

Chicago: Ready to Learn! Head Start (Ages 0 to 5)
Proposal Review Rubric
Previous Programmatic Experience and Expertise

Proposal name _____
Proposal # _____
Reader # _____

Criteria	Does Not Meet Criteria	Meets Criteria	Exemplary
<p>1. Respondent should demonstrate experience providing high quality, comprehensive, early childhood development services and knowledge of the populations to be served or similar populations (10 points/ 10 percent).</p>	<p><u>Organizational and Experience History Form and Appendix</u> The applicant does not have relevant experience and/or early childhood accreditations, and</p> <p>The applicant does not have a successful track record with similar grants.</p> <p>The appropriate licensure to operate a day care facility is not provided (if proposing center-based program) and evidence of exemption from licensure is not provided</p> <p>The applicant does not indicate experience serving the proposed community, and does not provide evidence of a thorough understanding of the community’s needs for early childhood programming.</p> <p align="center">0-5 points</p>	<p><u>Organizational and Experience History Form and Appendix</u> The applicant has relevant experience and provides evidence of capacity to provide a high quality program that meets Head Start Performance Standards (HSPS)</p> <p>The applicant has a successful track record with similar grants and/or is a current delegate or HS/EHS grantee, the applicant provides evidence of success in meeting HSPS.</p> <p>The appropriate licensure to operate a day care center facility is provided for each proposed location (if proposing center-based program), or evidence of exemption from licensure and compliance with school facility regulations provided</p> <p>The applicant indicates some experience serving the proposed community, and provides evidence of understanding the community’s needs for early childhood programming.</p> <p align="center">6-8 points</p>	<p><u>Organizational and Experience History Form and Appendix</u> The applicant has extensive experience that demonstrates success in providing high quality early childhood programs:</p> <ul style="list-style-type: none"> a. Meets HSPS, AND/OR b. holds early childhood accreditations, AND/OR c. provides Child Care (CCAP) and has the Illinois Quality Rating Scale Star Level 2 or above, AND/OR c. Has other quality evaluations. <p>The applicant provides evidence of success with similar grants.</p> <p>The appropriate licensure to operate a day care center facility is provided (if proposing center-based program), or evidence of exemption from licensure and compliance with school facility regulations provided</p> <p>The applicant provides evidence of significant experience serving the proposed community, and demonstrates a thorough understanding of the community’s needs for early childhood programming.</p> <p align="center">9-10 points</p>

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SPECIAL NOTATIONS

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<p>2. Respondent will demonstrate the resources and expertise to assume and meet all administrative and fiscal requirements. This includes the Respondent’s fiscal (including financial management systems), technological, management, administrative and staff capabilities (30 points/ 30 percent).</p>	<p><u>Fiscal Capacity Form -- Section 1: Audit (10 points)</u></p> <p>Applicant does not include evidence of clean A-133 fiscal audits or does not adequately explain how any audit findings have been fully addressed and resolved.</p> <p>Applicant does not provide a description of adequate financial controls and fiscal monitoring.</p> <p><u>Fiscal Capacity Form – Section 2: Fiscal Policies and Procedures (10 points)</u></p> <p>Applicant does not provide an adequate cost allocation plan that indicates how resources are shared across programs.</p> <p>Applicant does not adequately indicate how they will ensure the non-federal share requirement. Program relies on HS funding for more than 75% of costs.</p> <p>Applicant does not indicate that they have adequate fiscal staff.</p>	<p><u>Fiscal Capacity Form -- Section 1: Audit (10 points)</u></p> <p>Applicant provides evidence of clean A-133 fiscal audit for past three fiscal years or provides adequate explanation of any audit findings and how they have been fully addressed or resolved.</p> <p>Applicant provides adequate description of financial controls and fiscal monitoring.</p> <p><u>Fiscal Capacity Form – Section 2: Fiscal Policies and Procedures (10 points)</u></p> <p>Applicant provides an adequate cost allocation plan that indicates how resources are shared across programs.</p> <p>Applicant provides detailed breakout indicating sources of non-federal share requirement.</p> <p>Applicant indicates that they have qualified fiscal staff.</p>	<p><u>Fiscal Capacity Form -- Section 1: Audit (10 points)</u></p> <p>Applicant provides evidence of clean A-133 fiscal audits (unqualified opinion) for past three fiscal years.</p> <p>Applicant provides detailed description of financial controls and fiscal monitoring processes that are likely to ensure that all federal funds will be expended in a manner consistent with the HSPS, federal cost principles, and the terms of the contract with DFSS.</p> <p><u>Fiscal Capacity Form – Section 2: Fiscal Policies and Procedures (10 points)</u></p> <p>Applicant provides a detailed, effective cost allocation plan that indicates how resources are shared across programs.</p> <p>Applicant provides detailed breakout indicating sources of non-federal share requirement and provides documentation of firm commitments for these sources of funding.</p> <p>Applicant demonstrates that they have qualified fiscal staff that have demonstrated experience in managing grants of this type and size.</p>

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	<p><u>Head Start Budget Narrative (10 points)</u></p> <p>Proposal describes a budget that is an inadequate use of funds for Head Start:</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;">0-17 points</p>	<p><u>Head Start Budget Narrative (10 points)</u></p> <p>Proposal describes adequate use of Head Start 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;">18-23 points</p>	<p><u>Head Start Budget Narrative (10 points)</u></p> <p>Proposal describes itemized explanation for use of Head Start 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;">24-30 points</p>

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<p>3. Respondent will demonstrate the organizational capacity to design and delivers program options that fit the needs of their community and that follow Head Start Program Performance Standards in the areas of Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) and Program Design Management (PDM), which includes Human Resources, Monitoring, Governance, Transportation, and Safe Environments (30 points/ 30 percent).</p>	<p><u>Site Level Community and Program Information Form(s)(Center-based, Home-based, and/or Family Child Care Homes (5 points))</u></p> <p>Proposal does not describe characteristics of population to be served.</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"> a. Identify children and families who meet the income guidelines / categorically eligible, and/or b. Target those children and families most in need of services. <p>Proposal does not describe why program option(s) selected best meet the needs of the population to be served.</p> <p>Proposal does not describe how it will ensure program option meets HSPS.</p>	<p><u>Site Level Community and Program Information Form(s)(Center-based, Home-based, and/or Family Child Care Homes (5 points))</u></p> <p>Proposal adequately describes characteristics of population to be served.</p> <p>Proposal adequately describes criteria and indicators that will:</p> <ol style="list-style-type: none"> a. Identify children and families who meet the income guidelines, / categorically eligible, and/or b. Target those children and families most in need of services. <p>Proposal adequately describes why program option(s) selected best meet the needs of the population to be served.</p> <p>Proposal describes how it will ensure program option meets HSPS, including ensuring:</p> <ol style="list-style-type: none"> a. Licensing standards are met, b. Staff:child ratio is maintained in for each program option, c. center-based scheduling meets needs of families and HSPS, d. family child care homes are selected and 	<p><u>Site Level Community and Program Information Form(s)(Center-based, Home-based, and/or Family Child Care Homes (5 points))</u></p> <p>Proposal provides detailed description of population to be served, demonstrating the agency’s understanding of and experience serving the community(ies) to be served.</p> <p>Proposal describes criteria and indicators that have a strong likelihood of ensuring the program will:</p> <ol style="list-style-type: none"> a. Identify children and families who meet the income guidelines / categorically eligible, and/or b. Target those children and families most in need of services. <p>Proposal provides detailed description of how program option(s) selected best meet the needs of the population to be served.</p> <p>Proposal provides a detailed description and/or especially effective method of how it will ensure program option meets HSPS, including ensuring</p> <ol style="list-style-type: none"> a. Licensing standards are met, b. Staff:child ratio is maintained in for each program option, c. center-based scheduling meets needs of families and HSPS, d. family child care homes are selected and

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	<p align="center"><u>Recruitment, Selection, Enrollment and Attendance Form (5 points)</u></p> <p>Proposal does not describe a plan to recruit the population to be served or plan is inadequate.</p> <p>Proposal does not provide a description of how applicant will ensure that slots will be filled within 30 days of a child leaving the program.</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 and/or describes an inadequate means of maintaining enrollment.</p>	<p align="center"><u>Recruitment, Selection, Enrollment and Attendance Form (5 points)</u></p> <p>monitored for HSPS, and e. home-based schedules and socializations are maintained and monitored for HSPS.</p> <p>Proposal describes an adequate plan to recruit the population to be served.</p> <p>Proposal provides an adequate description of how applicant will ensure that slots will be filled within 30 days of a child leaving the 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 program and provides a description of how it will maintain full enrollment.</p>	<p align="center"><u>Recruitment, Selection, Enrollment and Attendance Form (5 points)</u></p> <p>monitored for HSPS, and e. home-based schedules and socializations are maintained and monitored for HSPS.</p> <p>Proposal describes multiple strategies to recruit the maximum numbers of eligible children.</p> <p>Proposal provides a description of an especially effective approach to ensuring that slots will be filled within 30 days of a child leaving the program.</p> <p>Proposal provides a detailed description of the geographic area to be served.</p> <p>Proposal indicates the estimated number of children to be enrolled in the each selected program option and provides detailed description and sound method for maintaining full enrollment.</p>

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	<p><u>Staff Qualifications and Human Resources Forms (10 points)</u> Proposal describes an inadequate staffing plan:</p> <ul style="list-style-type: none"> a. not all staff paid by the program meet educational and/or other requirements for their positions; b. staff roles not sufficiently described; c. staff allocation is insufficient to provide effective management that meets HSPS in program areas; d. insufficient evidence that administrator and all program staff are knowledgeable about high-quality early childhood programs; e. no evidence of how applicant will ensure the staff is representative of the community to be served f. 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><u>Staff Qualifications and Human Resources Forms (10 points)</u> Proposal describes an adequate staffing plan:</p> <ul style="list-style-type: none"> a. all staff paid by program hold appropriate qualifications for their positions as detailed in the Head Start Staffing Requirements Table in the RFP; b. staff roles clearly described; c. staff allocation is sufficient to provide management that meets HSPS in program areas; d. administrator and all program staff are knowledgeable about high-quality early childhood programs; e. applicant indicates that the staff will be representative of the community(ies) served; f. procedures are in place to ensure that the program will offer opportunities and resources for staff to share and consult with others regularly. 	<p><u>Staff Qualifications and Human Resources Forms (10 points)</u> Proposal describes a well-detailed staffing plan:</p> <ul style="list-style-type: none"> a. all staff paid by the program hold at least the minimum qualifications their positions, and many staff are exceptionally well-qualified; b. all staff role descriptions are clear, detailed and appropriate to support a quality early childhood educational programs; c. staff allocation ensures management that meets HSPS in all program areas; d. administrator and all program staff are knowledgeable and experienced in operating high-quality early childhood programs; e. applicant provides evidence that the staff are representative of the community(ies) to be served; f. evidence is provided that staff are offered opportunities and resources to share and consult with others regularly for the purpose of continuous program improvement.

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	<p>Proposal does not indicate how the applicant will ensure that appropriate teacher:child ratios and other caseloads will be maintained at all times.</p> <p>Proposal does not indicate how the applicant will ensure that substitute staff will be provided to ensure staffs' ability to participate in professional development opportunities.</p> <p>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; b. staff development plans are not clearly tied to purpose and goals of the program. 	<p>Proposal indicates how the applicant will ensure that appropriate teacher:child ratios and other caseloads will be maintained at all times.</p> <p>Proposal indicates that the applicant will ensure that substitute staff will be provided to ensure staffs' ability to participate in professional development opportunities.</p> <p>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 early childhood educational program; b. providing initial preparation and ongoing support that will enable staff to achieve the purpose and goals of the program; c. addressing issues of language and cultural diversity within the program. 	<p>Proposal provides a detailed description of the applicant's effective approach to ensuring that appropriate teacher:child ratios and other caseloads will be maintained at all times.</p> <p>Proposal provides applicant's detailed plan for ensuring that substitute staff will be provided to ensure staffs' ability to participate in professional development opportunities.</p> <p>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 early childhood 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 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; e. giving staff adequate time for learning and implementing training ideas into program application; f. writing a professional development plan for all staff.

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	<p><u>Record Keeping, Monitoring and Self-Assessment Form (5 points)</u> Proposal describes an inadequate record-keeping, monitoring and self-assessment plan that does not ensure ongoing compliance with HSPS and which does not evaluate the success of the program and/or provide measurable outcomes for participating children and families.</p>	<p><u>Record Keeping, Monitoring and Self-Assessment Form (5 points)</u> Proposal describes an adequate plan for monitoring and self-assessment of program and staff, which:</p> <ul style="list-style-type: none"> a. describes the process by which records will be kept and reports shared with management and governing bodies; b. determines whether progress is being made toward successful implementation of the program model and the HSPS; c. indicates the correction of any failures to meet requirements of the HSPS and/or contract requirements; d. describes the process used to determine progress that children and families are making toward their goals; e. has a process by which the evaluation will be used to inform continuous program improvement. 	<p><u>Record Keeping, Monitoring and Self-Assessment Form (5 points)</u> Proposal describes a well-detailed/ thorough plan for ongoing monitoring and a rigorous, objective self-assessment of program and staff, which:</p> <ul style="list-style-type: none"> a. ensures accurate and up-to-date records are kept of all program services and outcomes, and regular reports are shared with managers and governing bodies; b. determines whether progress is being made toward successful implementation of the program model and the HSPS and provides an effective process to make appropriate organizational or programmatic changes as needed to ensure compliance and program effectiveness; c. indicates how managers will quickly identify and remedy any failure to meet HSPS and/or contract requirements; d. 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; e. has a formal process by which the results of the evaluation are used to inform continuous program improvement.

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	<p><u>Governance and Board of Directors Forms(5 points)</u></p> <p>Applicant does not provide evidence that Board of Directors has required expertise.</p> <p>Applicant does not provide evidence that it has adequate board policies and procedures in place to ensure program and financial oversight.</p> <p>Applicant does not describe a plan for shared governance with the Parent Policy Committee that meets HSPS.</p> <p align="center">Possible score: 0-17</p>	<p><u>Governance and Board of Directors Forms (5 points)</u></p> <p>Applicant provides evidence that Board of Directors has required expertise and/or has a plan to ensure Board meets HSPS at time of contracting.</p> <p>Applicant provides evidence that it has adequate board policies and procedures in place to ensure program and financial oversight.</p> <p>Applicant describes a plan for shared governance with the Parent Policy Committee that meets HSPS.</p> <p align="center">Possible score: 18-23</p>	<p><u>Governance and Board of Directors Forms (5 points)</u></p> <p>Applicant provides evidence that Board of Directors has required expertise and meets HSPS and are carefully chosen and provided professional development to ensure they are well prepared to provide effective oversight.</p> <p>Applicant provides evidence that it has exemplary board policies and procedures in place to ensure program and financial oversight.</p> <p>Applicant describes a detailed plan for shared governance with the Parent Policy Committee that meets HSPS and that has a high likelihood of ensuring that parents are fully included in decision-making about the program.</p> <p align="center">Possible score: 24-30</p>

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<p>4. Respondent will demonstrate the programmatic capacity to design and deliver comprehensive program services that fit the individual needs of the children and families they serve and that follow Head Start Program Performance Standards in the areas of Education, Disabilities, Family Community Partnerships, and Health Services, which includes medical, oral, and mental health services and nutrition (30 points/ 30 percent).</p>	<p>EDUCATION (10 Points)</p> <p><u>Site Level Community and Program Information Form</u> Center Based: Proposal does not describe the schedule for the preschool educational program.</p> <p><u>Curriculum for Children Form</u></p> <p>Proposal does not indicate that school readiness goals have been developed.</p> <p>Proposal does not indicate that a research-based curriculum will be implemented.</p>	<p>EDUCATION (10 Points)</p> <p><u>Site Level Community and Program Information Form</u> Center Based: Proposal adequately describes the schedule for the preschool educational program (or For Early Head Start an Infant/Toddler program).</p> <p><u>Curriculum for Children Form</u></p> <p>Proposal adequately describes how the services are aligned with the Illinois Early Learning Standards (IELS) and Head Start Child Development and Early Learning Framework (HSCDELF).</p> <p>Proposal indicates that a research-based curriculum will be implemented and that the school readiness goals will be used to guide instruction.</p>	<p>EDUCATION (10 Points)</p> <p><u>Site Level Community and Program Information Form</u> Center Based: Proposal provides a detailed description of the schedule for the preschool educational program and is scheduled in such a way that children can become absorbed in their learning experiences without being interrupted and provides a balance of:</p> <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, ➤ includes adequate time for family-style meals <p>Early Head Start center-based programs include schedules that meet best practices for infant <u>and</u> toddler classrooms.</p> <p><u>Curriculum for Children Form</u></p> <p>Proposal provides a detailed description of a process by which school readiness goals have been developed in partnership with parents and in alignment with IELS and HSCDELF.</p> <p>Proposal provides a detailed description of how a research-based curriculum will be implemented to support children in achieving school readiness goals.</p>

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	<p>Proposal does not discuss how instruction will be aligned with the IELS.</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>Proposal indicates that instruction will be aligned with the IELS and HSCDELF.</p> <p>Proposal adequately describes how preschool curriculum will include integrated learning addressing the required domains:</p> <ol style="list-style-type: none"> 1. Visual-motor 2. Language development 3. Fine and gross motor development 4. Health and nutrition 5. Emotional development 6. Social skills 7. Cognitive development: 8. Language Arts* 9. Mathematics* 10. Science* 11. Social Science* 12. Fine Arts* <p align="center">*Illinois Early Learning Standards</p>	<p>Proposal carefully details how the instruction will be aligned with the IELS and HSCDELF.</p> <p>Proposal details a research-based curriculum aligned with the IELS and HSCDELF that reflects a balance of all areas of learning offered in an integrated manner and reflecting the holistic nature of learning.</p> <ul style="list-style-type: none"> ▪ Varied teaching strategies are planned, depending on the developmental levels and unique needs of children. ▪ A positive, responsive, and caring environment promotes the interaction of children with materials, other children and adults. ▪ The social environment is structured to promote engagement, interaction, communication, and learning. ▪ Staff facilitate children’s engagement with their environment to encourage child-initiated learning that is not dependent on the adult’s presence. ▪ Recommended practices are used to 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.

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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>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>Home-Based: Applicant does not adequately describe curriculum or how it is implemented and adjusted in the home-based setting.</p> <p>Infant/Toddler: Applicant does not describe a research-based curriculum and best-practice for infants and toddlers, including development goals.</p> <p style="text-align: center;"><u>Screening and Assessment Form</u></p> <p>Proposal does not indicate a plan for ensuring children will be screened within 45 days of enrollment.</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 adequately describes language and literacy development program for all children based on each child’s individual assessment.</p> <p>Home-Based: Applicant adequately describes its curriculum and describes its implementation in the home-based setting.</p> <p>Infant/Toddler: Applicant describes a research-based curriculum and best-practice for infants and toddlers, including age and developmentally appropriate goals and an understanding of infant mental health.</p> <p style="text-align: center;"><u>Screening and Assessment Form</u></p> <p>Proposal describes a plan for ensuring children will be screened within 45 days of enrollment.</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 provides a detailed description of SBRR language and literacy development program based on the IELS to be implemented for all children based on each child’s individual assessment.</p> <p>Home-Based: Applicant thoroughly describes its home-based curriculum by the measures above and describes its implementation in the home-based setting.</p> <p>Infant/Toddler: Applicant thoroughly describes a research-based curriculum, best-practices, and/or pedagogies for infants and toddlers, including age and developmentally appropriate goals and an understanding of infant mental health.</p> <p style="text-align: center;"><u>Screening and Assessment Form</u></p> <p>Proposal describes a detailed, well-developed plan that has a high likelihood of ensuring children will be screened within 45 days of enrollment.</p> <p>Proposal thoroughly 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 approved by DFSS; ➤ a research-based tool approved by DFSS to periodically perform developmental screening for all children covering all areas of development.

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	<p>Proposal does not describe how the child’s development will be communicated to parents.</p> <p>Proposal does not indicate that written parental permission for the screening will be obtained.</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>Proposal adequately describes how the program will communicate with parents about their child’s development.</p> <p>Proposal indicates that written parental permission for the screening will be obtained.</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 in detail how the program will communicate on a regular basis with parents about their child’s development.</p> <p>Proposal indicates that written parental permission for the screening will be obtained.</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 IELS and HSCDELFF and are a part of regular, sustained communication between home and school.</p>

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Reader # _____

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<p>IEP – Individualized Education Program</p> <p>IFSP -- Individual Family Service Plan</p>	<p align="center">DISABILITIES (5 points)</p> <p><u>Children with Disabilities Form</u> Applicant does not describe a process for referral and follow-up of children for special education services.</p> <p>Insufficient evidence that provisions will be made to allow participation of children with disabilities in the program.</p> <p>Early Head Start applicants do not tailor response for infants and toddlers.</p> <p align="center">HEALTH (5 points)</p> <p><u>Health Services Form</u> Applicant does not describe a system that:</p> <ol style="list-style-type: none"> ensures children have a medical home, receive follow up treatments, have up-to-date health screenings, physicals, and immunizations; ensures parents and children have information and training opportunities on health topics; 	<p align="center">DISABILITIES (5 points)</p> <p><u>Children with Disabilities Form</u> Applicant describes a process for referral and follow-up of children for special education services.</p> <p>Proposal describes provisions that will be made to allow participation of children with disabilities in the program.</p> <p>Early Head Start applicants tailor response to needs of infants and toddlers</p> <p align="center">HEALTH (5 points)</p> <p><u>Health Services Form</u> Applicant describes an adequate system that:</p> <ol style="list-style-type: none"> ensures children have a medical home, receive follow up treatments, have up-to-date health screenings, physicals, and immunizations; ensures parents and children have information and training opportunities on health topics; 	<p align="center">DISABILITIES (5 points)</p> <p><u>Children with Disabilities Form</u> Applicant describes a thorough process for referral and follow-up of children for special education services that includes multiple strategies for ensuring that children in need of services are enrolled in a timely manner.</p> <p>Proposal provides a detailed description of how children with IFSPs/IEPs are included in the program and how it ensures that lesson plans and activities are tailored to meet their unique needs.</p> <p>Early Head Start applicants tailor response to the needs of infants and toddlers and the infant/toddler referral system.</p> <p align="center">HEALTH (5 points)</p> <p><u>Health Services Form</u> Applicant describes a thorough and well thought out system that :</p> <ol style="list-style-type: none"> ensures children have a medical home, receive follow up treatments, have up-to-date health screenings, physicals, and immunizations (compliance with Early Periodic Screening Diagnostic and Treatment standards); ensures parents and children have information and training opportunities on health topics;

Chicago: Ready To Learn! Head Start (Ages 0 to 5)
Proposal Review Rubric
Services Management

Proposal name _____
Proposal # _____
Reader # _____

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	<p>3. links parents and children with health resources in the community; and</p> <p>4. ensures children experience limited screen time and engage in vigorous physical activity daily.</p> <p>Applicant does not describe a system that:</p> <p>5. ensures children have a dental home, receive follow up treatments, have up-to-date dental screenings;</p> <p>6. ensures parents and children have information and training opportunities on oral health topics; and</p> <p>7. links parents and children with health resources in the community.</p> <p>Applicant does not describe a system that:</p> <p>8. ensures services for children with mental health needs and mental health observations and staff consultations regarding children with social-emotional and mental health needs;</p> <p>9. ensures parents and children have information and training opportunities on mental health topics; and</p>	<p>3. links parents and children with health resources in the community; and</p> <p>4. ensures children experience limited screen time and engage in vigorous physical activity daily as recommended in the Joint Resolution of the Chicago Board of Health and Department of Public Health.</p> <p>Applicant describes an adequate system that:</p> <p>5. ensures children have a dental home, receive follow up treatments, have up-to-date dental screenings;</p> <p>6. ensures parents and children have information and training opportunities on oral health topics; and</p> <p>7. links parents and children with oral health resources in the community.</p> <p>Applicant describes a system that:</p> <p>8. ensures services for children with mental health needs and mental health observations and staff consultations regarding children with social-emotional and mental health needs;</p> <p>9. ensures parents and children have information and training opportunities on mental health topics; and</p>	<p>3. links parents and children with health resources in the community; and</p> <p>4. ensures children experience limited screen time and engage in vigorous physical activity daily as recommended in the Joint Resolution of the Chicago Board of Health and Department of Public Health.</p> <p>Applicant describes a thorough and well-thought out system that:</p> <p>5. ensures children have a dental home, receive follow up treatments, have up-to-date dental screenings,</p> <p>6. ensures parents and children have information and training opportunities on oral health topics; and</p> <p>7. links parents and children with oral health resources in the community.</p> <p>Applicant describes a thorough and well thought out system that:</p> <p>8. ensure children with mental health needs receive services and consultation is provided to staff around the needs of children with special social-emotional or mental health concerns;</p> <p>9. ensure parents and children have information and training opportunities on mental health topics; and</p>

Chicago: Ready To Learn! Head Start (Ages 0 to 5)
Proposal Review Rubric
Services Management

Proposal name _____
Proposal # _____
Reader # _____

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	<p>10. links parents and children with mental health resources in the community.</p> <p>Applicant does not describe a system that:</p> <p>11. ensures children will receive healthy meals served family style in center-based programs and/or socializations</p> <p>12. ensures children with special nutritional needs receive appropriate services; and</p> <p>13. parents and children receive nutrition education.</p> <p>Early Head Start: Applicant does not adjust description of services to meet the needs of infants, toddlers and pregnant women.</p>	<p>10. links parents and children with mental health resources in the community.</p> <p>Applicant describes an adequate system that:</p> <p>11. ensures children will receive healthy meals served family style in center-based programs and/or socializations that meet the guidelines recommended in the Joint Resolution of the Chicago Board of Health and Department of Public Health (incl. use of low-fat or non-fat milk and limited use of juice)</p> <p>12. ensures children with special nutritional needs receive appropriate services; and</p> <p>13. parents and children receive nutrition education.</p> <p>Early Head Start: In addition to the above, applicant describes an adequate system for ensuring that pregnant women receive perinatal health services and that new moms are encouraged to nurse.</p>	<p>10. link parents and children with mental health resources in the community.</p> <p>Applicant describes a thorough and well thought out system that:</p> <p>11. ensures children will receive healthy meals served family style in center-based programs and/or socializations that meet the guidelines recommended in the Joint Resolution of the Chicago Board of Health and Department of Public Health (incl. use of low-fat or non-fat milk and limited use of juice)</p> <p>12. ensures children with special nutritional needs receive appropriate services; and</p> <p>13. parents and children receive nutrition education.</p> <p>Early Head Start: Applicant addresses the points above in a manner tailored to the needs of infants, toddlers, and pregnant women, including a thorough and well thought out system for ensuring pregnant women receive perinatal health check-ups, pre and post natal mental health screens, that new moms are encouraged to nurse, and that infant mental health is encouraged.</p>

**Chicago: Ready To Learn! Head Start (Ages 0 to 5)
Proposal Review Rubric
Services Management**

Proposal name _____
Proposal # _____
Reader # _____

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	<p><u>FAMILY AND COMMUNITY PARTNERSHIPS (10 points)</u></p> <p><u>Parent Engagement & Support Form</u> Proposal fails to describe the activities that will be provided to ensure the following areas are addressed:</p> <ol style="list-style-type: none"> 1. Communication between home and the program will be regular, two-way and meaningful; 2. Parenting skills will be promoted and supported; 3. Parents will play an integral role in student learning; 4. Parents will be welcome in the program and their support and involvement will be sought; and 	<p><u>FAMILY AND COMMUNITY PARTNERSHIPS (10 points)</u></p> <p><u>Parent Engagement & Support Form</u> Proposal adequately describes how parent education and involvement activities will be provided to ensure the following areas are addressed and includes a schedule for the activities proposed:</p> <ol style="list-style-type: none"> 1. Communication between home and the program will be regular, two-way and meaningful and include 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; 2. 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 3. Parents will play an integral role in student learning; 4. Parents will be welcome in the program and their support and involvement will be sought; 	<p><u>FAMILY AND COMMUNITY PARTNERSHIPS (10 points)</u></p> <p><u>Parent Engagement & Support Form</u> Proposal thoroughly 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> <ol style="list-style-type: none"> 1. Communication between home and the program will be regular, two-way and meaningful and include 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; 2. 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; 3. Parents will play an integral role in student learning, and applicant provides descriptions of the sort of strategies to be used to facilitate this. 4. Parents, including fathers, will be welcome in the program and applicant provides descriptions of the sorts of strategies used to foster this

**Chicago: Ready To Learn! Head Start (Ages 0 to 5)
Proposal Review Rubric
Services Management**

Proposal name _____
Proposal # _____
Reader # _____

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	<p>5. Parents are full partners in the decisions that affect children and families.</p> <p>6. Parents have opportunities to set and achieve personal goals.</p> <p>Proposal does not adequately describe plan for ensuring families receive the minimum number of home visits required for their program model(s).</p>	<p>5. Parents are full partners in the decisions that affect children and families.</p> <p>6. Parents are provided opportunities to set and achieve health, career, well-being and other goals</p> <p>Proposal adequately describes plan for ensuring families receive the minimum number of home visits required for their program model(s).</p>	<p>(encouraging parents to observe their children, participating with children in group activities, and volunteering in the classroom and other areas of the program).</p> <p>5. Parents are full partners in the decisions that affect their children, including how parents will be included in the development and implementation of program activities, assisted in becoming advocates for their children and encouraged to join parent policy committee or other parent groups so that they are full partners in the decisions that affect children and families.</p> <p>6. Parents are provided a wide range of opportunities, both directly and through referral and follow-up, to set and achieve health, career, well-being and other goals, and the program indicates how it will coordinate its work with other agencies that the family may be involved with (including TANF).</p> <p>Proposal provides detailed plan for ensuring families receive the minimum number of home visits required for their program model(s).</p>

**Chicago: Ready To Learn! Head Start (Ages 0 to 5)
Proposal Review Rubric
Services Management**

Proposal name _____
Proposal # _____
Reader # _____

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	<p><u>IFSP/FPA and Case Management Form</u></p> <p>Applicant does not describe a system for family assessment development of Family Partnership Agreements.</p> <p>Applicant does not describe a system for coordinating FPAs with other plans the families have developed with other community service providers.</p> <p><u>Community Partnerships & Transitions Form</u></p> <p>Proposal provides insufficient evidence of coordination with other early childhood programs operating in area:</p> <p>a. plans are insufficient to meet the needs of children requiring full-day or year-round early education and care services if there is community need;</p> <p>b. inadequate or minimal procedures to transition children both into and out of the program.</p>	<p><u>IFSP/FPA and Case Management Form</u></p> <p>Applicant describes an adequate system for family assessment and the development of Family Partnership Agreements.</p> <p>Applicant describes a system of FPA development that coordinates with other service plans the family may have.</p> <p><u>Community Partnerships & Transitions Form</u></p> <p>Proposal adequately describes coordination with other early childhood programs operating in area, including:</p> <p>a. plans to establish collaborations to make available full-day or year-round early education and care services if there is a demonstrated community need; and</p> <p>b. procedures program will use to transition children both into out of, and between programs and between program options and models.</p>	<p><u>IFSP/FPA and Case Management Form</u></p> <p>Applicant describes a well-thought out system for family assessment and the development of Family Partnership Agreements, including goal-setting and follow-up strategies.</p> <p>The applicant describes a system of FPA development that coordinates and builds on the work of other service plans the family might have.</p> <p><u>Community Partnerships & Transitions Form</u></p> <p>Proposal thoroughly describes coordination with other early childhood programs operating in area, including their active role in community and system planning and ongoing collaborative relationships:</p> <p>a. established collaborations in place that enhance the Head Start day by making available full-day or year-round early education and care services if there is a demonstrated community need;</p> <p>b. written procedures to transition children both into, out of, and between programs and between program options and models.</p>

**Chicago: Ready To Learn! Head Start (Ages 0 to 5)
 Proposal Review Rubric
 Services Management**

Proposal name _____
Proposal # _____
Reader # _____

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	<p>Proposal does not describe partnerships/linkages with community organizations that can help families meet their needs and achieve their goals.</p> <p>Early Head Start: Proposal makes no mention of the community partnerships specific to the needs of infants/toddlers and their families, or the transitions typical for infants and toddlers.</p> <p align="center">Possible Score: 0-17</p>	<p>Proposal indicates partnerships with agencies/linkages and organizations that can help families meet their needs and achieve their goals.</p> <p>Early Head Start: Proposal tailors response to the community partnerships specific to the needs of infants/toddlers and their families, and the transitions typical for infants and toddlers.</p> <p align="center">Possible Score: 18-23</p>	<p>c. established collaboration with special education services to serve eligible children; and</p> <p>d. 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> <p>Proposal indicates formal partnership agreements/ linkages with a wide range agencies and organizations that can help families meet their needs and achieve their goals.</p> <p>Early Head Start: Proposal tailors response to the community partnerships specific to the needs of infants/toddlers and their families, and the transitions typical for infants and toddlers, including between infant and toddler rooms.</p> <p align="center">Possible Score: 24-30</p>

Chicago: Ready To Learn! Head Start (Ages 0 to 5)
Proposal Review Rubric
Services Management

Proposal name _____
Proposal # _____
Reader # _____

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

SPECIAL NOTATIONS

STRENGTHS

CONCERNS

Total Points _____