



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

Proposal name _____

Proposal # _____

Reader # _____

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>Clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services as indicated by high levels of poverty, 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.</p> <p>(Statement of need Proposal Narrative – page 12 Attachment 3a)</p>	<p>Statement of need Proposal provides little, if any, data analysis to show high need for the preschool educational program in the area.</p> <p>a. Children and families do not appear at-risk or there are low percentages of at-risk children and families.</p> <p>b. Community demographics do not indicate significant at-risk characteristics.</p> <p>Proposal does not describe how these services will not duplicate services being provided by other programs.</p>	<p>Statement of need Proposal describes adequate evidence of a high need for the preschool educational program with some data analysis of:</p> <p>a. Characteristics of families and children related to educational level of parents; employment conditions; rates of infant mortality, birth trauma, low birth weight or prematurity; district rates of dropouts, retention, truancy, teenage pregnancies, and homeless students; numbers of non-English speaking families; rates of poverty, child abuse and neglect;</p> <p>b. Previously unserved highly at-risk children and families in need of services, as documented by community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse);</p> <p>Proposal adequately describes how these services will meet needs not currently being met by other programs.</p>	<p>Statement of need Proposal provides strong evidence of a high need for the preschool educational program with detailed analysis of:</p> <p>a. Characteristics of families and children related to levels of poverty, illiteracy, unemployment, limited English proficiency (e.g., high % of parent victims of domestic abuse, TANF eligibility; rates of infant mortality, birth trauma, low birth weight or prematurity, high % special needs eligible siblings/primary caregivers, foster families, homelessness,);</p> <p>b. Large numbers of previously unserved at-risk children and families in need of services, as documented by community demographics (e.g., district low income %, rates of teen births, high % truancy, mobility, child abuse, substance abuse);</p> <p>Proposal provides a detailed description of how these services will meet needs not currently met by other programs. A signed partnership agreement with Head Start is included with the proposal.</p>
<p>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.</p> <p>(Statement of need Proposal Narrative – page 12 Attachment 3a)</p>	<p>Proposal does not describe criteria and indicators or the description does not seem likely to ensure that it will:</p> <p>a. Identify children and families who are at-risk and/or meet the income guidelines, and</p> <p>b. Target those children and families most in need of services.</p>	<p>Proposal adequately describes criteria and indicators that will:</p> <p>a. Identify children and families who are at-risk and/or meet the income guidelines, and</p> <p>b. Target those children and families most in need of services.</p>	<p>Proposal describes criteria and indicators that have a strong likelihood of ensuring the program will:</p> <p>a. Identify children and families who are at-risk and/or meet the income guidelines, and</p> <p>b. Target those children and families most in need of services.</p>



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

Population to be Served

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Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>Effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families are enrolled in the program.</p> <p><u>(Population to be Served)</u> Proposal Narrative – page 12 & 13 Attachment 3b)</p> <p><u>Statewide Statistics</u> <u>2005</u> Infant Mortality Rate – 7.2 per 1000 Low Birth Weight Babies – 8.6% Teen Birth Rate – 9.7% Free and reduced lunch – 39.52% <u>2006</u> Young Children in Poverty – 18% Child Abuse Rate – 7.6 per 1,000 <u>2008 IL State Report Card</u> Low-income rate – 41.1% High School Dropout Rate – 4.1% Chronic Truancy Rate – 2.5% Mobility rate – 14.9% Limited English Proficient Rate – 7.5% <u>December 2008</u> Unemployment rate – 7.2%</p> <p>Total of 30 points possible</p>	<p><u>Population to be Served</u> Proposal does not describe a plan to recruit the population to be served by the preschool educational program or plan is inadequate:</p> <p>Proposal does not indicate geographic area to be served.</p> <p>Proposal does not indicate the estimated number of children to be enrolled in the preschool educational program.</p> <p>Proposal does not indicate the estimated percentage to be enrolled in each of the following categories:</p> <ol style="list-style-type: none"> children who are at risk of academic failure, children from families whose incomes are less than four times the poverty levels established by HHS, and children who do not qualify under either category (a) or (b). <p>Proposal is serving children who do not qualify as at-risk or whose families do not meet the income guidelines.</p> <p>Possible score: 0-18</p>	<p><u>Population to be Served</u> Proposal describes an adequate plan to recruit the population to be served by the preschool educational program.</p> <p>Proposal adequately describes geographic area to be served.</p> <p>Proposal indicates the estimated number of children to be enrolled in the preschool educational program.</p> <p>Proposal indicates the estimated percentage to be enrolled in each of the following categories:</p> <ol style="list-style-type: none"> children who are at risk of academic failure, children from families whose incomes are less than four times the poverty levels established by HHS, and children who do not qualify under either category (a) or (b). <p>Proposal is serving either:</p> <ol style="list-style-type: none"> primarily at-risk children, or primarily children from families who meet the income guidelines. <p>Possible score: 19-26</p>	<p><u>Population to be Served</u> Proposal describes multiple strategies to recruit the maximum numbers of children 3-5 years of age to be served by the preschool educational program.</p> <p>Proposal provides a detailed description of the geographic area to be served.</p> <p>Proposal indicates that the maximum number of children will be enrolled in the preschool educational program.</p> <p>Proposal indicates the estimated percentage and number to be enrolled in each of the following categories:</p> <ol style="list-style-type: none"> children who are at risk of academic failure, children from families whose incomes are less than four times the poverty levels established by HHS, and children who do not qualify under either category (a) or (b). <p>All of the children served by this proposal are:</p> <ol style="list-style-type: none"> at-risk of academic failure, or their families meet the income guidelines. <p>Possible score: 27-30</p>



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

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points_____



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

Proposed Program

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Reader # _____

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>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</p> <p>1. <u>Screening Process to Identify Eligible Participants Who Are At Risk</u></p> <p>Program Description page 13 Attachment 4</p> <p>Examples of broad-based screening instruments:</p> <ul style="list-style-type: none"> • Ages & Stages Questionnaire, • AGS Early Screening Profiles, • Battelle Developmental Inventory, • Brigance Screens, • CIP (Comprehensive Identification Process) Screen, • Denver Developmental Screening II, • Developmental Indicators for the Assessment of Learning – Third Edition (Dial-3), • Early Screening Inventory (ESI-R or ESI-P), • FirstSTEP-First Screening Test for Evaluating Preschoolers. 	<p>1. <u>Screening</u></p> <p>Proposal criteria fails to determine at what point performance on an approved screening instrument indicates children are at risk of academic failure. Required areas are not addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Visual-motor integration <input type="checkbox"/> Language and speech development <input type="checkbox"/> English proficiency <input type="checkbox"/> Fine and gross motor skills <input type="checkbox"/> Social skills <input type="checkbox"/> Cognitive development <input type="checkbox"/> Vision and hearing <p>Proposal shows screening is planned once during the program year and/or other entities involved are not named.</p>	<p>1. <u>Screening</u></p> <p>Proposal adequately describes the criteria to determine the point at which performance on an approved screening instrument indicates children are at-risk of academic failure and utilizes the required areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Visual-motor integration <input type="checkbox"/> Language and speech development <input type="checkbox"/> English proficiency <input type="checkbox"/> Fine and gross motor skills <input type="checkbox"/> Social skills <input type="checkbox"/> Cognitive development <input type="checkbox"/> Vision and hearing <p>Proposal provides schedule of screening in the area to be served and other entities involved.</p>	<p>1. <u>Screening</u></p> <p>Proposal describes screening as a collaborative effort between Child Find, birth-to-three programs, Head Start, licensed child care providers, and special education. At-risk factors are agreed upon by all partners and include the required areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Visual-motor integration <input type="checkbox"/> Language and speech development <input type="checkbox"/> English proficiency <input type="checkbox"/> Fine and gross motor skills <input type="checkbox"/> Social skills <input type="checkbox"/> Cognitive development <input type="checkbox"/> Vision and hearing <p>Proposal provides a variety of appropriate screening opportunities with all other entities involved.</p> <ol style="list-style-type: none"> Multiple eligibility criteria reflect that the most at-risk children will be served. Outreach and recruitment strategies are targeted to reach those families with the greatest number of risk factors (in particular, at-risk families who may not otherwise come to the screening) At-risk factors used for program eligibility are based on the risk factors present in the community. A research-based screening instrument is being used. Provisions to screen in the child's native language are available.



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Criteria	Does Not Meet Standard	Meets Standard	Exemplary
2. <u>Appropriate Educational Program</u> Program Description pages 13 & 14 Attachment 5	Proposal does not describe procedures to be used to include a parent interview.	Proposal adequately describes procedures to be used to include a parent interview that is conducted in the parents' home/native language, if necessary and obtains a summary of the child's health history and social development.	Proposal provides a detailed description of procedures to be used to include a parent interview that is conducted in the parents' home/native language, if necessary and includes: <ul style="list-style-type: none"> <input type="checkbox"/> Child's Health History <input type="checkbox"/> Child's Social Development <input type="checkbox"/> Parent's Education Level <input type="checkbox"/> Parent's Employment <input type="checkbox"/> Parent's Income <input type="checkbox"/> Parent's Age <input type="checkbox"/> Number of Children in the Household <input type="checkbox"/> Number of School-Aged Siblings Experiencing Academic Difficulty
	Proposal does not indicate that written parental permission will be obtained.	Proposal indicates that written parental permission for the screening will be obtained.	Proposal indicates that written parental permission for the screening will be obtained.
	Proposal does not indicate that preschool educational teaching staff will be included in screening process.	Proposal describes adequate procedures to include teaching staff in screening process and make results available to them.	Proposal indicates that preschool educational teaching staff are involved in all aspects of the screening process.
	2. <u>Educational Program</u> Proposal does not discuss how services are aligned with the Illinois Early Learning Standards	2. <u>Educational Program</u> Proposal adequately describes how the services are aligned with the Illinois Early Learning Standards.	2. <u>Educational Program</u> Proposal carefully details how the services are aligned with the Illinois Early Learning Standards.
	Staff-child ratio is not appropriate.	Staff-child ratio does not exceed one adult to 10 children, no more than 20 children are served in a single classroom and the maximum number of children is served in each classroom.	Staff-child ratio does not exceed one adult to 10 children, no more than 20 children are served in a single classroom and the maximum number of children is served in each classroom.
	Proposal does not describe the schedule for the preschool educational program.	Proposal adequately describes the schedule for the preschool educational program: <ul style="list-style-type: none"> ▪ at least 2 ½ hours per day; 	Proposal provides a detailed description of the schedule for the preschool educational program: <ul style="list-style-type: none"> ▪ at least 2 ½ hours per day;



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<p>Examples of evidence-based curricula that are aligned with Illinois Early Learning Standards:</p> <ul style="list-style-type: none"> • Creative Curriculum for Preschool • Exploration with Young Children: A Curriculum Guide from the Bank Street College of Education • High/Scope Preschool Curriculum 	<p>Proposal fails to adequately describe how preschool curriculum addresses required domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual-motor <input type="checkbox"/> Language development <input type="checkbox"/> Fine and gross motor development <input type="checkbox"/> Health and nutrition <input type="checkbox"/> Emotional development <input type="checkbox"/> Social skills <input type="checkbox"/> Cognitive development 	<ul style="list-style-type: none"> ▪ one-half day; ▪ class meets 5 days per week; and ▪ follows the school calendar (180 days) <p>Proposal adequately describes how preschool curriculum will include integrated learning addressing the required domains:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual-motor <input type="checkbox"/> Language development <input type="checkbox"/> Fine and gross motor development <input type="checkbox"/> Health and nutrition <input type="checkbox"/> Emotional development <input type="checkbox"/> Social skills <input type="checkbox"/> Cognitive development: <ul style="list-style-type: none"> <input type="checkbox"/> Language Arts* <input type="checkbox"/> Mathematics* <input type="checkbox"/> Science* <input type="checkbox"/> Social Science* <input type="checkbox"/> Fine Arts* <p>*Illinois Early Learning Standards</p>	<ul style="list-style-type: none"> ▪ one-half day; ▪ class meets 5 days per week; ▪ follows school calendar (180 days); ▪ daily schedule has blocks of time scheduled in such a way that children can become absorbed in their learning experiences without being interrupted and provides a balance of: <ul style="list-style-type: none"> ➢ teacher-directed and meaningful child-initiated activities, ➢ active and quiet activities, ➢ independent and guided activities ➢ large, small-group, and individual activities, ➢ minimum time wasted waiting in line, for group snack, etc. <p>Proposal details a research-based curriculum aligned with the Illinois Early Learning Standards that reflects a balance of all areas of learning offered in an integrated manner and reflecting the holistic nature of learning.</p> <ul style="list-style-type: none"> ▪ Varied teaching strategies are planned, depending on the developmental levels and unique needs of children. ▪ A positive, responsive, and caring environment promotes the interaction of children with materials, other children and adults. ▪ The social environment is structured to promote engagement, interaction, communication, and learning. ▪ Staff facilitate children's engagement with their environment to encourage child-initiated learning that is not dependent on the adult's presence. ▪ Recommended practices are used to



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<p>Examples of Broad-based General Assessments</p> <ul style="list-style-type: none"> • Assessment, Evaluation, and Programming Systems (AEPS) • Bank Street • Battelle Developmental Inventory (BDI) • Brigance Diagnostic Inventory of Early Development-Revised • Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs • Creative Curriculum Developmental Continuum Assessment System Toolkit for Ages 3-5 • High/Scope Preschool Child Observation Record (COR), Second Edition • Learning Accomplishment Profile (LAP) and related instruments (e.g., LAP-D, E-LAP) • Hawaii Early Learning Profile (HELP) • Transdisciplinary Play-Based Assessment (TPBA) - Revised (Toni Linder) • Work Sampling System Illinois <p>IEP – Individualized Education Program</p> <p>SBRR – Scientifically-Based Reading Research</p>	<p>Proposal does not adequately describe a language and literacy development program for all children based on each child's individual assessment.</p> <p>Proposal description fails to show that the education program is developmentally appropriate for each child:</p> <ul style="list-style-type: none"> ▪ individual assessment profile to ensure individual needs are met is not included; and/or ▪ ongoing assessment practices are not appropriate. <p>Insufficient evidence that efforts to share student progress plans regularly with parents is included.</p> <p>Insufficient evidence that provisions will be made to allow participation of children with disabilities in the program.</p>	<p>Proposal adequately describes language and literacy development program for all children based on each child's individual assessment.</p> <p>Proposal adequately describes how the educational program is developmentally appropriate for each child:</p> <ul style="list-style-type: none"> ▪ ensures that curriculum meets individual needs; ▪ ongoing assessment practices include developmental checklists, portfolio collections or narrative summary reports. <p>Student progress plans are regularly shared with parents.</p> <p>Proposal describes provisions that will be made to allow participation of children with disabilities in the program.</p>	<p>teach/promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment;</p> <ul style="list-style-type: none"> ▪ Children are read to every day. <p>Proposal provides a detailed description of SBRR language and literacy development program based on the Illinois Early Learning Standards to be implemented for all children based on each child's individual assessment.</p> <p>Proposal provides a detailed description of how the educational program is developmentally appropriate for each child:</p> <ul style="list-style-type: none"> ▪ ensures that curriculum, classroom materials and equipment are appropriate to the developmental levels and unique needs of the children; ▪ ongoing authentic assessment uses observation, developmental checklists, collections of children's work, narrative summary reports. <p>Student progress plans are developed to be reflective of the Illinois Early Learning Standards and are a part of regular, sustained communication between home and school.</p> <p>Proposal provides a detailed description of how children with IEPs are included in the preschool educational program.</p>



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Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>3. <u>Parent Education and Involvement</u> Program Description pages 14 & 15 Attachment 6</p>	<p>Insufficient evidence that provisions will be made for the continued participation of children of homeless families in the program in those instances where such children move outside the immediate area.</p> <p>Insufficient evidence that no fees to participate in the program will be charged of parents or guardians of children who qualify as at-risk or meet the income guidelines.</p> <p>3. <u>Parent Education & Involvement</u> Proposal fails to describe the activities that will be provided to ensure the following areas are addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication between home and the program will be regular, two-way and meaningful; <input type="checkbox"/> Parenting skills will be promoted and supported; <input type="checkbox"/> Parents will play an integral role in student learning; <input type="checkbox"/> Parents will be welcome in the program and their support and involvement will be sought; and <input type="checkbox"/> Parents are full partners in the decisions that affect children 	<p>Proposal describes provisions for the continued participation of children of homeless families in the program in those instances where such children move outside the immediate area.</p> <p>Proposal describes steps that will be taken to ensure that no fees to participate in the program will be charged of parents or guardians of children who qualify as at-risk or meet the income guidelines.</p> <p>3. <u>Parent Education & Involvement</u> Proposal adequately describes how parent education and involvement activities will be provided to ensure the following areas are addressed and includes a schedule for the activities proposed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication between home and the program will be regular, two-way and meaningful; <input type="checkbox"/> Parenting skills will be promoted and supported; <input type="checkbox"/> Parents will play an integral role in student learning; <input type="checkbox"/> Parents will be welcome in the program and their support and involvement will be sought; and <input type="checkbox"/> Parents are full partners in the decisions that affect children and families. 	<p>Proposal provides a detailed description of how transportation will be provided to ensure the continued participation of children of homeless families in the program in those instances where such children move outside the immediate area.</p> <p>Proposal clearly details steps that will be taken to ensure that no fees to participate in the program will be charged of parents or guardians of children who qualify as at-risk or meet the income guidelines.</p> <p>3. <u>Parent Education & Involvement</u> Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication between home and the program includes one-on-one conferences between teachers and parents, at least one home visit per year, regular progress reports and accommodates varied schedules of parents and language barriers; <input type="checkbox"/> Parenting skills will be promoted and parent education will include developmentally appropriate practices and multiple strategies modeled for parents to support their children's development; <input type="checkbox"/> Activities to assist parents in playing an integral role in student learning include parent-child activities that focus on teaching parents new ways of supporting and enhancing their children's development, "at-home" activities, multiple parent education



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Criteria	Does Not Meet Standard and families.	Meets Standard	Exemplary
<p>4. <u>Community Collaboration</u> Program Description page 15 Attachment 7</p> <p>Examples of community programs</p> <ul style="list-style-type: none"> • Parental Training • Prevention Initiative • Head Start • Early Head Start • Even Start Family Literacy • Early Intervention Child and Family Connections • Early Childhood Special Education • Public and private community-based early care and education programs i.e. child care centers, nursery schools, library programs, park district programs, church-based programs • Title I • Bilingual Education • Health and Human Services programs targeting young children and their families i.e. Healthy Families Illinois, KidCare, WIC 	<p>4. <u>Community Collaboration</u> Proposal provides insufficient evidence of coordination with other Early Childhood Block Grant initiatives and other early childhood programs operating in area:</p> <p>a. plans are insufficient to meet the needs of children requiring full-day, year-round placement;</p> <p>b. inadequate or minimal procedures to transition children both into and out of the program.</p>	<p>4. <u>Community Collaboration</u> Proposal adequately describes coordination with other Early Childhood Block Grant initiatives and other early childhood programs operating in area, including:</p> <p>a. plans to combine the preschool educational program with available full-day or year-round early education and care services; and</p> <p>b. procedures program will use to transition children both into and out of the program, including into kindergarten.</p>	<p>opportunities, and strategies to engage parents in their child's education;</p> <p><input type="checkbox"/> Parents, both mother and father, will be welcome in the program and encouraged to observe their children, participate with children in group activities, and volunteer in the classroom and other areas of the program;</p> <p><input type="checkbox"/> Parents will be included in the development and implementation of program activities, assisted in becoming advocates for their children and encouraged to form parent advisory committees or other parent groups so that they are full partners in the decisions that affect children and families.</p> <p>4. <u>Community Collaboration</u> Proposal provides a detailed description of their active role in community and system planning and ongoing collaborative relationships with other Early Childhood Block Grant initiatives and other early childhood programs operating in area, including:</p> <p>a. established collaboration in place to combine the preschool educational program with available full-day or year-round early education and care services;</p> <p>b. written procedures to transition children both into and out of the program, including into kindergarten;</p> <p>c. established collaboration with special education services to serve eligible children;</p>



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<p>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.</p> <p>7. <u>Evaluation</u> Program Description page 16 Attachment 10</p>	<p>7. <u>Evaluation</u> Proposal describes an inadequate evaluation plan that does not evaluate the success of the program and/or provide measurable outcomes for participating children.</p>	<p>7. <u>Evaluation</u> Proposal describes an adequate plan for evaluation which:</p> <ul style="list-style-type: none"> a. determines whether progress is being made toward achieving the required components of the preschool educational program; b. determines the success of the program; c. provides measurable outcomes for participating children 	<ul style="list-style-type: none"> d. partnership with other entities in the neighboring service area to transport children of homeless families so that such children remain in the program even if the family moves; e. respect for individual needs and an understanding of the impact of the children's home, community and cultural experiences on their development and learning. <p>7. <u>Evaluation</u> Proposal describes a well-detailed and thorough plan for a rigorous, objective, ongoing evaluation of program and staff which:</p> <ul style="list-style-type: none"> a. determines whether progress is being made toward achieving the required components of the preschool educational program and then reviews the results to make appropriate organizational or programmatic changes; b. examines the relationship between program implementation and program impact to determine success; c. provides measurable outcomes for participating children and then regularly monitors children's development using appropriate screening, the Illinois Early Learning Standards and authentic assessment; and d. includes measurable outcomes for parents.
Total of 40 points possible	Possible Score: 0-24	Possible Score: 25-35	Possible Score: 36-40



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Proposal #_____

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

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points_____



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

Experience and Qualifications

Proposal name _____
Proposal # _____
Reader # _____

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>Proposed staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality preschool educational program.</p> <p>5. Staff Requirements Program Description pages 15 & 16 Attachment 8</p>	<p>5. Staff Requirements Proposal describes an inadequate staffing plan:</p> <p>a. not all staff paid by the preschool educational program meet certification and/or other requirements for their positions;</p>	<p>5. Staff Requirements Proposal describes an adequate staffing plan:</p> <p>a. all staff paid by the preschool educational program hold appropriate certification and/or other requirements for their positions:</p> <ul style="list-style-type: none"> All teaching staff providing instruction hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates); Evidence of certification status is available; Noncertified staff employed to assist in the instruction of children meet the requirements set forth in 23 Ill. Adm. Code 25.510(c) by July 1, 2014. 	<p>5. Staff Requirements Proposal describes a well-detailed staffing plan:</p> <p>a. all staff paid by the preschool educational program hold appropriate certification and/or other requirements for their positions:</p> <ul style="list-style-type: none"> All teaching staff providing instruction hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates); Evidence of certification status is available; All teaching staff working with English language learners hold both the appropriate early childhood certification and bilingual or English as a Second Language (ESL) endorsement; Noncertified staff employed to assist in the instruction of children meet the requirements set forth in 23 Ill. Adm. Code 25.510(c) by July 1, 2014. staff identified are qualified, experienced providers of early education for children ages 3-5 and parenting education.



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Experience and Qualifications

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Proposal # _____

Reader # _____

<p>The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities.</p> <p>Professional Development</p> <p>6. Professional Development</p> <p>Program Description page 16</p> <p>Attachment 9</p>	<p>b. staff roles not sufficiently described;</p> <p>c. insufficient evidence that administrator and all program staff are knowledgeable about high-quality early childhood programs;</p> <p>d. minimal or no procedures in place to ensure that the program will offer opportunities and resources for staff to share and consult with others regularly.</p> <p>6. Professional Development</p> <p>Proposal describes a professional development plan not coordinated with staff or program needs:</p> <p>a. program staff not being assessed for staff development needs; and</p> <p>b. staff development plans are not clearly tied to purpose and goals of the preschool educational program.</p>	<p>b. staff roles clearly described;</p> <p>c. administrator and all program staff are knowledgeable about high-quality early childhood programs;</p> <p>d. procedures are in place to ensure that the program will offer opportunities and resources for staff to share and consult with others regularly.</p> <p>6. Professional Development</p> <p>Describes an adequate professional development plan for all staff by:</p> <p>a. assessing the staff development needs of staff in the preschool educational program;</p> <p>b. providing initial preparation and ongoing support that will enable staff to achieve the purpose and goals of the preschool educational program;</p> <p>c. addressing issues of language and cultural diversity within the program.</p>	<p>b. all staff role descriptions are clear, detailed and appropriate to support a quality preschool educational program;</p> <p>c. administrator and all program staff are knowledgeable and experienced in operating high-quality early childhood programs;</p> <p>d. evidence is provided that staff are offered opportunities and resources to share and consult with others regularly for the purpose of continuous program improvement.</p> <p>6. Professional Development</p> <p>Proposal describes a clear, thorough and well-detailed staff development plan for all staff by:</p> <p>a. frequently assessing the staff development needs of all staff in the preschool educational program;</p> <p>b. offering a varied and full range of staff development experiences that provide initial preparation and ongoing support that is intensive, focused and of sufficient duration to achieve the purposes and goals of the preschool educational program;</p> <p>c. addressing issues of language and cultural diversity within the program.</p> <p>d. assisting staff in understanding and overcoming barriers to equitable participation by families and children with special needs;</p>
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Proposal #_____

Reader #_____

<p>An eligible applicant other than a school district has presented evidence that it:</p> <ul style="list-style-type: none"> a. holds the appropriate licensure to operate a day care facility; b. holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the Early Childhood Block Grant Programs; and c. has a successful track record with similar grants or contracts. <p><u>Type of Agency</u> (Attachment 1) <u>Accreditations</u> (Attachment 1c) <u>Existing Competencies</u> (Attachment 1b)</p>	<p><u>Eligible Applicant other than a school district</u></p> <ul style="list-style-type: none"> a. the appropriate licensure to operate a day care facility is not provided, b. the applicant does not have relevant experience and/or early childhood accreditations, and c. the applicant does not have a successful track record with similar grants. 	<p><u>Eligible Applicant other than a school district</u></p> <ul style="list-style-type: none"> a. the appropriate licensure to operate a day care center facility is provided, b. the applicant has relevant experience and/or early childhood accreditations, and c. the applicant has a successful track record with similar grants. 	<ul style="list-style-type: none"> e. giving staff adequate time for learning and implementing training ideas into program application; and f. writing a professional development plan for all staff. <p><u>Eligible Applicant other than a school district</u></p> <ul style="list-style-type: none"> a. the appropriate licensure to operate a day care center facility is provided, b. the applicant has extensive experience that demonstrates success and holds early childhood accreditations, c. the director holds the Illinois Director's Credential, d. the center has the Illinois Quality Rating Scale Star Level 2 or above, e. the applicant has provided evidence of success with similar grants.
<p>Total of 20 points possible</p>	<p>Possible Score: 0-12</p>	<p>Possible Score: 13-17</p>	<p>Possible Score: 18-20</p>
<p>Include comments that validate the score you have awarded this proposal.</p> <p>SPECIAL NOTATIONS</p> <p>STRENGTHS</p> <p>CONCERNS</p>			

Total Points_____



Reader #

Total Points