

FY 12 Preschool for All Children Proposal Review Rubric for 3 to 5

Population to be Served

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></p> <p><u>Statewide Statistics</u> <u>2007</u> Infant Mortality Rate – 6.6 per 1000 Low Birth Weight Babies – 8.5% <u>2008</u> Teen Birth Rate – 10.1% <u>2010</u> Young Children in Poverty – 20% 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% Limited English Proficient Rate – 7.6% Free and reduced lunch – 47.15%</p> <p><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></p> <p>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"> a. children who are at risk of academic failure, b. children from families whose incomes are less than four times the poverty levels established by HHS, and c. 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 style="text-align: center;">Possible score: 0-18</p>	<p><u>Population to be Served</u></p> <p>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"> a. children who are at risk of academic failure, b. children from families whose incomes are less than four times the poverty levels established by HHS, and c. children who do not qualify under either category (a) or (b). <p>Proposal is serving either:</p> <ol style="list-style-type: none"> a. primarily at-risk children, or b. primarily children from families who meet the income guidelines. <p style="text-align: center;">Possible score: 19-26</p>	<p><u>Population to be Served</u></p> <p>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"> a. children who are at risk of academic failure, b. children from families whose incomes are less than four times the poverty levels established by HHS, and c. 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"> a. at-risk of academic failure, or b. their families meet the income guidelines. <p style="text-align: center;">Possible score: 27-30</p>

**FY 12 Preschool for All Children Proposal Review Rubric for 3 to 5
Population to be Served**

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

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points _____

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Proposed Program

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>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> 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> 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> 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"> a. Multiple eligibility criteria reflect that the most at-risk children will be served. b. Outreach and recruitment strategies are clearly and concretely defined 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) c. Strategies are in place to ensure the most at risk children are enrolled before others d. At-risk factors used for program eligibility are based on the risk factors present in the community. e. A research-based screening instrument is being used. f. Provisions to screen in the child’s native language are available.

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<p>2. <u>Appropriate Educational Program</u></p>	<p>Proposal does not describe procedures to be used to include a parent interview.</p> <p>Proposal does not indicate that written parental permission will be obtained.</p> <p>Proposal does not indicate that preschool educational teaching staff will be included in screening process.</p> <p>2. <u>Educational Program</u> Proposal does not discuss how services are aligned with the Illinois Early Learning Standards</p> <p>Staff-child ratio is not appropriate.</p> <p>Proposal does not describe the</p>	<p>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>Proposal indicates that written parental permission for the screening will be obtained.</p> <p>Proposal describes adequate procedures to include teaching staff in screening process and make results available to them.</p> <p>2. <u>Educational Program</u> Proposal adequately describes how the services are aligned with the Illinois Early Learning Standards.</p> <p>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.</p> <p>Proposal adequately describes the</p>	<p>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 <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 <p>Proposal indicates that written parental permission for the screening will be obtained.</p> <p>Proposal indicates that preschool educational teaching staff are involved in all aspects of the screening process.</p> <p>2. <u>Educational Program</u> Proposal carefully details how the services are aligned with the Illinois Early Learning Standards.</p> <p>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.</p> <p>Proposal provides a detailed description</p>

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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>schedule for the preschool educational program.</p> <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 	<p>schedule for the preschool educational program:</p> <ul style="list-style-type: none"> ▪ at least 2 ½ hours per day; ▪ 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>	<p>of the schedule for the preschool educational program:</p> <ul style="list-style-type: none"> ▪ at least 2 ½ hours per day; ▪ 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

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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</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</p>	<p>that is not dependent on the adult’s presence.</p> <ul style="list-style-type: none"> ▪ Recommended practices are used to teach/promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child’s natural environment; ▪ 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</p>

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<p data-bbox="184 813 478 870">3. <u>Parent Education and Involvement</u></p>	<p data-bbox="638 264 1014 565">provisions will be made to allow participation of children with disabilities in the program. 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 data-bbox="638 602 1003 748">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 data-bbox="638 813 905 870">3. <u>Parent Education & Involvement</u></p> <p data-bbox="638 878 989 992">Proposal fails to describe the activities that will be provided to ensure the following areas are addressed:</p> <ul data-bbox="638 1024 1003 1471" style="list-style-type: none"> <li data-bbox="638 1024 1003 1146"><input type="checkbox"/> Communication between home and the program will be regular, two-way and meaningful; <li data-bbox="638 1179 940 1235"><input type="checkbox"/> Parenting skills will be promoted and supported; <li data-bbox="638 1268 972 1325"><input type="checkbox"/> Parents will play an integral role in student learning; <li data-bbox="638 1357 1003 1471"><input type="checkbox"/> Parents will be welcome in the program and their support and involvement will be sought; and 	<p data-bbox="1052 264 1413 321">of children with disabilities in the program.</p> <p data-bbox="1052 358 1434 529">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 data-bbox="1037 602 1423 773">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 data-bbox="1037 813 1304 870">3. <u>Parent Education & Involvement</u></p> <p data-bbox="1037 878 1440 1049">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 data-bbox="1037 1057 1434 1455" style="list-style-type: none"> <li data-bbox="1037 1057 1423 1146"><input type="checkbox"/> Communication between home and the program will be regular, two-way and meaningful; <li data-bbox="1037 1179 1434 1235"><input type="checkbox"/> Parenting skills will be promoted and supported; <li data-bbox="1037 1268 1423 1325"><input type="checkbox"/> Parents will play an integral role in student learning; <li data-bbox="1037 1357 1423 1455"><input type="checkbox"/> Parents will be welcome in the program and their support and involvement will be sought; and 	<p data-bbox="1478 264 1881 289">in the preschool educational program.</p> <p data-bbox="1478 358 1917 561">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 data-bbox="1478 602 1906 748">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 data-bbox="1478 813 1885 837">3. <u>Parent Education & Involvement</u></p> <p data-bbox="1478 846 1902 959">Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed:</p> <ul data-bbox="1478 967 1917 1471" style="list-style-type: none"> <li data-bbox="1478 967 1885 1179"><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; <li data-bbox="1478 1179 1917 1357"><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; <li data-bbox="1478 1357 1902 1471"><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

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<p>4. <u>Community Collaboration</u></p> <p>Examples of community programs</p> <ul style="list-style-type: none"> • 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 • Family Child Care 	<p><input type="checkbox"/> Parents are full partners in the decisions that affect children and families.</p> <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><input type="checkbox"/> Parents are full partners in the decisions that affect children and families.</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>of supporting and enhancing their children’s development, “at-home” activities, multiple parent education 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>

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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></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"> c. established collaboration with special education services to serve eligible children; 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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Proposed Program

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

SPECIAL NOTATIONS

STRENGTHS

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 preschool educational program.</p> <p>5. <u>Staff Requirements</u></p>	<p>5. <u>Staff Requirements</u> 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. <u>Staff Requirements</u> 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. <u>Staff Requirements</u> 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

<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>	<ul style="list-style-type: none"> b. staff roles not sufficiently described; c. insufficient evidence that administrator and all program staff are knowledgeable about high-quality early childhood programs; 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>6. Professional Development 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 the preschool educational program. 	<ul style="list-style-type: none"> b. staff roles clearly described; c. administrator and all program staff are knowledgeable about high-quality early childhood programs; 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>6. Professional Development 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 preschool educational program; b. providing initial preparation and ongoing support that will enable staff to achieve the purpose and goals of the preschool educational program; c. addressing issues of language and cultural diversity within the program. 	<ul style="list-style-type: none"> b. all staff role descriptions are clear, detailed and appropriate to support a quality preschool educational program; c. administrator and all program staff are knowledgeable and experienced in operating high-quality early childhood programs; 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>6. Professional Development 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 preschool educational program; 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; c. addressing issues of language and cultural diversity within the program. d. assisting staff in understanding and overcoming barriers to equitable participation by families and children with special needs;
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Experience and Qualifications

<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> <u>Accreditations</u> <u>Existing Competencies</u></p> <p>Total of 20 points possible</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>Possible Score: 0-12</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 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>Possible Score: 13-17</p>	<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>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 _____

FY 12 Preschool for All Children Proposal Review Rubric for 3 to 5 Budget

<p>The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided.</p> <p><u>Average Cost</u> \$3,000 per child This reflects the cost of operating a program for 180 days per year, the length of the school year.</p> <p>Applicants may request funds to maintain a high quality program.</p> <p style="text-align: center;">Total of 10 points possible</p>	<p>Proposal describes a 3-5 budget that is an inadequate use of funds for Preschool for All:</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 style="text-align: center;">Possible score 0-6</p>	<p>Proposal describes adequate use of Preschool for All 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 style="text-align: center;">Possible Score: 7-8</p>	<p>Proposal describes itemized explanation for use of Preschool for All 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. <p style="text-align: center;">Possible Score: 9-10</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 _____