**2016-2018 TANF Preschool Grant Proposals**

Grant Reader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: May\_\_\_\_\_ 2016

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| --- | --- |
| Grant ApplicantC:\Users\nbella\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6W6OGGD\MM900041056[1].gif | Organization Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Primary Contact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State: Wyoming Zip:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |
| Requested Amount:$ \_\_\_\_\_\_\_\_\_\_\_\_ | Number of TANF students# ­­­­\_\_\_\_\_\_\_\_\_\_\_\_ | Cost Per Child:$ \_\_\_\_\_\_\_\_\_\_\_\_ | Number of classrooms# ­­­­\_\_\_\_\_\_\_\_\_\_\_\_ | Location of Classrooms\_\_\_\_\_\_\_\_\_\_\_\_\_\_,WY\_\_\_\_\_\_\_\_\_\_\_\_\_\_,WY\_\_\_\_\_\_\_\_\_\_\_\_\_\_,WY\_\_\_\_\_\_\_\_\_\_\_\_\_\_,WY\_\_\_\_\_\_\_\_\_\_\_\_\_\_,WY\_\_\_\_\_\_\_\_\_\_\_\_\_\_,WY\_\_\_\_\_\_\_\_\_\_\_\_\_\_,WY |
| **Granted Amount**$ \_\_\_\_\_\_\_\_\_\_\_\_ | **Granted Cost Per Child**$ \_\_\_\_\_\_\_\_\_\_\_\_ |

Please use the following rubric to evaluate each grant proposal. Determine whether the grant proposal, in your opinion, meets the outlined indicators in each application.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Score** | **Strengths/Weakness** | **Questions** |
| Cover Page |  \_\_\_ / 3 |  |  |
| Synopsis/Narrative |  \_\_\_ / 3 |  |  |
| Statement of Need | \_\_\_/15 |  |  |
| Community Collaboration |  \_\_\_/15 |  |  |
| Project Goals and Outcomes |  \_\_\_/15 |  |  |
| Agency Administration and Capacity | \_\_\_ /9 |  |  |
| Professional Development Plan | \_\_\_ /6 |  |  |
| Families |  \_\_\_/12 |  |  |
| **Subtotal** |  |
| **Section** | **Score** | **Strengths/Weakness** | **Questions** |
| Classroom/Program | \_\_\_ /12 |  |  |
| Curriculum | \_\_\_ / 15 |  |  |
| Project Evaluation | \_\_\_ /12 |  |  |
| Budget (based on 2 years | \_\_\_/15 |  |  |
| Budget Narrative | \_\_\_/15 |  |  |
| Appendix | \_\_\_ /3 |  |  |
|  |  |  |  |  |
| **Subtotal:**  |  \_\_\_\_\_\_\_ |  | Recommended for Full Funding | Recommended for Partial Funding |
| **Subtotal from Page 1** | **+** \_\_\_\_\_\_\_ |  | Yes or No | Yes or No |
|  TOTALC:\Users\nbella\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6W6OGGD\MM900041056[1].gif |  =\_\_\_**\_\_/150** |  | Amount: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Amount: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Essential Questions**

|  |  |  |
| --- | --- | --- |
| Appropriate  | Does the program have the ability and knowledge to provide high quality services to at-risk children and their families? | Disqualification |
| **< Yes or No >** |
| Appropriate  | Will the program provide positive outcomes for children and families? | Disqualification  |
| **< Yes or No >** |
| Appropriate | Is the program located in a high need area according to the assessment? | Disqualification  |
| **< Yes or No >** |
| Appropriate | Will the program reach a unique population of undeserved children and families? i.e. incarcerated parents, Non-English speakers? | Disqualification |
| **< Yes or No >** |
| Disqualification | Could this program operate without the funding? | Appropriate |
| **< Yes or No >** |
| How much less funding? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Could the program operate with less funding? | Appropriate |
| **< Yes or No >** |

**TANF Preschool**

**Grant Proposals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA | 3 POINTS  | 2 POINTS | 1 POINT | 0 POINTS |
| **1. COVER PAGE****(0-3 Points)****\_\_\_\_x1=\_\_\_\_\_** | All items complete on cover page.  | Some items missing on cover page.  | Cover page is included and may or may not be complete, but was difficult to find.  | There is no cover page.  |
| **2. NARRATIVE****(0-3 Points)****\_\_\_x1=\_\_\_\_\_** | Complete and concise and is based on the application requirements. | Based on the application requirements, but is incomplete and/or exceeds allowed space. | Not completely based on application requirements. | Narrative is missing. |
| **3. STATEMENT OF NEED****(0-15 Points)****\_\_\_\_x5=\_\_\_\_\_\_** | Statement of need is clear and concise, based on valid data supported by evidence. Community demographics indicate large percentage of low-income and underserved children in need of preschool services.  | Statement of need appears based on valid data, but is not well supported by evidence. Community demographics indicate previously unserved children with adequate evidence of high need | Community demographics do not indicate significant risk or a large population.  | There is no statement of need or the statement is inappropriate to the proposal. |
| **4. COMMUNITY COLLABORATION/****PARTNERSHIPS****(0-15 Points)****\_\_\_x5=\_\_\_\_** | Clear description of collaboration planning will help create local system to expand services for families. Describes in detail how program will meet needs not currently served by other programs. Formal agreements/signatures exist with other social service and early childhood agencies. |  Describes partnerships and planning with agencies to coordinate services but not detailed description of how program meets community needs not currently served by other programs. Some formal agreements/signatures exist with key early childhood partners. | Inadequate collaborative planning efforts to support families. Proposal lacks clear description of how program will not duplicate services provided by other programs. | There is no description of community collaboration. |
| **5. PROJECT GOALS AND OUTCOMES****(0-15 Points)****\_\_\_x5=\_\_\_\_** | Project goals are described in a clear, organized manner and are appropriate to the project and services to children in poverty. All outcomes are measurable and described in a clear, organized manner. Each relates to the project goals and will positively impact the intended population of the TANF preschool project. The activities described are instrumental in reaching the planned outcomes as they relate to the project goals. Timeline is realistic for reaching all outcomes. | Project goals are described and are appropriate to the project, but are not clearly defined in relation to services to children in poverty. Some objectives are measurable, but not all. All or most relate to the project goals and fulfill requirements in the application. Some, not all, of the activities described are instrumental in reaching the planned outcomes. Outcomes may not impact the intended population of the TANF preschool project. There is a realistic timeline for reaching most, not all, outcomes. | There is a weak statement of program goals. Objectives described are not measurable. They may or may not relate to the project goals and application requirements. The activities described do not relate to the planned outcomes. Timeline appears unrealistic. | There is no statement of the program goals. Measurable outcomes are not included in the proposal. There are no activities described. There is no timeline. |
| **6. AGENCY ADMINISTRATION AND CAPACITY****(0-9 Points)****\_\_\_x 3 =\_\_\_\_\_** | Agency and Administration have experience, qualified staff and structure to support preschool programs. Administrative support will most likely ensure program’s success through its policies and planning. Agency has the capacity to grow to excellence. | Agency and Administration have some experience, some qualified staff and basic organization to support preschool programs. Additional administrative supports may be needed for program to be successful. Policies may not support staff stability. Teachers may receive some support but may not be enough to implement high quality program. | Agency and Administration have limited experience, qualified staff and/or little organizational structure. Administrative support will be limited preventing high quality programming. | There is no evidence of agency or administrative support or capacity to implement grant. |
| **7. PROFESSIONAL DEVELOPMENT PLAN****(0-6 points)****\_\_\_\_x 2 =\_\_\_\_\_** | Plan is well- developed and includes sustainable activities to improve classroom practice and develop highly qualified early childhood teachers. Teachers have opportunities to increase early childhood education leading to advanced degrees and/ or certification. | Plan has some components of a plan for sustainable professional development. Teachers have some opportunities for college courses which may or may not lead to advanced degrees and/or certification in early childhood. | Teachers are offered regular training in classroom topics through workshops and conferences.  | There is no evidence of a professional development plan. |
| **8. FAMILIES****(0-12 points)****\_\_\_\_x 4 =\_\_\_\_\_** | Families are supported to succeed as well as children. Many opportunities exist for parents to make decisions and be involved in program. Parents are partners in their own education and the education of their children. Practices are family-centered. | Families are supported in a variety of ways but may not include programs to support the success of parent and child. Program has family oriented practices, but families participate only in decisions related to their child’s program.  | Families receive minimal support for their role. Program has some parent activities but decisions are made by program on how parents are involved i.e. parent contracts, parent requirements. Limited opportunities for parent education. | There is no evidence of family participation. |
| **9. PROGRAM****(0- 12 points)****\_\_\_\_x 4 =\_\_\_\_\_\_** | Program uses recommended practices that will have the greatest impact on population of TANF eligible served and as required by TANF grant. Screenings are comprehensive and are conducted in cooperation with CDC in timeframe. Children with disabilities will be served according to Division of Disabilities and IDEA requirements and programs will provide children with an inclusive and integrated program, including a written transition process to kindergarten. | Program uses some recommended practices but does not integrate many children in an inclusive program. Screenings are coordinated with CDC, but program may not cooperate in all activities with CDC according to Division of Disabilities and IDEA requirements. Transition process with school district or other receiving programs may only provide for transfer of records.  | Program may not provide practices in compliance with TANF grant and IDEA. Children may not receive comprehensive screenings required by Division of Disabilities through CDC program. Written transition process not evident. | There is no evidence of meeting grant requirements for program. |
| **10. CURRICULUM****(0 – 15 points)****\_\_\_x 5 =\_\_\_\_\_\_** | Program uses a written curriculum that meets NAEYC criteria for curriculum including health, safety and nutrition and integrates Wyoming Early Childhood Readiness Standards into daily curriculum and outcomes reporting of child progress. Curriculum has a strong social emotional foundation as well as literacy and language integrated into classroom activities and projects. Learning environment and schedule reflects balanced and planned opportunities for child directed and intentional practice. IEP goals are used in planning curriculum and reporting progress of children to CDC. Implementation of curriculum is supported by administrative resources to include staffing, materials, equipment and teacher planning time. Assessments used for children are appropriate for the purpose and provide multiple methods for gathering information. Families are involved in assessing their child.  | Program uses own curriculum. Curriculum may not meet all components of NAEYC guidelines. Teacher assessment of child progress may not occur regularly or systematically with reporting to parents. Learning environment is not balanced or planned in the scheduling of activities and integration of social emotional and literacy practices. Some Wyoming Early Childhood Readiness standards may only be partially met. Child directed activities are limited. Intentionality of curriculum may be planned for parts for the day and not others. It is not clear that IEP goals are integrated into curriculum on a daily basis. Regular and multiple methods of child assessment may not by used by teachers for planning curriculum. Assessments are limited and may not be appropriate. Administration partially supports implementation of curriculum through staffing patterns, resources. Families receive reports on their child’s progress but are not involved in assessments. | Program uses an eclectic curriculum designed by teachers with planning done day to day. Curriculum does not appear to meet NAEYC guidelines.Learning environment and schedule do not provide a balanced, integrated plan for learning. Parts of the day may not be intentionally planned for students’ learning. Program uses only limited parts of the Wyoming Readiness Standards. IEP goals may not be used to plan curriculum. Assessments may take place on a limited basis and are not connected to curriculum development. Classroom support is insufficient to provide an effective curriculum. Families do not receive progress reports and are not involved in assessments. | There is no evidence of a planned curriculum or knowledge of NAEYC, Wyoming Early Childhood Readiness Standards. |
| **11. PROJECT EVALUATION****(0-12 Points)****\_\_\_x4=\_\_\_\_** | Program has ongoing monitoring and effective evaluation is planned and comprehensive. Program has received accreditation or PRISM monitoring. | Monitoring occurs sporadically.Effective evaluation is planned for some parts of program, but not all. Program has monitoring by a state agency or has entered an accreditation process.  | Monitoring of programs is weak.Evaluation does not seem effective.Program is licensed but has no documentation of quality. | There is no monitoring or evaluation planned.  |
| **12. BUDGET/****(0-15 Points)****\_\_\_x 5=\_\_\_\_** | The budget is included, complete, and accurate and matches the budget narrative. The budget is reasonable and will accomplish the goals and outcomes of the grant. A self sufficiency plan is included and well defined. | The budget is included, but there are errors. The budget may not be reasonable for the number of students served and may only partially accomplish the goals and outcomes. Self sufficiency plan is not well defined. | The budget is incomplete and will not accomplish goals and outcomes. | The budget is missing. |
| **13. BUDGET NARRATIVE****(0-15 Points)****\_\_\_x5=\_\_\_\_** | The budget narrative is allowable by law and supports the project’s goals and objectives and matches the accounting structure. | The budget narrative is allowable by law and supports the project’s goals and objectives, but there are errors. | Some, but not all of the budget narrative supports the project’s goals and objectives. | The budget narrative does not support the project’s goals and objectives. |
| **14. APPENDIX****(0-3 Points)****\_\_\_x1=\_\_\_\_** | All required appendixes are included and will support the goals of the TANF preschool and grant RFP. | The appendix items are included but only partially completed. | Not all items of the appendix are included. | No Appendix |
| **150 POSSIBLE POINTS** |