**Population to be Served (30 Points)**

Statement of Need

Population to be Served

**Statement of Need**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **Does Not Meet Standard** | **Meets Standard** | **Exemplary** |
| *Statement of Need*  Proposal Narrative Requirements Section: Statement of Need  Attachment: 2A  Clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as the school district’s rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside (including the prevalence of homelessness).  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.  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 *Statement of Need*proposal provides little, if any, data analysis to show need for prevention initiative services in the area including but not limited to:   * 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. * Proposal does not describe how these services will not duplicate services being provided by other programs; * Proposal does not describe criteria and indicators or the description does not seem likely to ensure that it will: * Identify children and families who are eligible for the program; and * Target those children and families most in need of services. | The *Statement of Need* proposal describes adequate evidence of need for the prevention initiative program with 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, homeless students; numbers of non-English speaking families; rates of poverty, and child abuse and neglect, homelessness; * Previously unserved highly at-risk children and families in need of services, as documented by community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse, homelessness).   Proposal adequately describes how these services will meet needs not currently being met by other programs.  Proposal adequately describes criteria and indicators that will:   * Identify children and families who are eligible for the program, and * Target those children and families most in need of services.   The proposal must adequately describe the process that was used to determine the need for the program in the community in relation to other similar services that may be operating in the same geographic area; this description must list, to the extent known, the other services offered and an estimate of the number of children being served. | The*Statement of Need*proposal provides strong evidence of need for the Prevention Initiative 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 survivors 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); and * Large numbers of previously unserved at-risk children and families in need of services, as documented by community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse, homelessness).   Proposal provides a detailed description of other programs in the community and how these services will meet needs not currently met by those programs.  Proposal describes, in detail, criteria and indicators that have a strong likelihood of ensuring the program will:   * Identify children and families who are eligible for the program, and * Target those children and families most in need of services.   The proposal must comprehensively describe the process that was used to determine the need for the program in the community in relation to other similar services that may be operating in the same geographic area; this description must list, to the extent known, the other services offered and an estimate of the number of children being served. |
| **CRITERIA** | **Does Not Meet Standard** | **Meets Standard** | **Exemplary** |
| *Population to be Served*  Proposal Narrative Requirements Section: Population to be Served  Attachment: 2B  The proposal 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 provided by the Early Childhood Block Grant program, as indicated by those children who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure.  Statewide Statistics   * 2015 Low income rate 54.2% * 2015 High school dropout rate 2.3% * 2015 Chronic truancy rate 8.7% * 2015 Mobility rate 12.0% * 2015 Limited English Proficient rate 10.3% * 2015 Annual average unemployment 5.9% * 2013 Children birth to age five in poverty (FPL:100%) 22.4% * 2015 Free and reduced lunch 54.2% * 2014 Child abuse rate 7.6 per 1000 * 2013 Teen birth rate (mothers under the age of 20) 6.8% * 2013 Infant mortality rate 6.0 per 1000 * 2013 Low birth weight babies (<2,500 grams) 8.3% | The *Population to be Served* proposal does not describe a plan to enroll eligible population to be served by the early childhood initiatives or plan is inadequate.   * Few families with children from birth to 3; * No procedure for outreach, identification and recruitment of families most at-risk. * The proposal does not address: * How the eligible population will be recruited; * The geographic area to be served; or * The estimated number of children/families to be enrolled. | The*Population to be Served*proposal describes an adequate plan to enroll the eligible population to be served by the early childhood initiative.   * Adequate number of families with children from birth to 3; and * Adequate procedures for outreach, identification and recruitment of families most at-risk. * The proposal adequately describes: * How the eligible population will be recruited; * The geographic area to be served; and * The estimated number of children/families to be enrolled.   Describe the process that was used to determine the need for the program in the community in relation to other similar services that may be operating in the same geographic area; this description must list, to the extent known, the other services offered and an estimate of the number of children being served. | The *Population to be Served* proposal describes multiple strategies to enroll the eligible population to be served by the early childhood initiative.   * Maximum number of families with children from birth to 3 including single or married parent(s) who are expecting their first child within three months or have no children other than a child less than 3 years of age; and * Outreach and identification of families most at-risk, and recruitment that is proactive, reflects the cultural diversity of the community and uses multiple methods and strategies. * The proposal clearly and comprehensively describes: * How the eligible population will be recruited; * The geographic area to be served; and * The estimated number of children/families to be enrolled. |
| *Statement of Need*  *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:** | |

**Quality of Proposed Program (40 Points)**

1. Screening Process to Identify Eligible Participants Who Are at Risk

2. Evidence-Based Program Model and Research-Based Curricula

3. Developmental Monitoring

4. Individual Family Service Plan

5. Case Management Services

6. Family and Community Partnership

9. Data Collection and Evaluation

**Component Number 1: Screening Process to Identify Eligible Participants Who are at Risk**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Screening for Eligibility*  Proposal Narrative Requirements Section: Screening Process to Identify Eligible Participants Who Are at Risk  Attachment: 3  Illinois’ neediest children will be identified and served.  The proposed program and activities regarding screening for eligibility will sufficiently meet the identified needs of the population to be served. The screening procedures will be designed to identify those children and families most in need of Prevention Initiative services that will enhance child development, parent effectiveness and, ultimately, school readiness.  For the purpose of Prevention Initiative “at risk” is defined as those children who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. | The *Screening for Eligibility p*roposal does not describe procedures to be used in a parent interview.  For children 3 months of age and older, proposal does not describe the criteria to determine at what point performance on an approved screening instrument indicates children are at risk of academic failure. Required areas (as appropriate for age) not addressed:   * Vocabulary * Visual-motor integration * Language and speech development * English proficiency * Fine and gross motor skills * Social skills * Emotional development * Cognitive development   Proposal shows screening is planned once during the program year and/or other entities involved are not named.  Proposal does not indicate that written parental permission will be obtained.  Proposal does not indicate that Prevention Initiative program provider(s) will be included in screening process. | The *Screening for Eligibility*  proposal adequately describes the procedures currently in place for screening and the proposed enhanced or additional procedures (that require additional funding) to be used to screen children and their families to determine their need for services and ensure that the program will serve those children and families most in need.  The proposal adequately describes the policies and procedures to be used during and after screening for eligibility. These procedures include:   * A parent interview that is conducted in the parents’ home/native language, if necessary, and: * A summary of the child's health history and status, including whether the child has an existing disability, and social development; and * Information about the parents, such as age, educational achievement and employment history. * For children 3 months of age and older, the proposal adequately describes the criteria to determine the point at which performance on a published, research-based developmental screening instrument indicates children are at risk of academic failure and includes the required domain areas (as appropriate for age): vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, emotional and cognitive development. * For children 3 months or older a vision and hearing screening using the child’s developmental screening instrument. * Weighted eligibility form and the procedures for implementation are described.   Proposal provides schedule of screenings in the area to be served and indicates other entities that are involved.  Proposal indicates that written parental permission for the screening will be obtained.  Proposal describes adequate procedures to include Prevention Initiative program provider(s) in screening process and make results available to them. | The *Screening for Eligibility*  proposal describes, in detail, the policies and procedures currently in place for screening and the proposed enhanced or additional procedures (that require additional funding) to be used to screen children and their families to determine their need for services and ensure that the program will serve those children and families most in need.  The proposal provides a detailed description of the policies and procedures to be used during and after screening for eligibility. These policies and procedures include:   * a parent interview form that is conducted in the parents’ home/native language, if necessary, and includes:   Demographic information;   * Parent’s Education Level * Parent’s Age * Marital Status * Living Situation * Employment History   Economic information;   * Parent’s Income * Parent’s Employment   Child’s prenatal history;  Child’s health history, including whether the child has an existing disability;  Child’s social development;   * Number of Children in the Household * Number of people in the household * Experiences with other children similar in age * Involvement in other programs   Environmental information: and   * Living Arrangements * Number of School-aged Siblings experiencing academic difficulty * Food security * Domestic violence   Identification of the use of a translator to conduct the parent interview in the parent’s home language (if applicable).    For children 3 months of age and older, proposal describes screening as a collaborative effort among Child Find, Early Intervention, Early Head Start, public schools, licensed child care providers, and special education. At-risk factors are used for eligibility, are agreed upon by all partners, and include the required areas (as appropriate for age):  • Vocabulary  • Visual-motor integration  • Language and speech development  • English proficiency  • Fine and gross motor skills  • Social skills  • Emotional development  • Cognitive development  Proposal provides a variety of appropriate screening opportunities with all other entities involved. The proposal clearly describes the procedure for screening for eligibility that include:   * Multiple eligibility criteria reflect that the most at-risk children will be served; * At-risk factors used for program eligibility are based on the risk factors present in the community; * A published, evidence-based screening instrument is being implemented; * Procedures for collecting each child’s Vision screening results from each child’s physician or medical home when a child is six (6) months and annually thereafter; * Procedures for completing hearing screens (Hearing screens using an objective measure of hearing sensitivity are be completed when each child is six (6) months, then annually thereafter.); * Provisions to screen in the child’s native language are available; * Proposal indicates that written parental permission for the screening will be obtained; * Proposal indicates that Prevention Initiative program provider(s) is involved in all aspects of the screening process. |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Component Number 2: Research-Based Program Model and Research-Based Curricula**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Research-Based Program Model & Curriculum for Parent Education*  Proposal Narrative Requirements Section: Research-Based Program Model & Curriculum for Parent Education  Attachment: 4  Families will receive intensive, research-based, and comprehensive prevention services.  The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development, parent effectiveness and, ultimately, school readiness. The proposed program is built upon effective research about prevention services and aligned to the Illinois Birth to Five Program Standards and Illinois Early Learning Guidelines, as applicable.  Possible Prevention Initiative Frameworks:   * Home Visiting * Center-Based * Family Literacy   Examples of existing PI research-based Program Models for parent education currently being implemented in Illinois include:   * Baby TALK * Healthy Families America * Parents as Teachers (PAT)   Research-Based Curricula aligned with the [Birth to Five Program Standards](http://www.isbe.net/earlychi/pdf/0-5-program-stds.pdf) and the Illinois Early Learning Guidelines (IELG alignments can be found on the [Illinois Early Learning Project](http://illinoisearlylearning.org/guidelines/index.htm) webpage.)  Examples of Supplemental Services include, but are not limited to:   * Doula Services * Fussy Baby Network ® * Touchpoints ™ * [Abriendo Puertas/Opening Doors](http://ap-od.org/home)   For more information also download:   * [Illinois Birth to Five Program Standards](http://www.isbe.net/earlychi/pdf/0-5-program-stds.pdf) * [Illinois Early Learning Guidelines](http://www.isbe.net/earlychi/pdf/el-guidelines-0-3.pdf) * For general information regarding Prevention Initiative, including the Prevention Initiative Compliance Checklist (PICC) go to the following link: <http://www.isbe.net/earlychi/html/birth-3.htm> * [Prevention Initiative Implementation Manual](http://www.isbe.net/earlychi/pdf/prevention-intiative/manual-complete.pdf) | The *Research-Based Program Model & Curriculum for Parent Education*  proposal does not include evidence that the program is built upon effective research about Prevention Initiative services or that it is aligned with the Illinois Birth to Three Program Standards or the Illinois Early Learning Guidelines.  **Home Visiting, Center-Based and Family Literacy programs do not meet any of the following component requirements.**  Proposal fails to include parent activities, child activities, or parent-child interactive activities to teach parents new ways of supporting and enhancing their children’s development.  Scheduling for programmatic activities is not intensive or flexible to meet family needs.  Proposal does not describe the location of programming.  Proposal does not adequately describe the services to be offered (home visits and groups).  Parent fees are charged with no explanation and/or no reimbursement plan for transportation and child care is described.  Proposal does not indicate that a research-based curriculum aligned with the Illinois Birth to Three Program Standards and Illinois Early Learning Guidelines will be used for both parent-centered education and if applicable child-centered education.  Proposal fails to describe how the eight designated instructional areas will be addressed:   * Child growth and development, including prenatal development; * Childbirth and childcare * Child safety and injury prevention; * Family structure, function, and management; * Prenatal and postnatal care for mother and infants * Prevention of child abuse * Interpersonal and family relationships including physical, mental, emotional, social, economic, psychological; and * Parenting skills development.   **Center-Based and Family Literacy Programs do not include:**  Proposal does not indicate that the Center-Based or Family Literacy program meets all the criteria listed below:   * All of the standards of a nationally recognized accrediting organization (e.g., National Association for the Education of Young Children – NAEYC); * All of the licensing standards of the [Illinois Department of Children and Family Services](http://www.ilga.gov/commission/jcar/admincode/089/08900405sections.html) for center-based child care; * Implements an evidence-based program model for parent/family education (as described for home visiting); * Implements a research-based child-centered curriculum; * Implements a research-based parent/family-centered curriculum; * Implements the Standards of [Early Head Start](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc) when applicable; and * Accesses [Illinois Department of Human Services Child Care Assistance Program](https://www.dhs.state.il.us/page.aspx?item=30355) (CCAP) funding for child care services.   **Family Literacy Program does not describe how the program will a**ccess funds to provide alternative adult education. | The *Research-Based Program Model & Curriculum for Parent Education* proposal provides a description of the current programming and services and provides a description of the proposed programming and services (that require additional funding) planned to be implemented with fidelity to the evidence-based program model and compliance to ISBE requirements.  **Home Visiting, Center-Based and Family Literacy programs include:**  The proposal adequately describes the program and activities that will be implemented to sufficiently meet the identified needs of the population to be served and the child and parent activities designed to enhance child development, parent effectiveness and, ultimately, school readiness. The proposal addresses how the program is built upon effective research about prevention services and is aligned to the Illinois Birth to Five Program Standards and Illinois Early Learning Guidelines, as applicable.  The proposal identifies:   * Prevention Initiative framework(s) ; * Home Visiting * Center-Based * Family Literacy * Research-Based program model for parent education; * Research-based curriculum chosen for parent education and if applicable the chosen child centered curriculum (All curricula chosen must be aligned with the Illinois Early Learning Guidelines and the Birth to Five Program Standards.); and * Supplemental Services or Curricula (if applicable) and describes how the supplemental services align with the identified program model for parent education and the IELGs.   The proposal adequately addresses the following:   * Description of how the program plans to ensure adherence to the selected program model for parent education; * Description of how the program is aligned with the Illinois Birth to Five Program Standards; and * If a program model other than Baby TALK, Healthy Families America, or Parents as Teachers is selected then the proposal provides specific references to the research that supports the types of services and strategies to be implemented.   Proposal adequately describes how the parent activities and parent-child interactive activities will enhance the parent’s ability to support their child’s development and how the child activities will support child growth and development.  Proposal adequately describes year-round scheduling of programmatic activities that are of sufficient intensity and duration to make sustainable changes in a family including:   * Year-Round programming defined as PI funded programming 12 months of the year as defined by the program model when implemented with fidelity or Partial-Year programming defined as PI funded programming provided less than 12 months of the year as defined by the program model when implemented with fidelity (Why? What services will be offered during limited months of service? Duration of limited months of services? What months will limited services be offered?); * Number, frequency, and duration of home visits; * Number, frequency, and duration of groups (minimum monthly, may be parent-child interactions or parent workshops); * A schedule of program activities is provided at least quarterly; * A description of the steps to be taken to encourage families to participate regularly and remain in the Prevention Initiative program; * A description of the toy/book lending library; * A description of the parent lending library; * A description of the newsletter components; * Technology is only used for parent education;   Proposal adequately describes the policies and procedures that guide PI programming, including but not limited to:   * Home visits and groups; * An emergent literacy focus is observable in the activities, materials, and environment planned for the child. (Birth to Five Program Standard II.B.5) * Ensuring there are no parent fees; and * Reimbursement for transportation or child care to enable participation in parent activities (if applicable).   Proposal adequately describes how these eight designated instructional areas are addressed:   * Child growth and development, including prenatal development; * Childbirth and childcare; * Child safety and injury prevention; * Family structure, function, and management; * Prenatal and postnatal care for mother and infants; * Prevention of child abuse; and * Interpersonal and family relationships including physical, mental, emotional, social, economic, psychological, parenting skills development.   **Center-Based and Family Literacy Programs include:**  Proposal adequately indicates center-based or Family Literacy and describes how the program meets all the criteria listed below:   * All of the standards of a nationally recognized accrediting organization (e.g., National Association for the Education of Young Children – NAEYC); * All of the licensing standards of the [Illinois Department of Children and Family Services](http://www.ilga.gov/commission/jcar/admincode/089/08900405sections.html) for center-based child care; * Implements an evidence-based program model for parent/family education (as described for home visiting); * Implements a research-based child-centered curriculum; * Implements a research-based parent/family-centered curriculum; * Implements the Standards of [Early Head Start](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc) when applicable; and * Accesses [Illinois Department of Human Services Child Care Assistance Program](https://www.dhs.state.il.us/page.aspx?item=30355) (CCAP) funding for child care services. * Provide daily schedules; * Number of hours per day and days per week the program will operate; * Classroom locations; * Plan for snacks or meals in ½ day programs or full day programs that align with the U.S. Department of Agriculture’s competitive food standards set forth at 7 CFR 210.11 (2013) or the DCFS’s standards set forth at 89 Ill. Adm. Code 407.330 (Nutrition and Meal Service).   **Family Literacy Programs include:**  Proposal adequately indicates Family Literacy and describes how the program meets the criteria listed below:   * Accesses funds to provide alternative adult education. | The *Research-Based Program Model & Curriculum for Parent Education* proposal provides a description of the current programming and services and provides a description of the proposed programming and services (that require additional funding) planned to be implemented with fidelity to the evidence-based program model and compliance to ISBE requirements.  **Home Visiting, Center-Based and Family Literacy programs include:**  The proposal provide a detailed description of the program and activities that will be implemented to sufficiently meet the identified needs of the population to be served and the child and parent activities designed to enhance child development, parent effectiveness and, ultimately, school readiness. The proposal addresses how the program is built upon effective research about prevention services and is aligned to the Illinois Birth to Five Program Standards and Illinois Early Learning Guidelines, as applicable.  The proposal identifies:   * Prevention Initiative framework(s) ; * Home Visiting * Center-Based * Family Literacy * Research-Based program model for parent education; * Research-based curriculum chosen for parent education and if applicable the chosen child centered curriculum (All curricula chosen must be aligned with the Illinois Early Learning Guidelines and the Birth to Five Program Standards.) ; and * Supplemental Services or Curricula (if applicable) and describes how the supplemental services align with the identified program model for parent education.   The proposal provides a detailed description of each of the following items:   * Description of how the program plans to ensure adherence to the selected program model for parent education; * Description of how the program is aligned with the Illinois Birth to Five Program Standards; and * If a program model other than Baby TALK, Healthy Families America, or Parents as Teachers is selected then the proposal provides specific references to the research that supports the types of services and strategies to be implemented.   The proposal provides a detailed description of how the parent activities and parent-child interactive activities will enhance the parent’s ability to support their child’s development and how the child activities will support child growth and development.  The proposal provides a detailed description of year-round scheduling of programmatic activities that are of sufficient intensity and duration to make sustainable changes in a family including:   * Year-Round programming defined as PI funded programming 12 months of the year as defined by the program model when implemented with fidelity; * The program offers continuous programming for children and their families from the prenatal period to age three. * Number, frequency, and duration of home visits; * Number, frequency, and duration of groups (more than monthly, parent-child interactions or parent workshops); * A schedule of program activities is provided more than quarterly; * Schedules include evenings, weekends and summer programming; * A description of the steps to be taken to encourage families to participate regularly and remain in the Prevention Initiative program; * A description of the toy/book lending library; * A description of the parent lending library; * A description of the newsletter components; * Technology is only used for parent education; * PI programming is offered to children, and their families from the prenatal period to age three; * Transition from the PI program to a 3 to 5 program will begin when the child is 2 years, 6 months; * The program provides PI services to both mothers and fathers equally, as applicable.   The proposal provides a detailed description of the policies and procedures that guide PI programming, including but not limited to:   * Home visits and groups; * Ratio of participants to staff is based on needs of families and research on best practice; * An emergent literacy focus is observable in the activities, materials, and environment planned for the child. (Birth to Five Program Standard II.B.5) * Ensuring there are no parent fees; and * Reimbursement for transportation or child care to enable participation in parent activities (if applicable).   Proposal provides a detailed description of program’s experience in providing parent activities, parent-child activities, and child activities (if applicable) and the activities the program plans to implement which include:   * Integrated and individualized parent-child activities that focus on supporting parents as they learn new ways of supporting and enhancing their children’s development; * Needs of children of varying abilities and diverse backgrounds are addressed including services delivered in the family’s native language; and * Various strategies are planned to meet the needs of a diverse population of children and families.   Proposal sufficiently describes how the eight designated instructional areas are comprehensive and integrated into all aspects of programming.   * Child growth and development, including prenatal development; * Childbirth and childcare; * Child safety and injury prevention; * Family structure, function, and management; * Prenatal and postnatal care for mother and infants; * Prevention of child abuse; and * Interpersonal and family relationships including physical, mental, emotional, social, economic, psychological, parenting skills development.   **Center-Based and Family Literacy Programs include:**  Proposal sufficiently indicates center-based or Family Literacy and describes how the program meets all the criteria listed below:   * All of the standards of a nationally recognized accrediting organization (e.g., National Association for the Education of Young Children – NAEYC); * All of the licensing standards of the [Illinois Department of Children and Family Services](http://www.ilga.gov/commission/jcar/admincode/089/08900405sections.html) for center-based child care; * Recognized as an [ExceleRate Illinois](http://www.excelerateillinois.com/) Silver Circle of Quality or Gold Circle of Quality; * Implements an evidence-based program model for parent/family education (as described for home visiting); * Implements a research-based child-centered curriculum; * Implements a research-based parent/family-centered curriculum; * Implements the Standards of [Early Head Start](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc) when applicable; and * Accesses [Illinois Department of Human Services Child Care Assistance Program](https://www.dhs.state.il.us/page.aspx?item=30355) (CCAP) funding for child care services. * Provide daily schedules; * Number of hours per day and days per week the program will operate; * Classroom locations; * Plan for snacks or meals in ½ day programs or full day programs that align with the U.S. Department of Agriculture’s competitive food standards set forth at 7 CFR 210.11 (2013) or the DCFS’s standards set forth at 89 Ill. Adm. Code 407.330 (Nutrition and Meal Service).   The proposal provides a detailed description of how the program uses PI funding to supplement CCAP funding to increase the quality of child care center-based services to children enrolled in the PI program including but not limited to:   * Employing a more qualified teacher and assistant; * Providing comprehensive wrap around services to children and families enrolled in the PI Program; * Implementing Research-Based Curricula (parent-centered and child-centered); * Implementing a Research-Based Assessment (child-centered); * Obtaining additional professional development to become recognized in ExceleRate Illinois as having a Silver or Gold Circle of Quality.   **Family Literacy Programs include:**  Proposal sufficiently indicates Family Literacy and describes how the program meets the criteria listed below:   * Accesses funds to provide alternative adult education. |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Component Number 3: Developmental Monitoring**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Developmental Monitoring*  Proposal Narrative Requirements Section: Developmental Monitoring  Attachment: 5  Children’s developmental progress will be regularly monitored to inform instruction and to ensure identification of any developmental delays or disabilities.  The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development, parent effectiveness and, ultimately, school readiness.  Examples of broad-based screening instruments for children birth to age three:   * [Ages & Stages Questionnaire ®](http://agesandstages.com/) [http://agesandstages.com/](http://agesandstages.com/%20) * [Battelle Developmental Inventory ™](http://www.riversidepublishing.com/products/bdi2/) [http://www.riversidepublishing.com/products/bdi2/](http://www.riversidepublishing.com/products/bdi2/%20) * [Brigance ® Early Childhood Screens III](http://www.curriculumassociates.com/products/brigance-early-childhood.aspx) <http://www.curriculumassociates.com/products/brigance-early-childhood.aspx> | The *Developmental Monitoring* proposal does not describe the method or sources of information that will be used to regularly monitor children’s development to inform instruction.  Proposal does not describe how the child’s development will be communicated to parents. | The *Developmental Monitoring*  Proposal adequately provides a description of current developmental monitoring procedures and the proposed developmental monitoring procedures (that require additional funding) to be used by the program.  The proposal adequately describes both the methods and the sources of information that will be used to regularly monitor children’s development to inform instruction and the Individual Family Service Plan. The proposal adequately describes how the program will communicate with parents about their child’s development.  The proposal adequately describes the policies and procedures to be used during and after developmental monitoring. These procedures include:   * Developmental screening (as appropriate for the age of the child), include: * Vocabulary; * Visual-motor integration; * Language and speech development; * English proficiency; * Fine and gross motor skills; * Social skills; * Emotional development; and * Cognitive development. * The proposal adequately describes how developmental and/or educational progress is assessed and documented to ensure that the program meets the needs of the child and provides a system whereby that child's parents are routinely advised of their child's progress. * The research-based tool and procedures to assess progress must align with the Illinois Early Learning Guidelines. * Research-based screening instrument(s) used for child developmental monitoring for every child three months or older then every six months thereafter; * Referral and follow-up procedures to the local Child and Family Connections when diagnostic assessment is indicated; * Vision and hearing screening using the child’s developmental screening instrument for every child three months or older then every six months thereafter; * Child’s health history which includes well child visits and immunizations is completed at screening (if applicable) then annually thereafter; * At least two forms of Authentic Assessment are being implemented; * Program communicates all screening results; and * Program partners with parents to observe the child’s development. | The *Developmental Monitoring*  proposal provides a detailed description of current developmental monitoring procedures and the proposed developmental monitoring procedures (that require additional funding) to be used by the program.  The proposal describes in detail both the methods and the sources of information that will be used to regularly monitor children’s development to inform instruction and the Individual Family Service Plan. The proposal sufficiently describes how the program will communicate with parents about their child’s development.  The proposal comprehensively describes the policies and procedures to be used during and after developmental monitoring. These procedures include:   * Developmental screening (as appropriate for the age of the child), include: * Vocabulary; * Visual-motor integration; * Language and speech development; * English proficiency; * Fine and gross motor skills; * Social skills; * Emotional development; and * Cognitive development. * The proposal comprehensively describes how developmental and/or educational progress is assessed and documented to ensure that the program meets the needs of the child and provides a system whereby that child's parents are routinely advised of their child's progress. * The research-based tool and procedures to assess progress must align with the Illinois Early Learning Guidelines. * Research-based screening instrument(s) used for child developmental monitoring for every child three months or older then every six months thereafter; * Referral and follow-up procedures to the local Child and Family Connections when diagnostic assessment is indicated; * Program communicates all screening results; * Vision and hearing screening using the child’s developmental screening instrument for every child three months or older then every six months thereafter; * The program collects each child’s Vision screening results from each child’s physician or medical home when a child is six (6) months and annually thereafter. * The program has procedures for completing hearing screens using an objective measure of hearing sensitivity and are completed when each child is six (6) months, then annually thereafter; * The program has procedures to regularly engage in conversations with each family regarding their child’s health, including hearing and vision, and provide referrals as applicable. * Child’s health history which includes well child visits and immunizations is completed at screening (if applicable) then annually thereafter; and * Program partners with parents to observe the child’s development and collaboratively develops home visiting plans and when applicable group activities |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Component Number 4: Individual Family Service Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Individual Family Service Plan*  Proposal Narrative Requirements Section: Individual Family Service Plan  Attachment: 6  Families will receive services that address their identified goals, strengths, and needs. The program partners with parents to develop an Individual Family Service Plan.  The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development, parent effectiveness and, ultimately, school readiness. | The *Individual Family Service Plan* proposal describes inadequate or minimal procedures for the development of individual family service plans | The *Individual Family Service Plan (IFSP)* proposal provides an adequate description of the current Individual Family Service Plan procedures and the proposed Individual Family Service Plan procedures (that require additional funding) to be used by the program.  The proposal describes adequate procedures for the development of individual family service plans.  The IFSP processes include the following.   * The program has policies and procedures that guide implementation of an IFSP and Family Centered Assessment; * The program provides a description of the published research-based Family Center Assessment (FCA) implemented; * The FCA is initiated within 60 days of enrollment and is updated at least every six months; * The program provides a clear description of the components of the IFSP; * The program involves parents in the IFSP process; * The IFSP is initiated within 60 days of enrollment and updated at least every six months. | The *Individual Family Service Plan* proposal provides a detailed description of the current Individual Family Service Plan procedures and the proposed Individual Family Service Plan procedures (that require additional funding) to be used by the program.  The proposal provides comprehensive detailed procedures for the development and implementation of individual family service plans.  The IFSP processes include the following.   * The program has policies and procedures that guide implementation of an IFSP and Family Centered Assessment (FCA); * The program provides a description of the research-based FCA implemented; * The FCA includes information regarding parenting, family relationships, education and employment, health and access to insurance and medical care, food security, and housing stability; * The FCA contains items that assist staff with understanding families’ strengths, resources, and needs; * The FCA is initiated within 60 days of enrollment and is updated at least every six months; * The program provides a clear description of the components of the IFSP and the ongoing use of the service plan to guide services for the family; * The IFSP is initiated within 60 days of enrollment and updated at least every six months; * The program will, when applicable, collaborate with other early childhood providers the family is receiving services from to coordinate services; * The program describes the strategies used to engage families in making decisions about their goals and the development of the IFSP * The program describes the continuous engagement of parents in the decisions regarding their family goals and outcomes. |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Component Number 5: Case Management Services**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Case Management Services*  Proposal Narrative Requirements Section: Case Management Services  Attachment: 7  Families will receive comprehensive, integrated, and continuous support services through a seamless and unduplicated system.  The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development, parent effectiveness and, ultimately, school readiness.  Examples of community programs:   * Prekindergarten * Head Start * Early Head Start * Early Intervention Child and Family Connections * Early Childhood Special Education * Public and Private community-based early care and education programs (e.g., child care centers, nursery schools, library programs, park district programs, church-based programs, and Title I) * English Learner programs * Health and Human Services programs targeting young children and their families (e.g., WIC, Family Case Management, etc.) | The *Case Management Services* proposal does not indicate that the program will ensure coordination between the individual family service plan and any other service plans that other community service providers have developed with/for the family.  The proposal does not indicate how the program will provide families with access to comprehensive services.  The proposal does not describe a system for referring families to other service providers and following up on these referrals.  The proposal does not describe how the program collaborates with other providers in the service area to reduce duplication of services. | The *Case Management Services* proposal provides an adequate description of the current case management services provided and the proposed case management services (that require additional funding) to be provided by the program  The proposal adequately describes how the program will provide families with access to comprehensive services. The proposal indicates that the program will ensure coordination between the individual family service plan and any other service plans that other community service providers have developed with/for the family.  The proposal adequately describes the procedures to be implemented to ensure quality case management services are provided. The proposal includes:   * Description of the referral and follow-up system of the program (if the community has a different referral and follow-up system explain how the program coordinates referral and follow-up efforts); * Description of how the program provides transition services for children and families (transition services will begin when children are 2 years, 6 months, when applicable); * Description of how the program partners will work with families to develop written transition plans; * Explanation of how the program works with other providers in the service area to reduce or eliminate duplication of services; * Description of how the program works with other service providers in the service area to coordinate Individual Family Service Plans; * List of Collaboration and/or MOU agreements with other service providers in the service area and a brief description of the purpose; * The program will state the community partners they coordinate with to address the following issues: referral and follow-up, reduce duplication of services, and coordinate Individual Family Service Plans (as applicable). | The *Case Management Services* proposal provides a comprehensive description of the current case management services provided and the proposed case management services (that require additional funding) to be provided by the program  The proposal describes, in detail, how the program will provide families with access to comprehensive services. The proposal thoroughly explains how the program will ensure coordination between the Individual Family Service Plan and any other service plans that other community service providers have developed with/for the family.  The proposal describes, in detail, the procedures to be implemented to ensure quality case management services are provided. The proposal includes:   * Description of the referral and follow-up system of the program (if the community has a different referral and follow-up system explain how the program coordinates referral and follow-up efforts); * Description of how the program provides transition services for children and families (transition services will begin when children are 2 years, 6 months, when applicable); * Description of how the program partners will work with families to develop written transition plans; * Explanation of how the program works with other providers in the service area to reduce or eliminate duplication of services; * Description of how the program works with other service providers in the service area to coordinate Individual Family Service Plans which includes 1. Established written coordination agreements with all appropriate service providers in the area, and 2. Established collaboration with Early Intervention and Special Education services to serve eligible children; * List of Collaboration and/or MOU agreements with other service providers in the service area and a brief description of the purpose; * The program will state the community partners they coordinate with to address the following issues: referral and follow-up, reduce duplication of services, and coordinate Individual Family Service Plans (as applicable). * Description of how the program will provide families with access to comprehensive physical and mental health, educational, social and recreational services for families through collaborations with many other service providers. * Description of how the program participates in locally-driven data collection efforts. * Description of how the program participates in collaboration efforts to minimize barriers to services for families with children birth to age five. |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Component Number 6: Family & Community Partnerships**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Family & Community Partnerships*  Proposal Narrative Requirements Section: Family and Community Partnerships  Attachment: 8  Families will be engaged in the program, and community systems for infants and toddlers will be strengthened.  The proposed program and activities will sufficiently meet the identified needs of the population to be served including child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.  The program proposal provides a description of a family and community engagement plan that clearly and effectively guides the implementation of programming.  The program proposal provides a description of a community collaboration plan for effective linkages between parents and providers of education, welfare, health, and safety services. | The*Family & Community Partnerships*proposal does not adequately describe the family and community engagement plan or the community collaboration plan.  The family and community engagement plan does not include proposed program activities and opportunities that are aligned with the Illinois Birth to Five Program Standards, Illinois Early Learning Guidelines and the research-based program model. The plan does not engage children and families long enough to make sustainable changes in the family.  The community collaboration plan does not provide for effective linkages between parents and providers of education, welfare, health, and safety services. | The *Family & Community Partnerships* proposal provides an adequate description of the current family and community engagement plan and the proposed family and community engagement plan (that requires additional funding).  The proposal adequately describes the family and community engagement plan and the community collaboration plan.  The family and community engagement plan includes proposed program activities and opportunities that are aligned with the Illinois Birth to Five Program Standards and the Illinois Early Learning Guideline and the research-based program model. The plan engages children and families long enough to make sustainable changes in the family. The following points are adequately described:   * Communication between the program and family is regular, two-way and meaningful; * Parenting skills are promoted and supported; * Recognition that parents play an integral role in assisting student learning; * Parents are welcome in the program, and their support and involvement are sought; and * Parents are full partners in the decisions that affect children and families.   The community collaboration plan provides for effective linkages between parents and providers of education, welfare, health, and safety services.  The family and community engagement plan includes:   * Orientation to the educational program; * Opportunities for engagement in home-based and/or site-based activities including, but not limited to, visit frequency, visit length, policies and procedures; * Intensity of the activities and services offered, including home visits, groups, and case management; * Provision for communication with parents about the program; * Activities that emphasize and strengthen the parent(s) role as the child’s primary educator; and * How families are engaged developing and implementing the program.   The community collaboration plan addresses meeting the needs of young children and includes:   * Agreements made with Head Start, Early Head Start and other providers in the service area to coordinate on issues concerned with the education, welfare, health and safety needs of children (prenatally and birth through age three); * Referral and follow-up system; * Plan for reducing duplication of services; and * Coordinating Individual Family Service Plans with other services providers, as applicable. | The *Family & Community Partnerships* proposal provides a detailed description of the current family and community engagement plan and the proposed family and community engagement plan (that requires additional funding).  The proposal provides a comprehensive description of the family and community engagement plan and the community collaboration plan.  The family and community engagement plan includes proposed program activities and opportunities that are aligned with the Illinois Birth to Five Program Standards and the Illinois Early Learning Guideline and the research-based program model. The plan engages children and families long enough to make sustainable changes in the family. The following points are comprehensively described:   * Communication between the program and family is regular, two-way and meaningful; * Parenting skills are promoted and supported; * Recognition that parents play an integral role in assisting student learning; * Parents are welcome in the program, and their support and involvement are sought; and * Parents are full partners in the decisions that affect children and families.   The community collaboration plan provides for effective linkages between parents and providers of education, welfare, health, and safety services.  The family and community engagement plan provides comprehensive information about the program and includes:   * Orientation to the educational program; * Opportunities for engagement in home-based and/or site-based activities including, but not limited to, visit frequency, visit length, policies and procedures regarding implementation of programming, definition of completed home visit in the program, data collection, transition services, and evaluation activities; * Intensity of the activities and services offered, including home visits, groups, and case management; * Provision for communication with parents about the program including but not limited to the two-way communication tools; * The program utilizes evaluation tools with the families and maintains data collection; * Activities that emphasize and strengthen the parent(s) role as the child’s primary educator; and * How families are engaged developing and implementing the program.   The family and community engagement plan sufficiently provides information regarding:   * Program mission statement and values. * Program approach and/or philosophy concerning programming and services. * A description of how the program’s mission statement, values, and/or approach/philosophy emphasize the promotion of the parent as the child’s primary educator. * A description of the strategies that are to be implemented to maintain alignment with the program mission, values, and/or approach/philosophy.   The community collaboration plan comprehensively addresses meeting the needs of young children in the areas of education, welfare, health, and safety and includes:   * Agreements made with Head Start, Early Head Start and other providers in the service area to coordinate on issues concerned with the education, welfare, health and safety needs of children (prenatally and birth through age three); * Referral and follow-up system; * Plan for reducing duplication of services; * Coordinating Individual Family Service Plans with other services providers, as applicable; and * Local community systems development efforts including but not limited to participating in locally-driven data collection efforts and participating in the local efforts to minimize barriers to services for families with children from birth to five. |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Component Number 9: Data Collection and Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Data Collection and Evaluation*  Proposal Narrative Requirements Section: Data Collection and Evaluation  Attachment: 11  The evaluation will provide critical data and information that is used for continuous program improvement.  The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program. | The *Evaluation* proposal is an inadequate plan that does not evaluate progress toward successful implementation of the research-based program model and the Birth to Five Program Standards. The plan is not used to inform continuous program improvement. | The *Evaluation* proposal provides an adequate description of the current process for data collection and evaluation and the proposed process for data collection and evaluation (that requires additional funding).  The proposal describes an adequate plan for evaluation which includes a description of:   * A written framework that explains the program’s processes for evaluation and continuous quality; * Framework provides data and information to be collected and the measures, methods, and processes to be used to evaluate all Prevention Initiative components (1-9); * Self-assessment procedures to be used; * Processes used to determine whether progress is being made toward successful implementation of the program model and the Illinois Birth to Three Program Standards; * Processes used to determine progress that children and families are making toward their goals; * Process by which the evaluation will be used to inform continuous program improvement. * The continuous quality improvement plan;   includes:   * Specific issues that are deficient or areas that the program would like to strengthen; * Actions to be taken; * Personnel responsible; and * Timelines. * Components of the written evaluation are described. | The *Evaluation* proposal provides a detailed description of the current process for data collection and evaluation and the proposed process for data collection and evaluation (that requires additional funding).  The proposal describes a comprehensive and detailed plan for a rigorous, objective, ongoing evaluation of program and  staff which includes a description of:   * A written framework that explains the program’s for evaluation processes and continuous quality; * Framework provides data and information to be collected and the measures, methods, and processes to be used to evaluate all Prevention Initiative components (1-9); * Self-assessment procedures align with the PI program being implemented and the research-based program model chosen; * Processes used to determine whether progress is being made toward successful implementation of the program model and the Illinois Birth to Three Program Standards; * Process and measurable outcomes used to determine progress that children and families are making toward their goals; * Regularly monitors children’s development using appropriate screening and authentic assessment; * Process by which the evaluation will be used to inform continuous program improvement; * Continuous quality improvement plan;   includes:   * Specific issues that are deficient or areas that the program would like to strengthen; * Actions to be taken; * Personnel responsible; and * Timelines. * Process for implementation of the continuous quality improvement plan; * Components of the written evaluation are described; and * Process for sharing the results with the program staff, program participants, and the community. |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Scoring: Quality of Proposed Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality of Proposed Program**   * Screening Process to Identify Eligible Participants Who Are at Risk * Evidence-Based Program Model and Research-Based Curricula * Developmental Monitoring * Individual Family Service Plan * Case Management Services * Family and Community Partnership * Data Collection and Evaluation   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:** | |

**Experience and Qualifications (20 Points)**

7. Staff Qualifications and Organizational Capacity

8. Professional Development

**Component Number 7: Staff Qualifications and Organizational Capacity**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Qualified Staff and Organizational Capacity*  Proposal Narrative Requirements Section: Qualified Staff and Organizational Capacity  Attachment: 9  Staff will have the knowledge and skills needed to create partnerships with families to support the development of infants and children.  The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.  Proposed personnel/staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality Prevention Initiative program.    **Home Visiting, Center-Based and Family Literacy programs**  [Gateways to Opportunity Credential](http://www.ilgateways.com/en/credentials)  **Center-Based and Family Literacy Programs**  [ExceleRate Illinois](http://www.excelerateillinois.com/)  Department of Children and Family Services licensing requirements set forth in the [Illinois Administrative Code Title 89: Social Services  Chapter III: Department of Children and Family Services Subchapter e: Requirements for Licensure Part 407 Licensing Standards for Day Care Centers](http://www.ilga.gov/commission/jcar/admincode/089/08900407sections.html)  [Gateways to Opportunity Credential](http://www.ilgateways.com/en/credentials) | The *Qualified Staff and Organizational Capacity* proposal does not provide enough information to determine if staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a quality Prevention Initiative program.    The proposal describes an inadequate staffing plan.   * The personnel/staff qualifications described are not appropriate for working with at-risk infants and toddlers and their families. * Staff positions/roles are not sufficiently defined to determine if the staff will be qualified for the position.   Proposal does not provide enough information to determine organization’s capacity to operate the program. | The *Staff Qualifications*proposal provides an adequate description of the current personnel and the proposed personnel to be employed (that requires additional funding).  The proposal provides adequate information to determine that staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a quality Prevention Initiative program.  **Home Visiting, Center-Based and Family Literacy programs include:**  An adequate staffing plan:   * Personnel/staff are appropriately qualified for working with infants and toddlers and their families who may have multiple at risk factors and meet the requirements of the research-based program model being implemented; * Personnel/staff roles are clearly defined; * The program maintains a staffing structure of one supervisor and at least 3 FTE direct service providers. * Direct service providers must maintain at least .5 FTE. * Background checks, as applicable; * Plan to ensure all PI staff that does not hold a professional educator license issued by the State Board of Education are registered in the Illinois Department of Human Services’ [“Gateways to Opportunity” registry](http://www.ilgateways.com/en/).   Proposal adequately describes the organization’s capacity to operate a program of this nature including:   * Policies and procedures manual that addresses the PI RFP 9 components; * Adherence to the Illinois Mandated Reporting Laws; * Appropriate maintenance of records as define by ISBE;   In addition, **Center-Based and Family Literacy Programs include:**   * Description includes statements that all Center-Based staff maintain personnel that meet the Department of Children and Family Services licensing requirements set forth in the [Illinois Administrative Code Title 89: Social Services  Chapter III: Department of Children and Family Services Subchapter e: Requirements for Licensure Part 407 Licensing Standards for Day Care Centers](http://www.ilga.gov/commission/jcar/admincode/089/08900407sections.html). | The *Staff Qualifications*proposal provides a detailed description of the current personnel and the proposed personnel to be employed (that requires additional funding).  The proposal provides a comprehensive plan and sufficient information to determine that the personnel/staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality Prevention Initiative program.  **Home Visiting, Center-Based and Family Literacy programs**  A detailed staffing plan:   * Personnel/staff are appropriately qualified for working with infants and toddlers and their families who may have multiple at risk factors and meet the requirements of the research-based program model being implemented; * Personnel/staff roles are clearly defined; * The program maintains a staffing structure of one supervisor and at least 3 FTE direct service providers; * Program coordinator who is an experienced early childhood professional with expertise in infant and toddler development and parent education; * qualified staff who are trained and experienced birth to 3 program providers; * Direct service providers must maintain at least .5 FTE. * Background checks, as applicable; * Plan to ensure all PI staff that does not hold a professional educator license issued by the State Board of Education are registered in the Illinois Department of Human Services’ [“Gateways to Opportunity” registry](http://www.ilgateways.com/en/). * Staff has achieved and maintains a Gateways to Opportunity Credential, as appropriate for the PI position, and * Program leadership providing ongoing supervision that promotes staff development and enhances quality service delivery.   Proposal sufficiently describes the organization’s capacity to operate a program of this nature including:   * Policies and procedures manual that addresses the PI RFP 9 components; * Adherence to the Illinois Mandated Reporting Laws; * Appropriate maintenance of records as define by ISBE; * Experience providing services to infants, toddlers and their families; * Experience working with families of similar cultural background as the families to be served; * Experience successfully administering grants; and * Appropriate financial systems to ensure that expenditures are properly documented.   In addition, **Center-Based and Family Literacy Programs**  Proposal sufficiently describes the organization’s capacity to operate a program of this nature including:   * Center-Based child care centers have achieved and maintains the [ExceleRate Illinois](file:///C:/Users/pbliven/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/Q39TU31V/Department%20of%20Children%20and%20Family%20Services%20licensing%20requirements%20set%20forth%20in%20the%20Illinois%20Administrative%20Code%20Title%2089:%20Social%20Services) Silver or Gold Circle of Quality; * Description includes statements that Center-Based staff exceed the Department of Children and Family Services licensing requirements set forth in the [Illinois Administrative Code Title 89: Social Services  Chapter III: Department of Children and Family Services Subchapter e: Requirements for Licensure Part 407 Licensing Standards for Day Care Centers](http://www.ilga.gov/commission/jcar/admincode/089/08900407sections.html); and * Staff has achieved and maintains the [Gateways to Opportunity Credential](http://www.ilgateways.com/en/credentials), as appropriate for the PI position. |
| **CRITERIA** | **Does Not Meet Standard** | **Meets Standard** | **Exemplary** |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Component Number 8: Professional Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Professional Development*  Proposal Narrative Requirements Section: Professional Development  Attachment: 10  Staff will continue to gain skills and knowledge based on current research and best practices to improve outcomes for families.  The staff development plan addresses the needs of the project staff, offers a varied and full range of staff development experiences and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities. | The *Professional Development*proposal describes a professional development plan not coordinated with staff or program needs.   * Program staff are not being assessed for staff development needs; * Staff development plans are not clearly tied to purpose and goals of Prevention Initiative; and * Supervision is not clearly defined or addressed. | The *Professional Development* proposal provides an adequate description of the current professional development procedures and the proposed professional development procedures (that requires additional funding).  The proposal describes an adequate professional development plan for all staff.  The proposal adequately addresses:   * Assessing the staff development needs in the Prevention Initiative program; * Providing pre-service and in-service training to meet the individual needs of the staff and the requirements of the chosen research-based program model or Center-Based personnel; * All areas of the written Professional Development Plan; * Professional development plan is developed in collaboration with supervisor; * Adequate administrative supervision is described; * Adequate reflective supervision is described;   The proposal must adequately describe how staff development activities are implemented and how the information will be used to inform the program’s staff development and continuous quality improvement efforts. | The *Professional Development* proposal provides a detailed description of the current professional development procedures and the proposed professional development procedures (that requires additional funding).  The proposal describes a comprehensive and detailed professional development plan for all staff.  The proposal provides a detailed description of the following:   * Assessing the staff development needs in the Prevention Initiative program; * Providing pre-service and in-service training to meet the individual needs of the staff and the requirements of the chosen research-based program model or Center-Based personnel; * Regular and sufficient schedule for assessing staff development needs; * All areas of the written Professional Development Plan; * Professional development plan is developed in collaboration with supervisor; * Sufficient regular administrative supervision is described; * Sufficient regular reflective supervision is described; * Professional development addresses understanding and overcoming barriers to equitable participation by families and children with special needs; * Professional development is offered to all staff to maintain a current understanding of Best Practices and maintain compliance with the ISBE requirements as well as the research-based program model; and * Staff is provided sufficient time for learning and implementing training ideas into program application.   The proposal must comprehensively describe how staff development activities are implemented and how the information will be used to inform the program’s staff development and continuous quality improvement efforts. |
| **Include comments that validate the score you have awarded this proposal.** | | | |
| **Special Notes:**  **Strengths:**  **Concerns:** | | | |

**Scoring: Experience and Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **Experience and Qualifications**   * Staff Qualifications and Organizational Capacity * Professional Development   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:** | |

**Budget (10 Points)**

**Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DOES NOT Meet Standard** | **MEETS STANDARD** | **EXEMPLARY** |
| *Budget*  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 **0-3 budget** that is an inadequate use of funds for Prevention Initiative.   * 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 adequate use of Prevention Initiativefunds:   * 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 an itemized explanation for use of Prevention Initiativefunds.   * 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:** | |