

FY 12 Prevention Initiative Birth to Age 3 Years Review Rubric

Statement of Need and Population to be Served

Continuing Application Conversion Application

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><u>Statement of need</u> Proposal Narrative pages 12 & 13 Attachment 3a</p> <p>(See next page for statewide statistics)</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><u>Statement of need</u> Proposal provides little, if any, data analysis to show need for prevention initiative in the area.</p> <p style="margin-left: 20px;">a. Children and families do not appear at-risk or there are low numbers of previously unserved at-risk children and families;</p> <p style="margin-left: 20px;">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>Proposal does not describe criteria and indicators or the description does not seem likely to ensure that it will:</p> <p style="margin-left: 20px;">a. Identify children and families who are eligible for the program, and</p> <p style="margin-left: 20px;">b. Target those children and families most in need of services.</p>	<p><u>Statement of need</u> Proposal describes adequate evidence of need for the prevention initiative program with some data analysis of:</p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">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>Proposal adequately describes criteria and indicators that will:</p> <p style="margin-left: 20px;">a. Identify children and families who are eligible for the program, and</p> <p style="margin-left: 20px;">b. Target those children and families most in need of services.</p>	<p><u>Statement of need</u> Proposal provides strong evidence of need for the Prevention Initiative program with detailed analysis of:</p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">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 other programs in the community and how these services will meet needs not currently met by those programs.</p> <p>Proposal describes criteria and indicators that have a strong likelihood of ensuring the program will:</p> <p style="margin-left: 20px;">a. Identify children and families who are eligible for the program, and</p> <p style="margin-left: 20px;">b. Target those children and families most in need of services.</p>

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<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 13 Attachment 3b</p> <p><u>Statewide Statistics</u> <u>2007</u> Infant Mortality Rate – 6.6 per 1000 Low Birth Weight Babies –8.5% Teen Birth Rate – 10.1% Free and reduced lunch – 39.52% <u>2010</u> Young Children in Poverty – 20% 2010 Child Abuse Rate – 8.3 per 1,000 <u>2010 IL State Report Card</u> Low-income rate – 45.4% High School Dropout Rate – 3.8% Chronic Truancy Rate – 3.6% Mobility rate – 13.0% Limited English Proficient Rate – 7.6% <u>December 2010</u> Unemployment rate – 9.3%</p> <p style="text-align: center;">Total of 30 points possible</p>	<p><u>Population to be Served</u> Proposal does not describe a plan to enroll eligible population to be served by the early childhood initiatives or plan is inadequate:</p> <p style="padding-left: 20px;">a. Few families with children from birth to 3;</p> <p style="padding-left: 20px;">b. No procedure for outreach, identification and recruitment of families most at-risk.</p> <p>Proposal does not indicate geographic area to be served.</p> <p style="text-align: center;">Possible score: 0-18</p>	<p><u>Population to be Served</u> Proposal describes an adequate plan to enroll the eligible population to be served by the early childhood initiative(s):</p> <p style="padding-left: 20px;">a. Adequate number of families with children from birth to 3;</p> <p style="padding-left: 20px;">b. Adequate procedures for outreach, identification and recruitment of families most at-risk.</p> <p>Proposal adequately describes geographic area to be served.</p> <p style="text-align: center;">Possible score: 19-26</p>	<p><u>Population to be Served</u> Proposal describes multiple strategies to enroll the eligible population to be served by the early childhood initiative(s):</p> <p style="padding-left: 20px;">a. 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;</p> <p style="padding-left: 20px;">b. 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.</p> <p>Proposal provides a detailed description of the geographic area to be served.</p> <p style="text-align: center;">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 _____

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<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 for Birth to Three</p> <ul style="list-style-type: none"> • Ages & Stages Questionnaire • Battelle Developmental Inventory • Brigance Infant and Toddler Screen • Denver Developmental Screening II 	<p>1. <u>Screening for Eligibility</u> Proposal does not describe procedures to be used to include a parent interview.</p> <p>For children 4 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:</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 	<p>1. <u>Screening for Eligibility</u> 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.</p> <p>For children 4 months of age and older, 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 (as appropriate for age):</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 	<p>1. <u>Screening for Eligibility</u> 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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child's Health History, including prenatal 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"/> Marital Status <input type="checkbox"/> Living Arrangements <input type="checkbox"/> Number of Children in the Household <input type="checkbox"/> Number of School-aged Siblings experiencing academic difficulty <p>For children 4 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 and at-risk factors used for eligibility are agreed upon by all partners and include the required areas (as appropriate for age):</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

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	<p>Proposal shows screening is planned once during the program year and/or other entities involved are not named.</p> <p>Proposal does not indicate that written parental permission will be obtained.</p> <p>Proposal does not indicate that Prevention Initiative program provider(s) will be included in screening process.</p>	<p>Proposal provides schedule of screenings in the area to be served and indicates other entities that are involved.</p> <p>Proposal indicates that written parental permission for the screening will be obtained.</p> <p>Proposal describes adequate procedures to include Prevention Initiative program provider(s) in screening process and make results available to them.</p>	<p>Proposal provides a variety of appropriate screening opportunities with all other entities involved.</p> <ul style="list-style-type: none"> a. Multiple eligibility criteria reflect that the most at-risk children will be served. b. At-risk factors used for program eligibility are based on the risk factors present in the community. c. A recommended screening test is being used. d. Provisions to screen in the child's native language are available. <p>Proposal indicates that written parental permission for the screening will be obtained.</p> <p>Proposal indicates that Prevention Initiative program provider(s) is involved in all aspects of the screening process.</p>

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<p>2. <u>Research-Based Program Model & Curriculum for Parent Education</u> Program Description page 14 Attachment 5</p> <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>The proposed program is built upon effective research about prevention services and aligned to the Illinois Birth to Three Program Standards.</p> <p>Examples of Program Models:</p> <ul style="list-style-type: none"> • Baby TALK • Prevention Initiative – Center-Based • Healthy Families America • Parents as Teachers (PAT) <p>Examples of Supplemental Services</p> <ul style="list-style-type: none"> • Doula • Fussy Baby Network • Strengthening Families Illinois <p>Illinois Birth to Three Program Standards can be downloaded at http://www.isbe.net/earlychi/html/03_standards.htm</p>	<p>2. <u>Research-Based Program Model & Curriculum for Parent Education</u></p> <p>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.</p> <p>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.</p>	<p>2. <u>Research-Based Program Model & Curriculum for Parent Education</u></p> <p>Proposal identifies the research-based program model that will be followed and includes sufficient evidence that the program will be built upon effective research about Prevention Initiative services, including</p> <ol style="list-style-type: none"> identification of the primary program model that will be followed, detailed description of how the program plans to ensure adherence to the selected model, detailed description of how the program is aligned with the Illinois Birth to Three Program Standards, and if a model other than Baby TALK, Prevention Initiative – Center-Based, Healthy Families or Parents as Teachers is selected then the proposal provides specific references to research that discuss the types of services and strategies to be offered. <p>Proposal adequately describes how the parent activities, child activities, and parent-child interactive activities to teach parents new ways of supporting and enhancing their children’s development.</p>	<p>2. <u>Research-Based Program Model & Curriculum for Parent Education</u></p> <p>Proposal identifies the research-based program model that will be followed and provides extensive evidence that the program will be built upon effective research about Prevention Initiative services, including</p> <ol style="list-style-type: none"> identification of the primary program model that will be followed and any supplemental services that will be used, detailed description of plans that will ensure adherence to the selected program model, careful detailing of how the program will be aligned to the Illinois Birth to Three Program Standards, if a model other than Baby TALK, Prevention Initiative – Center-Based, Healthy Families or parents as Teachers is selected then the proposal provides multiple references to the research that supports the program model that will be used, and detailed description of how services will be provided within the context of a family literacy model. <p>Proposal provides a detailed description of their experience in providing parent activities, child activities and positive parent-child activities which include:</p> <ol style="list-style-type: none"> integrated and individualized parent-child activities that focus

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	<p>Scheduling for programmatic activities is not intensive or flexible to meet family needs.</p>	<p>Proposal adequately describes year-round scheduling of programmatic activities that are of sufficient intensity and duration to make sustainable changes in a family (such as # and frequency of home visits and parent workshops) and steps to be taken to encourage families to attend regularly and remain in the program.</p>	<p>on teaching parents new ways of supporting and enhancing their children’s development; b. an emergent literacy focus in activities, materials and environment; c. ratio of participants to staff is based on needs of families and research on best practice; and d. needs of children of varying abilities and diverse backgrounds are addressed including services delivered in the family’s native language.</p> <p>Proposal provides a detailed description of year-round scheduling practices and intensity of services tailored to individual strengths and needs of children ages 0-3 and their families.</p> <p>a. Information about the number and frequency of home visits, parent workshops, and other services clearly demonstrates intensity. b. Schedules include evenings, weekends and summer programming. c. Various strategies are planned to meet the needs of a diverse population of children and families. d. Steps to encourage families to remain in the program a sufficient time to make sustainable changes are clearly outlined.</p>

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<p>Examples of Evidence-Based Curriculum for Center-Based Programs</p> <ul style="list-style-type: none"> • Child-centered curriculum <ul style="list-style-type: none"> ➤ Creative Curriculum for Infants and Toddlers ➤ High/Scope Infant-Toddler Curriculum • Parent centered curriculum <ul style="list-style-type: none"> ➤ Parents as Teachers (PAT) 	<p>Proposal does not describe the location of programming.</p> <p>Parent fees are charged with no explanation and/or no reimbursement plan for transportation and child care is described.</p> <p>Proposal does not indicate that a research-based curriculum aligned with the Illinois Birth to Three Program Standards will be used.</p>	<p>Proposal adequately indicates center-based or home-based programming. The location for center-based services meets all licensing requirements.</p> <p>Proposal adequately describes procedures for:</p> <ul style="list-style-type: none"> a. ensuring there are no parent fees; and/or b. reimbursement for transportation or child care to enable participation in parent activities. <p>Proposal describes a research-based curriculum that is aligned with the Illinois Birth to Three Program Standards.</p>	<p>Proposal provides a detailed description of a center-based program with intensive home-based programming included to meet individual family needs. The location for center-based services meets all licensing requirements.</p> <p>Proposal provides a detailed description of procedures for:</p> <ul style="list-style-type: none"> a. ensuring there are no parent fees; and b. reimbursement for transportation or child care to enable participation in parent activities. <p>Proposal describes a curriculum based on sound research on the development of young children that has proven effective in promoting the positive development of at-risk infants, toddlers and their families and addresses the following issues.</p> <ul style="list-style-type: none"> ➤ The curriculum reflects the centrality of adult/child interactions in the development of infants and toddlers. (Birth to 3 Standard II.A) ➤ The curriculum reflects the holistic and dynamic nature of child development, and addresses a balance of all developmental areas: cognitive, communication, physical, social, and emotional development. (Birth to 3 Standard II.B and Quality Indicator II.B.1) ➤ The curriculum prioritizes family involvement while respecting

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	<p>Proposal fails to describe how the seven designated instructional areas will be addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> child growth and development, including prenatal development <input type="checkbox"/> childbirth and childcare <input type="checkbox"/> family structure, function, and management <input type="checkbox"/> prenatal and postnatal care for mother and infants <input type="checkbox"/> prevention of child abuse <input type="checkbox"/> interpersonal and family relationships including <ul style="list-style-type: none"> ➤ physical ➤ mental ➤ emotional ➤ social ➤ economic ➤ psychological <input type="checkbox"/> parenting skills development 	<p>Proposal adequately describes how the seven designated instructional areas are addressed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> child growth and development, including prenatal development <input type="checkbox"/> childbirth and childcare <input type="checkbox"/> family structure, function, and management <input type="checkbox"/> prenatal and postnatal care for mother and infants <input type="checkbox"/> prevention of child abuse <input type="checkbox"/> interpersonal and family relationships including <ul style="list-style-type: none"> ➤ physical ➤ mental ➤ emotional ➤ social ➤ economic ➤ psychological <input type="checkbox"/> parenting skills development 	<p>individual parental choices. (Birth to 3 Standard II.C)</p> <ul style="list-style-type: none"> ➤ The curriculum supports and demonstrates respect for the families' unique abilities as well as for their ethnic, cultural and linguistic diversity. (Birth to 3 Standard II.D) ➤ The curriculum promotes a framework that is nurturing, predictable, and consistent, yet flexible enough to respond to the participant's individual cues and make accommodations. (Birth to 3 Standard II.E and Quality Indicator II.E.1) <p>Proposal describes comprehensive and integrated instruction that includes;</p> <ul style="list-style-type: none"> <input type="checkbox"/> child growth and development, including prenatal development <input type="checkbox"/> childbirth and childcare <input type="checkbox"/> family structure, function, and management <input type="checkbox"/> prenatal and postnatal care for mother and infants <input type="checkbox"/> prevention of child abuse <input type="checkbox"/> interpersonal and family relationships including <ul style="list-style-type: none"> ➤ physical ➤ mental ➤ emotional ➤ social ➤ economic ➤ psychological <input type="checkbox"/> parenting skills development that includes developmentally appropriate practices and multiple

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<p>3. <u>Developmental Monitoring</u> Program Description pages 14 & 15 Attachment 6</p> <p>Examples of Broad-Based General Assessments for Birth to Three</p> <ul style="list-style-type: none"> • Battelle Developmental Inventory (BDI) • Brigance Inventory of Early Development-II (IED-II) • Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs • Early LAP: The Early Learning Accomplishment Profile for Young Children (E-LAP) • Hawaii Early Learning Profile (HELP) • High/Scope Child Observation Record for Infants and Toddlers (Infant-Toddler COR) • The Ounce Scale • Transdisciplinary Play-Based Assessment (TPBA) - Revised (Toni Linder) <p>4. <u>Individual Family Service Plan</u> Program Description page 15 Attachment 7</p>	<p>3. <u>Developmental Monitoring</u> Proposal does not describe the method or sources of information that will be used to regularly monitor children’s development to inform instruction.</p> <p>Proposal does not describe how the child’s development will be communicated to parents.</p> <p>4. <u>Individual Family Service Plan</u> Proposal describes inadequate or minimal procedures for the development of individual family service plans</p>	<p>3. <u>Developmental Monitoring</u> Proposal adequately describes both the methods and the sources of information that will be used to regularly monitor children’s development to inform instruction.</p> <p>Proposal adequately describes how the program will communicate with parents about their child’s development.</p> <p>4. <u>Individual Family Service Plan</u> Proposal describes adequate procedures for the development of individual family service plans, including:</p> <ol style="list-style-type: none"> a. involving parents and families in making decisions about their goals; 	<p>strategies modeled for parents to support their child’s development.</p> <p>3. <u>Developmental Monitoring</u> Proposal describes in detail how children’s development will be regularly monitored to inform instruction using multiple sources, including</p> <ul style="list-style-type: none"> ➤ a broad-based general assessment tool validated by research; ➤ a research-based tool to periodically perform developmental screening for all children covering all areas of development; and ➤ referral to the local Child and Family Connections when diagnostic assessment is indicated. <p>Proposal describes in detail how the program will communicate on a regular basis with parents about their child’s development.</p> <p>4. <u>Individual Family Service Plan</u> Proposal describes well-detailed procedures for the development and implementation of individual family service plans including:</p> <ol style="list-style-type: none"> a. continuous involvement of parents and families in the decisions regarding their family goals and outcomes;

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<p>5. <u>Case Management Services</u> Program Description page 15 Attachment 8</p> <p>The program proposal provides for effective linkages among parents, education, health and social service agencies, and child care providers and includes a plan for coordination of services with other educational programs serving young children and their families.</p> <p>Example of community programs</p> <ul style="list-style-type: none"> • Parental Training • Prekindergarten • 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- 	<p>5. <u>Case Management Services</u> 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.</p> <p>Proposal does not indicate how the program will provide families with access to comprehensive services.</p>	<p>5. <u>Case Management Services</u> 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</p> <p>Proposal adequately describes how the program will provide families with access to comprehensive services.</p> <p>b. assessing the needs of the family and child; c. ensuring that the service plan is based on the needs of the family; and d. using the service plan to guide services for the family.</p>	<p>5. <u>Case Management Services</u> Proposal describes in detail 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 including</p> <p>a. established partnerships that support the development of infants and children from birth to age three through an extensive network of child and family service providers; b. established written coordination agreements with all appropriate service providers in the area, and c. established collaboration with special education services to serve eligible children.</p> <p>Proposal describes in detail 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.</p> <p>b. ongoing assessment of the needs of the family and the child; c. a written plan based on the needs of the family which includes but is not limited to educational and social-economic needs; and d. ongoing use of the service plan to guide services for the family.</p>

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<p>based programs</p> <ul style="list-style-type: none"> Title I Bilingual Education Health and Human Services programs targeting young children and their families i.e. Healthy Families Illinois, KidCare, WIC <p>6. <u>Family & Community Partnerships</u> Program Description page 15 Attachment 9</p>	<p>Proposal does not describe a system for referring families to other service providers and following up on these referrals.</p> <p>6. <u>Family & Community Partnerships</u> Proposal describes parent/community involvement plan that does not include suggested activities and opportunities.</p>	<p>Proposal adequately describes a system for referring families to other service providers and following up on these referrals.</p> <p>6. <u>Family & Community Partnerships</u> Proposal describes adequate parent/community involvement plan that includes:</p> <ul style="list-style-type: none"> a. orientation to the educational program; b. opportunities for involvement in home-based or site-based activities; c. provision for communication with parents about the program; d. methods for linking parents with community resources and services; e. activities that emphasize and strengthen the parent(s) role as the child’s primary educator; f. involvement of families in developing and implementing the program; and g. referral system to place 3-year-old children in other early childhood education programs after leaving the Prevention Initiative program. 	<p>Proposal provides a detailed description of an established referral and follow-up system that ensures families receive services that they need.</p> <p>6. <u>Family & Community Partnerships</u> Proposal describes a comprehensive parent/community involvement plan that includes:</p> <ul style="list-style-type: none"> a. orientation to the educational program; b. multiple opportunities for involvement in home-based or site-based activities; c. provision for regular communication with parents about the program; d. methods for linking parents with community resources and services; e. variety of activities that emphasize and strengthen the parent(s) role as the child’s primary educator; f. ongoing involvement of families in the development and implementation of the program; and g. established referral and follow-up system that ensures children have an appropriate early childhood education placement after leaving the Prevention Initiative program.

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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>9. Evaluation Program Description page 16 Attachment 12</p> <p>Total of 40 points possible</p>	<p>9. Evaluation Proposal describes an inadequate evaluation plan that does not evaluate the progress toward successful implementation of the program model and the Illinois Birth to Three Program Standards, progress that children and families are making toward their goals and is not used to inform continuous program improvement.</p> <p>Possible score: 0-24</p>	<p>9. Evaluation Proposal describes an adequate plan for evaluation which includes a description of:</p> <ul style="list-style-type: none"> a. the process used to determine whether progress is being made toward successful implementation of the program model and the Illinois Birth to Three Program Standards; b. the process used to determine progress that children and families are making toward their goals; and c. the process by which the evaluation will be used to inform continuous program improvement. <p>Possible Score: 25-35</p>	<p>9. Evaluation 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 successful implementation of the program model and the Illinois Birth to Three Program Standards and then reviews the results to make appropriate organizational or programmatic changes; b. uses measurable outcomes to determine the progress that children and families are making toward their goals and regularly monitors children’s development using appropriate screening and authentic assessment; and c. has a formal process by which the results of the evaluation are used to inform continuous program improvement. <p>Possible Score: 36-40</p>

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

SPECIAL NOTATIONS

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CONCERNS

Total Points_____

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Experience and Qualifications

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 Prevention Initiative program.</p> <p>7. Staff Qualifications Program Description page 16 Attachment 10</p>	<p>7. Staff Qualifications Proposal describes an inadequate staffing plan:</p> <p>a. staff qualifications not appropriate for working with at-risk infants and toddlers and their families; and</p> <p>b. staff roles not sufficiently described to determine if they are qualified.</p> <p>Proposal does not provide enough information to determine organization’s capacity to operate the program.</p>	<p>7. Staff Qualifications Proposal describes an adequate staffing plan:</p> <p>a. staff appropriately qualified for working with at-risk infants and toddlers and their families and meet the requirements of the program model being used;</p> <ul style="list-style-type: none"> ▪ Head infant toddler teachers in a center-based program have a minimum of an Associate’s degree in Child Development (CD) or Early Childhood Education (ECE) or the equivalent. <p>b. staff roles clearly described.</p> <p>Proposal adequately describes the organization’s capacity to operate a program of this nature.</p>	<p>7. Staff Qualifications Proposal describes a well-detailed staffing plan:</p> <p>a. staff are qualified and experienced in working with at-risk infants, toddlers and their families and meet the requirements of the program model being used, including</p> <ul style="list-style-type: none"> ▪ 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, ▪ infant toddler teachers in a center-based program who have primary responsibility for providing direct services hold a Baccalaureate degree in Child Development or Early Childhood Education or the equivalent and a Gateways to Opportunity Infant Toddler Credential, and ▪ program leadership providing ongoing supervision that promotes staff development and enhances quality service delivery; <p>b. all staff role descriptions are clear, detailed and appropriate to support a quality prevention initiative program.</p> <p>Proposal provides a detailed description of the organization’s capacity to operate the program including</p> <p>a. experience providing services to</p>

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Experience and Qualifications

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<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>8. <u>Professional Development</u> Program Description page 16 Attachment 11</p>	<p>8. <u>Professional Development</u> Proposal describes a professional development plan not coordinated with staff or program needs:</p> <ul style="list-style-type: none"> a. program staff not being assessed for staff development needs; and b. staff development plans are not clearly tied to purpose and goals of Prevention Initiative. 	<p>8. <u>Professional Development</u> Describes an adequate professional development plan for all staff by:</p> <ul style="list-style-type: none"> a. assessing the staff development needs of staff in the Prevention Initiative program; and b. providing pre-service and inservice training to meet the individual needs of the staff and the requirements of the chosen program model. 	<ul style="list-style-type: none"> infants, toddlers and their families; b. experience working with families of similar cultural background as the families to be served; c. experience successfully administering grants; and d. appropriate financial systems to ensure that expenditures are properly documented. <p>8. <u>Professional Development</u> Proposal describes a clear, thorough and well-detailed staff development plan for all staff by:</p> <ul style="list-style-type: none"> a. frequently assessing the staff development needs of all staff in the Prevention Initiative program; b. offering a varied and full range of staff development experiences that provide initial preparation and ongoing training and support that is intensive, focused and of sufficient duration to meet the individual needs of the staff, the requirements of the chosen program model and the purposes and goals of Prevention Initiative; c. assisting staff in understanding and overcoming barriers to equitable participation by families and children with special needs; d. giving staff adequate time for learning and implementing training ideas into program application; and e. writing a professional development plan for all staff.

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Experience and Qualifications

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<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. 	<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, and c. the applicant has provided evidence of success with similar grants.
Total of 20 points possible	Possible score: 0-12	Possible Score: 13-17	Possible Score 18-20
Include comments that validate the score you have awarded this proposal.			
SPECIAL NOTATIONS			
STRENGTHS			
CONCERNS			

Total Points _____

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Proposal name _____
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Reader # _____

Budget

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided.	<p>Proposal describes a 0-3 budget that is an inadequate use of funds for Prevention Initiative:</p> <ol style="list-style-type: none"> 1. budget summary has significant inconsistencies; 2. budget breakdown has incomplete explanation of expenditures; 3. expenditures are not consistent for the scope and purpose of the project; 4. requested funding level is not reasonable for the number to be served and the services to be provided. 	<p>Proposal describes adequate use of Prevention Initiative funds:</p> <ol style="list-style-type: none"> 1. budget summary is accurate; 2. budget breakdown includes sufficient explanation of expenditures; 3. most expenditures are consistent for the scope and purpose of the project 4. requested funding level is reasonable for the number to be served and the services to be provided. 	<p>Proposal describes itemized explanation for use of Prevention Initiative funds:</p> <ol style="list-style-type: none"> 1. budget summary is complete and accurate; 2. budget breakdown explains each item completely and gives calculations to support the amount requested; 3. all expenditures are consistent for the scope and purpose of the project; 4. costs detailed are reasonable for the number to be served and the quality of the services to be provided.
Total of 10 points possible	Possible score 0-6	Possible Score: 7-8	Possible Score: 9-10
Include comments that validate the score you have awarded this proposal.			
SPECIAL NOTATIONS			
STRENGTHS			
CONCERNS			

Total Points _____