* Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.
 | *Population to be Served** Proposal does not describe a plan to recruit the population to be served by the program or plan is inadequate:
* Proposal does not indicate the estimated number of children to be enrolled in each of the following categories:
* 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, 80% of enrolled children have at least 2 risk factors or 1 highest priority selection factor.
* Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.
 | *Population to be Served** Proposal describes an adequate plan to recruit the population to be served by the program.
* Proposal indicates the estimated number of children to be enrolled in each of the following categories:
* 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, 80% of enrolled children have at least 2 risk factors or 1 highest priority selection factor.
* Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.
 | *Population to be Served** Proposal describes multiple strategies to recruit the maximum numbers of children to be served by the program.
* Proposal indicates that the maximum number of children will be enrolled in each of the following categories:
* 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, 80% of enrolled children have at least 2 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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| *Population to be Served*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:**  |

**Component Number 2: Quality of Proposed Program**

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| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Screening Process to Identify Children Who are At-Risk* Attachment: 8Applicants must provide a description of the procedures to be used to screen all children and their families to determine their need for services.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 parents of the children screened. Examples of Research-Based Screening Instruments: * Ages & Stages Questionnaire (ASQ)
* Brigance Screens
* Denver Developmental Screening II
* 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.)  | *Screening Process** The proposal does not address 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 address that the screening procedures include a parent interview to be conducted in the parents’ home/native language, if necessary.
* The proposal does not address how the vision and hearing screening has been or will be provided.
* The proposal does not address 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 parents of the children screened.
* The proposal does not address 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 address 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 address the method(s) to be used to adhere to the weighted eligibility criteria established by the state to prioritize children who are most at-risk of academic failure to determine eligibility and how additional risk factors reflect the community to be served and will be weighted to ensure that the children most at risk of academic failure are enrolled.
* The proposal does not address the method for collecting and reviewing proof of family income to determine eligibility.
* The proposal does not address how the program plans to actively seek out and enroll children with special needs to be served in the classroom.
* The proposal does not address the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program.
 | *Screening Process** The proposal adequately addresses 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 adequately addresses that the screening procedures include a parent interview to be conducted in the parents’ 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 household; and the number of school-aged siblings experiencing academic difficulty.
* The proposal adequately describes how the vision and hearing screening has been or will be provided.
* The proposal adequately 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 parents of the children screened.
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* The proposal adequately describes the method for collecting and reviewing proof of family income to determine eligibility.
* The proposal adequately describes how the program plans to actively seek out and enroll children with special needs to be served in the classroom.
* The proposal adequately describes the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program.
 | *Screening Process** The proposal provides a detailed description to address 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 provides a detailed description to 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.
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* The proposal provides a detailed description to address the method for collecting and reviewing proof of family income to determine eligibility.
* The proposal provides a detailed description to address how the program plans to actively seek out and enroll children with special needs to be served in the classroom.
* The proposal provides a detailed description to address the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program.
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| *Appropriate Education Program*Attachment: 9Each Preschool for All Expansion grantee must offer 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 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.  | *Appropriate Education Program** The proposal does not address the daily schedule (including the number of hours per day and days per week the program will operate, which must provide for at least 25 hours a week), an annual calendar of at least 165 days, classroom locations, facility information (e.g. owner’s name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable
* The proposal does not address how the services to be provided are aligned with the Illinois Early Learning and Development Standards.
* The proposal does not address 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 address supports or indicate the classroom models to be utilized to support the preschool English Learners. Teacher endorsements are not listed, if applicable.
* The proposal does not address the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for sharing this information with parents. 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 address how it 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 provisions to be made to allow for the participation of children with disabilities in the program.
* The proposal does not address 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 address the research-based Social Emotional Learning (SEL) curriculum to be used or how the program will ensure it implements the curriculum with fidelity.
* The proposal does not address the plan to integrate physical activity into the curriculum or how it aligns with the Illinois Early Learning and Development Standards Physical Development and Health domain.
* The proposal does not address the plan to provide comprehensive services to support the development of the whole child. The proposal does not ensure that each child receives a dental screening, any necessary medical treatment or immunizations, and a mental health screening. The proposal does not address providing mental health services to children and families, including observations, consultation and referral.
* The proposal does not address the plan for children with IEPs to have services integrated across the school day with accommodations provided for the children to access the environment.
* The proposal does not address 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.
* Public school districts did not submit an acknowledgement form indicating the special education department is aware of the requirements of the Preschool for All Expansion grant.
* Applicants other than public school districts did not submit an adequate Special Education Services Memorandum of Understanding (MOU) that includes all aspects of provision of special education services (child find, referral, evaluation, services) to children with IEPs and how coordination with the LEA will occur. The MOU does not contain signatures of the superintendent and authorized official.
* The proposal does not address an adequate action plan for aligning early learning programs within a birth-through-third grade continuum of services, as well as any work done to date in this area.
 | *Appropriate Education Program** The proposal adequately describes the daily schedule (including the number of hours per day and days per week the program will operate, which must provide for at least 25 hours a week), an annual calendar of at least 165 days, classroom locations, facility information (e.g. owner’s name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable.
* The proposal adequately 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 adequately 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 an adequate description of how the curriculum aligns to the “Early English Language Development Standards Ages 2.5-5.5 2013 Edition.”
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* The proposal adequately describes the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for sharing this information with parents. 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.
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* The proposal describes an adequate action plan for aligning early learning programs within a birth-through-third grade continuum of services, as well as any work done to date in this area.
 | *Appropriate Education Program** The proposal provides a detailed description of the daily schedule (including the number of hours per day and days per week the program will operate, which must provide for at least 25 hours a week), an annual calendar of at least 165 days, classroom locations, facility information (e.g. owner’s name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable
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* The proposal provides a detailed description of supports and indicates the classroom models to be utilized to support the preschool English Learners. Teacher endorsements are listed, if applicable.
* The proposal provides a detailed description of the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for sharing this information with parents. The proposal includes a detailed description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs.
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* The proposal provides a detailed description as to the plan for children with IEPs to have services integrated across the school day with accommodations provided for the children to access the environment.
* The proposal provides a detailed description as to 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.
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* Applicants other than public school districts did submit a detailed Special Education Services Memorandum of Understanding (MOU) that includes all aspects of provision of special education services (child find, referral, evaluation, services) to children with IEPs and how coordination with the LEA will occur. The MOU contains signatures of the superintendent and authorized official.
* The program describes a detailed action plan for aligning early learning programs within a birth-through-third grade continuum of services, as well as any work done to date in this area.
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| *Parent Education and Involvement*Attachment: 10Preschool for All Expansion must offer appropriate parent education and involvement services that addresses communication, parent education, student learning, involvement, decision-making, and advocacy. Parent education activities requiring substantial parent participation must occur. Activities such as discussion groups are encouraged. The component may also include program orientation, identification of parental needs, student progress plans shared with parents, preferences for parental involvement, home visitations and parent involvement in the classroom.  | *Parent Education and Involvement** The proposal does not address the job description, roles and responsibilities of the parent educator and how they will support parent engagement in the program as well as lead parent education and family support efforts.
* The proposal does not address 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 parents’ native language.
* The proposal does not address the education activities that will promote and support parenting skills.
* The proposal does not address the activities that will ensure that parents play an integral role in assisting student learning and how parental involvement will be encouraged.
* The proposal does not address how the program will ensure that parents are full partners in the decisions that affect children and families, including how the program will encourage parents and families to make decisions regarding their parenting skills and their children’s development.
* The proposal does not address the family activities, such as workshops, field trips and child/parent events that will be provided. The program did not include a schedule for the activities proposed.
* The proposal does not address how families are connected to a medical and dental home to ensure regular access to care and follow-up.
* The proposal does not address the plan as to how the program will work with families to provide referrals, resources and services that address the needs of families and monitor effectiveness of services.
* The proposal does not address activities that will promote learning from experts in the areas of child medical and dental health, mental wellness and family strengthening.
* The proposal does not address how families will be educated about transitioning their child to kindergarten and engaged in collaboratively developing a transition plan for their child.
* The proposal does not address how the program will align to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family and Community Framework.
* The proposal does not address how the program plans to engage parents as leaders and maintain an active Parent Advisory Council and what the role of the council will be in the program.
 | *Parent Education and Involvement** The proposal adequately explains the job description, roles and responsibilities of the parent educator and how they will support parent engagement in the program as well as lead parent education and family support efforts.
* The proposal adequately 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 parents’ native language.
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* The proposal provides a detailed description of 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 parents’ native language.
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* The proposal provides a detailed description of how the program plans to engage parents as leaders and maintain an active Parent Advisory Council and what the role of the council will be in the program.
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| *Community Collaboration*Attachment: 11Evidence of collaboration with other agencies must be provided.  | *Community Collaboration** The proposal does not address how services and activities to be provided will be coordinated with other programs in operation in the same service area that are concerned with the education, welfare, health and safety needs of young children and their families (e.g., Preschool for All, Prevention Initiative, other birth-to-age-3 programs, parental training initiative, early childhood special education, Head Start, Title I, child care providers, homeless education liaisons).
* The proposal does not address how the program will actively collaborate with the local Head Start grantee and early childhood collaboration groups to advance outcomes for at-risk children and families. Documentation is not provided to support that initial discussion has taken place regarding the Head Start collaboration.
* The proposal does not address how the program will actively partner with regional DCFS liaisons and McKinney-Vento liaisons to ensure services are provided to homeless families and those involved in the child welfare system.
* The proposal does not address 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.
 | *Community Collaboration** The proposal adequately describes how services and activities to be provided will be coordinated with other programs in operation in the same service area that are concerned with the education, welfare, health and safety needs of young children and their families (e.g., Preschool for All, Prevention Initiative, other birth-to-age-3 programs, parental training initiative, early childhood special education, Head Start, Title I, child care providers, homeless education liaisons).
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 |
| *Evaluation*Attachment: 14Evidence of a written evaluation must be provided.  | *Evaluation** The proposal does not address the process to be used to determine whether progress is being made toward successfully implementing the required components of the Preschool for All Expansion program.
* The proposal does not address 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 did not address how the program improvement plans will be developed and how their implementation will be periodically reviewed.
* The proposal does not address the procedures to be used to show measurable outcomes for children and families participating in the program.
 | *Evaluation** The proposal adequately describes the process to be used to determine whether progress is being made toward successfully implementing the required components of the Preschool for All Expansion program.
* The proposal adequately 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.
* The proposal adequately describes the procedures to be used to show measurable outcomes for children and families participating in the program.
 | *Evaluation** The proposal provides a detailed description of the process to be used to determine whether progress is being made toward successfully implementing the required components of the Preschool for All Expansion program.
* The proposal provides a detailed description of 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 provides a detailed description of how the program improvement plans will be developed and how their implementation will be periodically reviewed.
* The proposal provides a detailed description of the procedures to be used to show measurable outcomes for children and families participating in the program.
 |
| *Quality of Proposed Program*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.**  |
| **Special Notes:****Strengths:** **Concerns:**  |
| **Total Points Possible: 40** | **Readers Score:**  |

**Component Number 3: Experience and Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Staff Requirements*Attachment: 12All Preschool for All Expansion staff paid by the block grant must hold appropriate certification and/or qualifications for the position for which they are hired.  | *Staff Requirements** The proposal does not address the procedures to ensure that all staff employed with Preschool for All Expansion will hold appropriate licensure and endorsements.
* The proposal does not describe a plan to ensure that teaching staff salaries are comparable to the local K-12 salary scale.
* The proposal does not provide evidence that classroom teachers, school and center-level leadership will participate on the Parent Advisory Council.
 | *Staff Requirements** The proposal adequately describes the procedures to ensure that all staff employed with Preschool for All Expansion will hold appropriate licensure and endorsements.
* The proposal adequately describes a plan to ensure that teaching staff salaries are comparable to the local K-12 salary scale.
* The proposal adequately provides evidence that classroom teachers, school and center-level leadership will participate on the Parent Advisory Council.
 | *Staff Requirements** The proposal provides a detailed description of the procedures to ensure that all staff employed with Preschool for All Expansion will hold appropriate licensure and endorsements.
* The proposal provides a detailed description of the plan to ensure that teaching staff salaries are comparable to the local K-12 salary scale.
* The proposal provides detailed evidence that classroom teachers, school and center-level leadership will participate on the Parent Advisory Council.
 |
| *Professional Development*Attachment: 13The following points must be included in the narrative | *Professional Development** The proposal does not address staff development assessment procedures and ongoing professional development activities to be conducted.
* The proposal does not address how professional development will be provided and determined for each staff member to support continuous quality improvement and professional growth.
* The proposal does not address how the program’s professional development plan will address issues of language and cultural diversity within the program.
* The proposal does not provide evidence that the administrator and all program staff are knowledgeable about high-quality early childhood programs and effective in explaining, organizing and implementing them.
* The proposal does not address how the program will fulfill the requirement of employing an instructional leader with a primary responsibility to provide embedded professional development and implement a professional learning community focused on instructional excellence.
 | *Professional Development** The proposal adequately describes staff development assessment procedures and ongoing professional development activities to be conducted, which includes a description of how the results of the assessment will be used to inform the program's staff development.
* The proposal adequately explains how professional development will be provided and determined for each staff member to support continuous quality improvement and professional growth.
* The proposal adequately describes how the program’s professional development plan will address issues of language and cultural diversity within the program.
* The proposal provides adequate evidence that the administrator and all program staff are knowledgeable about high-quality early childhood programs and effective in explaining, organizing and implementing them.
* The proposal adequately describes how the program will fulfill the requirement of employing an instructional leader with a primary responsibility to provide embedded professional development and implement a professional learning community focused on instructional excellence.
 | *Professional Development** The proposal provides a detailed description of staff development assessment procedures and ongoing professional development activities to be conducted, which includes a description of how the results of the assessment will be used to inform the program's staff development.
* The proposal provides a detailed description as to how professional development will be provided and determined for each staff member to support continuous quality improvement and professional growth.
* The proposal provides a detailed description how the program’s professional development plan will address issues of language and cultural diversity within the program.
* The proposal provides detailed evidence that the administrator and all program staff are knowledgeable about high-quality early childhood programs and effective in explaining, organizing and implementing them.
* The proposal provides a detailed description as to how the program will fulfill the requirement of employing an instructional leader with a primary responsibility to provide embedded professional development and implement a professional learning community focused on instructional excellence.
 |
| *Experience and Qualifications*Total Points Possible: 20 | Possible Score: 0-12 | Possible Score: 13-17 | Possible Score: 18-20 |
| **Include comments that validate the score you have awarded this proposal.**  |
| **Special Notes:****Strengths:** **Concerns:**  |
| **Total Points Possible: 20** | **Readers Score:**  |

**Component 4: Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Budget**Attachment: 15 and 16*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.  | *Budget** Proposal describes a budget that is an inadequate use of funds for Preschool for All Expansion.
* 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.
 | *Budget** Proposal describes a budget that is an adequate use of Preschool for All Expansionfunds:
* 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.
 | *Budget** Proposal describes a budget that is an itemized explanation for use of Preschool for All Expansionfunds.
* 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 |
| **Include comments that validate the score you have awarded this proposal.** |
| **Special Notes:****Strengths:** **Concerns:**  |
| **Total Points Possible: 10** | **Readers Score:**  |

**Overall Points**

|  |  |  |
| --- | --- | --- |
|  | **Total Possible Points** | **Points Awarded** |
| **Component 1** *Population to be Served* | 30 |  |
| **Component 2** *Quality of Proposed Program* | 40 |  |
| **Component 3** *Experience and Qualifications* | 20 |  |
| **Component 4** *Budget* | 10 |  |
| **Total** | 100 |  |