

**Chicago: Ready To Learn! Prevention Initiative Birth to Age 3 Years  
Review Rubric  
Population to be Served**

Proposal name _____
Proposal # _____
Reader # _____

Criteria	Not Qualified	Qualified	Highly Qualified
<p>The 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>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><b><u>Includes:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Site Level Community and Program Information</u></b></li> <li>• <b><u>Recruitment, Selection, Enrollment and Attendance</u></b></li> </ul>	<p><b><u>Site Level Community and Program Information Form</u></b> <b>AND</b> <b><u>Recruitment, Selection, Enrollment and Attendance Form</u></b></p> <p>Proposal does not describe criteria and indicators or the description does not seem likely to ensure that it will:</p> <ol style="list-style-type: none"> <li>a. Identify children and families who are eligible for the program, and</li> <li>b. Target those children and families most in need of services.</li> </ol> <p>Proposal does not describe a plan to enroll eligible population to be served by the early childhood initiatives or plan is inadequate:</p> <ol style="list-style-type: none"> <li>a. No procedure for outreach, identification and recruitment of families most at-risk.</li> </ol> <p>Proposal does not indicate geographic area to be served.</p>	<p><b><u>Site Level Community and Program Information Form</u></b> <b>AND</b> <b><u>Recruitment, Selection, Enrollment and Attendance Form</u></b></p> <p>Proposal adequately describes criteria and indicators that will:</p> <ol style="list-style-type: none"> <li>a. Identify children and families who are eligible for the program, and</li> <li>b. Target those children and families most in need of services.</li> </ol> <p>Proposal describes an adequate plan to enroll the eligible population to be served by the early childhood initiative(s):</p> <ol style="list-style-type: none"> <li>a. Adequate procedures for outreach, identification and recruitment of families most at-risk.</li> </ol> <p>Proposal adequately describes geographic area to be served.</p>	<p><b><u>Site Level Community and Program Information Form</u></b> <b>AND</b> <b><u>Recruitment, Selection, Enrollment and Attendance Form</u></b></p> <p>Proposal describes criteria and indicators that have a strong likelihood of ensuring the program will:</p> <ol style="list-style-type: none"> <li>a. Identify children and families who are eligible for the program, and</li> <li>b. Target those children and families most in need of services.</li> <li>c. Consists of criteria that is relevant to the community being served and program model selected.</li> </ol> <p>Proposal describes multiple strategies to enroll the eligible population to be served by the early childhood initiative(s):</p> <ol style="list-style-type: none"> <li>a. 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.</li> </ol> <p>Proposal provides a detailed description of the geographic area to be served.</p>
<b>Total of 20 points possible</b>			

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	<p>Proposal does not describe procedures to be used to include a parent interview.</p> <p align="center"><b>Possible score: 0-9</b></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 align="center"><b>Possible score: 10-16</b></p>	<p>Proposal provides a detailed description of procedures to be used for enrollment 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"> <li><input type="checkbox"/> Child's Health History, including prenatal history</li> <li><input type="checkbox"/> Child's Social Development</li> <li><input type="checkbox"/> Parent's Education Level</li> <li><input type="checkbox"/> Parent's Employment</li> <li><input type="checkbox"/> Parent's Income</li> <li><input type="checkbox"/> Parent's Age</li> <li><input type="checkbox"/> Marital Status</li> <li><input type="checkbox"/> Living Arrangements</li> <li><input type="checkbox"/> Number of Children in the Household</li> <li><input type="checkbox"/> Number of School-aged Siblings experiencing academic difficulty</li> </ul> <p>Proposal indicates that written parental permission for the screening will be obtained.</p> <p align="center"><b>Possible score: 17-20</b></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>Examples of Home Visiting Program Models:</p> <ul style="list-style-type: none"> <li>• Baby TALK</li> <li>• Prevention Initiative – Center-Based</li> <li>• Healthy Families America</li> <li>• Parents as Teachers (PAT)</li> </ul>	<p style="text-align: center;"><b><u>Curriculum for Children Form</u></b></p> <p><b>For both home visiting and center-based services:</b></p> <p>Proposal does not indicate the curriculum or research-based model that will be used.</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 style="text-align: center;"><b><u>Curriculum for Children Form</u></b></p> <p><b>For home visiting services:</b></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"> <li>a. identification of the primary program model that will be followed, and</li> <li>b. description of how the program plans to ensure adherence to the selected model,</li> </ol>	<p style="text-align: center;"><b><u>Curriculum for Children Form</u></b></p> <p><b>For home visiting services:</b></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"> <li>a. identification of the primary program model that will be followed and any supplemental services that will be used, and</li> <li>b. detailed description of plans that will ensure adherence to the selected program model,</li> </ol>
<p>Examples of Evidence-Based Curriculum for Center-Based Programs</p> <ul style="list-style-type: none"> <li>• Child-centered curriculum               <ul style="list-style-type: none"> <li>➤ Creative Curriculum for Infants and Toddlers</li> <li>➤ High/Scope Infant-Toddler Curriculum</li> </ul> </li> <li>• Parent centered curriculum               <ul style="list-style-type: none"> <li>➤ Parents as Teachers (PAT)</li> </ul> </li> </ul>			

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Illinois Birth to Three Program Standards can be downloaded at <a href="http://www.isbe.net/earlychi/html/03_standards.htm">http://www.isbe.net/earlychi/html/03_standards.htm</a>		<p><b><i>For Center-Based Services:</i></b></p> <p>Proposal indicates that a research-based curriculum will be used and that the school readiness goals will be used to guide instruction.</p> <p>Proposal adequately describes how curriculum will include integrated learning addressing multiple domains of development.</p>	<p><b><i>For Center-Based Services:</i></b></p> <p>Proposal provides a detailed description of a process by which school readiness goals have been developed and how a research-based curriculum will be implemented to support children in achieving these goals.</p> <p>Proposal provides a detailed description of how a research-based curriculum and any other supplemental materials will be implemented to support children in achieving school readiness goals.</p>

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			<p>Proposal details a research-based curriculum aligned with the Illinois Birth to Three Program Standards that reflects a balance of all areas of learning offered in an integrated manner and reflecting the holistic nature of learning, including the required domains.</p> <p>Varied teaching strategies are planned, depending on the developmental levels and unique needs of children:</p> <ul style="list-style-type: none"> <li>▪ A positive, responsive, and caring environment promotes the interaction of children with materials, other children and adults.</li> <li>▪ The social environment is structured to promote engagement, interaction, communication, and learning.</li> <li>▪ 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;</li> </ul>

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	<p><b><u>Screening and Assessment Form</u></b></p> <p>Proposal does not indicate a plan for ensuring children will be screened within 45 calendar days of enrollment.</p> <p>Proposal does not indicate that Prevention Initiative program provider(s) will be included in screening process.</p> <p>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 indicate that written parental permission for the screening will be obtained.</p> <p>Proposal does not describe how the child’s development will be communicated to parents.</p>	<p><b><u>Screening and Assessment Form</u></b></p> <p>Proposal describes a plan for ensuring children will be screened within 45 calendar days of enrollment.</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 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 indicates that written parental permission for the screening will be obtained.</p> <p>Proposal adequately describes how the program will communicate with parents about their child’s development.</p>	<p><b><u>Screening and Assessment Form</u></b></p> <p>Proposal describes a detailed, well-developed plan that has a high likelihood of ensuring children will be screened within 45 calendar days of enrollment.</p> <p>Proposal indicates that Prevention Initiative program provider(s) is involved in all aspects of the screening process.</p> <p>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"> <li>➤ a broad-based general assessment tool validated by research;</li> <li>➤ a research-based tool to periodically perform developmental screening for all children covering all areas of development; and</li> <li>➤ referral to the local Child and Family Connections when diagnostic assessment is indicated.</li> </ul>

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	<p style="text-align: center;"><b><u>Children with Disabilities</u></b></p> <p>Proposal does not describe a plan for identifying children in need of Early Intervention services.</p>	<p style="text-align: center;"><b><u>Children with Disabilities</u></b></p> <p>Proposal describes a plan for identifying and referring children in need of Early Intervention services.</p>	<p>Proposal describes in detail how the program will communicate on a regular basis with parents about their child's development.</p> <p>Home Visiting Programs: Will use parent input to inform screening process.</p>
	<p style="text-align: center;"><b><u>Parent Engagement and Support</u></b></p> <p>Proposal describes parent involvement plan that does not include suggested activities and opportunities.</p>	<p style="text-align: center;"><b><u>Parent Engagement and Support</u></b></p> <p>Proposal describes adequate parent involvement plan that includes:</p> <ul style="list-style-type: none"> <li>a. orientation to the educational program;</li> <li>b. opportunities for involvement in home-based or site-based activities;</li> <li>c. provision for communication with parents about the program;</li> <li>d. methods for linking parents with community resources and</li> </ul>	<p style="text-align: center;"><b><u>Parent Engagement and Support</u></b></p> <p>Proposal describes a comprehensive parent involvement plan that includes:</p> <ul style="list-style-type: none"> <li>a. orientation to the educational program;</li> <li>b. use of an evidence based curriculum and/or supplemental materials;</li> <li>c. multiple opportunities for involvement in home-based or site-based activities;</li> <li>d. provision for regular</li> </ul>

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<p style="text-align: center;"><b>IFSP and Case Management</b></p> <p>Proposal describes inadequate or minimal procedures for the development of individual family service plans</p> <p>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 style="text-align: center;"><b>IFSP and Case Management</b></p> <p>Proposal describes adequate procedures for the development of individual family service plans, including:</p> <ul style="list-style-type: none"> <li>a. involving parents and families in making decisions about their goals;</li> <li>b. assessing the needs of the family and child;</li> <li>c. ensuring that the service plan is based on the needs of the family; and</li> <li>d. using the service plan to guide services for the family.</li> </ul>	<p style="text-align: center;"><b>IFSP and Case Management</b></p> <p>Proposal describes well-detailed procedures for the development and implementation of individual family service plans including:</p> <ul style="list-style-type: none"> <li>a. continuous involvement of parents and families in the decisions regarding their family goals and outcomes;</li> <li>b. ongoing assessment of the needs of the family and the child;</li> <li>c. a written plan based on the needs of the family which includes but is not limited to educational and social-economic needs; and</li> <li>d. ongoing use of the service plan to guide services for the family.</li> </ul>	<p>services;</p> <ul style="list-style-type: none"> <li>e. activities that emphasize and strengthen the parent(s) role as the child's primary educator;</li> <li>f. involvement of families in developing and implementing the program.</li> </ul> <p>communication with parents about the program;</p> <ul style="list-style-type: none"> <li>e. methods for linking parents with community resources and services;</li> <li>f. variety of activities that emphasize and strengthen the parent(s) role as the child's primary educator;</li> <li>g. ongoing involvement of families in the development and implementation of the program.</li> </ul>

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	<p>Proposal does not describe a system for referring families to other service providers and following up on these referrals.</p>	<p>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>Proposal adequately describes a system for referring families to other service providers and following up on these referrals.</p>	<p>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> <ul style="list-style-type: none"> <li>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;</li> <li>b. established written coordination agreements with all appropriate service providers in the area, and</li> <li>c. established collaboration with special education services to serve eligible children.</li> </ul> <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>Proposal provides a detailed description of an established referral and follow-up system that ensures families receive services that they need.</p>

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	<p align="center"><b><u>Community Partnerships</u></b></p> <p>Proposal describes community involvement plan that does not include suggested activities and opportunities.</p>	<p align="center"><b><u>Community Partnerships</u></b></p> <p>Proposal provides list of organizations identified as partners operating in area, including:</p> <ul style="list-style-type: none"> <li>a. ensure collaboration with other early childhood programs in the community to avoid duplication of services; and</li> <li>b. awareness of other relevant services in the community to provide referrals.</li> </ul>	<p align="center"><b><u>Community Partnerships</u></b></p> <p>Proposal provides a detailed description of organizations identified as partners, along with their active role in community and system planning and ongoing collaborative relationships with other programs operating in area, including:</p> <ul style="list-style-type: none"> <li>a. established collaboration in place to combine the infant/toddler educational program with available full-day or year-round early education and care services, if appropriate, avoid duplication of services, and ensure maximum number of children in the community are served with quality programming;</li> <li>b. established partnership agreements with local entities or collaborations to ensure that the comprehensive needs of the family and children are met;</li> <li>c. established collaboration with special education services to serve eligible children;</li> <li>d. established support mechanisms that demonstrates respect for individual needs and an understanding of the impact of the children’s home, community and cultural experiences on their</li> </ul>

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	<p align="center"><b><u>Transitions</u></b></p> <p>Proposal has inadequate or minimal procedures to transition children/families both into and out of the program, and between program options.</p> <p>Proposal does not provide support to transition children and families into families.</p> <p align="center"><b>Possible score: 0-20</b></p>	<p align="center"><b><u>Transitions</u></b></p> <p>Proposal demonstrates transition procedures to enroll children/families into and out of the program and provides policies to ensure that children are transitioned between program options.</p> <p>Proposal adequately demonstrates procedure for transitioning children into preschool, including family communication.</p> <p align="center"><b>Possible Score: 21-36</b></p>	<p align="center"><b><u>Transitions</u></b></p> <p>Proposal describes robust and supportive transition procedures to ensure that children successfully enter the program, and provides written, age-appropriate policies and procedures to ensure that children/families are transitioned between program options and out of the program, if exited before kindergarten.</p> <p>Established referral and follow-up system that ensures children have an appropriate early childhood education placement after leaving the Prevention Initiative program.</p> <p align="center"><b>Possible Score: 37-50</b></p>

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SPECIAL NOTATIONS

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**Total Points** \_\_\_\_\_

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Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p><b><u>Monitoring, Quality Assurance, and Professional Development</u></b></p> <p>Proposed staff hold the appropriate certifications and/or licenses for their positions with qualifications and experience necessary to successfully implement a high-quality infant/toddler educational program.</p> <p>The staff development plan is data-informed, adequately addresses the needs of the 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>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>An <b>eligible applicant</b> has presented evidence that it:</p> <ol style="list-style-type: none"> <li>a. holds the appropriate licensure to operate a child care facility (if applicable);</li> <li>b. holds early childhood accreditations or has other relevant experience that demonstrates success in</li> </ol>	<p><b><u>Staff Qualifications</u></b></p> <p>Proposal describes an inadequate staffing plan:</p> <ol style="list-style-type: none"> <li>a. not all staff paid by the Prevention Initiative educational program meet certification and/or other requirements for their positions;</li> <li>b. staff roles not sufficiently described;</li> <li>c. insufficient evidence that administrator and all program staff are knowledgeable about high-quality early childhood programs;</li> </ol> <p><b><u>Human Resources</u></b></p> <p>Proposal describes a professional development plan not coordinated with staff or program needs:</p> <ol style="list-style-type: none"> <li>a. program staff not being assessed for staff development needs; and</li> <li>b. staff development plans are not</li> </ol>	<p><b><u>Staff Qualifications</u></b></p> <p>Proposal describes an adequate staffing plan:</p> <ol style="list-style-type: none"> <li>a. all staff paid by the Prevention Initiative program hold appropriate certification and/or other requirements for their positions;</li> <li>b. staff roles clearly described;</li> <li>b. administrator and all program staff are knowledgeable about high-quality early childhood programs;</li> </ol> <p><b><u>Human Resources</u></b></p> <p>Describes an adequate professional development plan for all staff by:</p> <ol style="list-style-type: none"> <li>a. assessing the staff development needs of staff in the educational program;</li> <li>b. providing initial preparation and ongoing support that will</li> </ol>	<p><b><u>Staff Qualifications</u></b></p> <p>Proposal describes a well-detailed staffing plan:</p> <ol style="list-style-type: none"> <li>a. all staff paid by the Prevention Initiative funding hold appropriate certification and/or other requirements for their positions;</li> <li>b. staff identified are qualified, experienced providers of early education for children ages birth to three and parenting education.</li> <li>c. all staff role descriptions are clear, detailed and appropriate to support a quality infant/toddler educational program;</li> <li>d. administrator and all program staff are knowledgeable and experienced in operating high-quality infant/toddler programs;</li> </ol> <p><b><u>Human Resources</u></b></p> <p>Proposal describes a clear, thorough and well-detailed staff development plan for all staff by:</p> <ol style="list-style-type: none"> <li>a. frequently assessing the staff development needs of all staff in the educational program with evidence-based practices;</li> </ol>

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<p>implementing and administering programs similar to the ones funded; and</p> <p>c. has a successful track record with similar grants or contracts.</p> <p><b><u>Includes:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Staff Qualifications</u></b></li> <li>• <b><u>Human Resources</u></b></li> <li>• <b><u>Record Keeping, Monitoring, and Self-Assessment</u></b></li> <li>• <b><u>Organizational History and Experience</u></b></li> </ul> <p><b>Total of 20 points possible</b></p>	<p>clearly tied to purpose and goals of the Prevention Initiative educational program.</p>	<p>enable staff to achieve the purpose and goals of the educational or family support program;</p> <p>c. ensures classroom staff is consistent and stable for children’s care or family support;</p> <p>d. addressing issues of language and cultural diversity within the program; and</p> <p>e. 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>Evidence is provided that staff are offered opportunities for collaboration.</p> <p>Proposal provides a feasible plan for recruiting and retaining qualified, well-trained staff.</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 infant/toddler 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> <p>e. ensures classroom staff is consistent and stable for children’s care or family support;</p> <p>f. giving staff adequate time for learning and implementing training ideas into program application;</p> <p>g. Include on-going, regular, and consistent supervision; and</p> <p>h. writing a professional development plan for all staff.</p> <p>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>

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	<p align="center"><b><u>Record Keeping, Monitoring and Self-Assessment</u></b></p> <p>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 align="center"><b><u>Record Keeping, Monitoring and Self-Assessment</u></b></p> <p>Proposal describes plan for an ongoing evaluation of program and staff which:</p> <ol style="list-style-type: none"> <li>a. determines whether successful implementation of the program model and curriculum are being achieved, including alignment with Illinois Birth to Three Program Standards;</li> <li>b. uses on-going monitoring and measurable outcomes to determine the progress that children and families are making toward developed goals;</li> <li>c. has a formal process by which the results of the evaluation are used to inform continuous program improvement; and</li> <li>d. Includes educational support team and other staff in on-going professional development, evaluation, and program improvement efforts.</li> </ol>	<p align="center"><b><u>Record Keeping, Monitoring and Self-Assessment</u></b></p> <p>Proposal provides a feasible plan for recruiting and retaining qualified, well-trained staff.</p> <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>Proposal describes a well-detailed and thorough plan for a rigorous, objective, ongoing evaluation of program and staff which:</p> <ol style="list-style-type: none"> <li>a. ensures successful implementation of the program model and curriculum are being achieved, including alignment with Illinois Birth to Three Program Standards using results of the review to make appropriate organizational, programmatic or classroom changes;</li> </ol>

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		<p>Parents are included in on-going assessment practices, including input for on-going organizational improvement.</p> <p>Ensure that all standards are being met, including health and safety standards for young children, through data-driven evaluation of programs.</p>	<p>b. has a meaningful and robust process through which continuous program improvement in instruction, environment, family engagement, and other program elements is informed.</p> <p>c. Includes educational support team and other staff in on-going professional development, evaluation, and program improvement efforts.</p> <p>d. uses on-going monitoring and measurable outcomes to determine the progress that children and families are making toward developed goals and regularly monitors children’s development using appropriate screening and authentic assessment, driving data-informed program development; and</p> <p>e. has a formal process by which the results of the evaluation are used to inform continuous program improvement.</p> <p>Parents are included in on-going assessment practices, including input for on-going organizational improvement.</p> <p>Ensure that all standards are being met, including health and safety standards for young children, through data-driven evaluation of programs.</p>

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	<p><b><u>Organizational History and Experience</u></b></p> <ul style="list-style-type: none"> <li>a. the appropriate licensure to operate a day care facility is not provided,</li> <li>b. the applicant does not have relevant experience and/or early childhood accreditations, and</li> <li>c. the applicant does not have a successful track record with similar grants and does not demonstrate the capacity to fulfill the standards necessary to provide quality early childhood programming.</li> </ul> <p align="center"><b>Possible Score: 0-10</b></p>	<p><b><u>Organizational History and Experience</u></b></p> <ul style="list-style-type: none"> <li>a. the appropriate licensure to operate a day care center facility is provided,</li> <li>b. the applicant has relevant experience and/or early childhood accreditations, and</li> <li>c. the applicant has a successful track record with similar grants.</li> </ul> <p align="center"><b>Possible Score: 11-16</b></p>	<p><b><u>Organizational History and Experience</u></b></p> <ul style="list-style-type: none"> <li>a. the appropriate licensure to operate a child care center facility is provided,</li> <li>b. the applicant has extensive experience that demonstrates success and holds early childhood accreditations,</li> <li>c. the director holds the Illinois Director's Credential,</li> <li>d. the center has the Illinois Quality Rating Scale Star Level 2 or above,</li> <li>e. the applicant has provided evidence of success with similar grants.</li> </ul> <p align="center"><b>Possible Score 18-20</b></p>

**Chicago: Ready To Learn! Prevention Initiative Birth to Age 3 Years  
Review Rubric  
Monitoring, Quality Assurance, and Professional Development**

Proposal name_____
Proposal #_____
Reader #_____

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<b>Include comments that validate the score you have awarded this proposal.</b>			
SPECIAL NOTATIONS			
STRENGTHS			
CONCERNS			

**Total Points\_\_\_\_\_**

**Chicago: Ready To Learn! Prevention Initiative Birth to Age 3 Years  
Review Rubric  
Fiscal Capacity**

Proposal name_____
Proposal #_____
Reader #_____

<b>Criteria</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exemplary</b>
<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><b>Includes:</b></p> <ul style="list-style-type: none"> <li><b><u>Fiscal Capacity</u></b></li> </ul>	<p>Proposal describes a <b>0-3 budget</b> that is an inadequate use of funds for <b>Prevention Initiative:</b></p> <ol style="list-style-type: none"> <li>budget summary has significant inconsistencies;</li> <li>budget breakdown has incomplete explanation of expenditures;</li> <li>expenditures are not consistent for the scope and purpose of the project;</li> <li>requested funding level is not reasonable for the number to be served and the services to be provided.</li> </ol>	<p>Proposal describes adequate use of <b>Prevention Initiative</b> funds:</p> <ol style="list-style-type: none"> <li>budget summary is accurate;</li> <li>budget breakdown includes sufficient explanation of expenditures;</li> <li>most expenditures are consistent for the scope and purpose of the project</li> <li>requested funding level is reasonable for the number to be served and the services to be provided.</li> </ol>	<p>Proposal describes itemized explanation for use of <b>Prevention Initiative</b> funds:</p> <ol style="list-style-type: none"> <li>budget summary is complete and accurate;</li> <li>budget breakdown explains each item completely and gives calculations to support the amount requested;</li> <li>all expenditures are consistent for the scope and purpose of the project;</li> <li>costs detailed are reasonable for the number to be served and the quality of the services to be provided.</li> </ol>
<b>Total of 10 points possible</b>	<b>Possible score 0-6</b>	<b>Possible Score: 7-8</b>	<b>Possible Score: 9-10</b>

**Chicago: Ready To Learn! Prevention Initiative Birth to Age 3 Years**  
**Review Rubric**  
**Fiscal Capacity**

Proposal name \_\_\_\_\_  
Proposal # \_\_\_\_\_  
Reader # \_\_\_\_\_

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

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

**Total Points** \_\_\_\_\_