



Illinois State Board of Education

100 North First Street, Springfield, Illinois 62777-0001

ATTACHMENT 1

Uniform Application for State Grant Assistance

Agency Completed Section		
1.	Type of Submission	<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application
2.	Type of Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation (i e. multiple year grant) <input type="checkbox"/> Revision (modification to initial application)
3.	Date/Time Received by State Completed by State Agency upon Receipt of Application	
4.	Name of the Awarding State Agency	Illinois State Board of Education
5.	Catalog of State Financial Assistance (CSFA) Number	
6.	CSFA Title	EARLY CHILDHOOD BLOCK GRANT - PRESCHOOL FOR ALL EXPANSION
Catalog of Federal Domestic Assistance (CFDA)		<input checked="" type="checkbox"/> Not applicable (No federal funding)
7.	CFDA Number	
8.	CFDA Title	
9.	CFDA Number	
10.	CFDA Title	
Funding Opportunity Information		
11.	Funding Opportunity Number	
12.	Funding Opportunity Title	PRESCHOOL FOR ALL EXPANSION
13.	Funding Opportunity Program Field	EARLY CHILDHOOD
Competition Identification		<input checked="" type="checkbox"/> Not Applicable
14.	Competition Identification Number	
15.	Competition Identification Title	

**Uniform Application for State Grant Assistance
Illinois State Board of Education**

Applicant Completed Section

APPLICANT NAME (District Name and Number, if applicable)		REGION COUNTY DISTRICT TYPE CODE
16.	Legal Name (Name used for DUNS registration and grantee prequalification)	
17.	Common Name (DBA)	
18.	Employer/Taxpayer Identification Number (EIN, TIN)	
19.	Organizational DUNS Number	
20.	SAM CAGE Code	
21.	Business Address (Street, City, State, County, Zip Code + 4)	
Applicant's Organizational Unit:		
22.	Department Name	N/A
23.	Division Name	N/A
Applicant's Name and Contact Information for Person to be Contacted for Program Matters Involving this Application		
24.	First/Last Name	
25.	Suffix	
26.	Title	
27.	Organizational Affiliation	
28.	Telephone Number (Include Area Code)	
29.	Fax Number (Include Area Code)	
30.	E-Mail Address	
Applicant's Name and Contact Information for Person to be Contacted for Business/Administrative Office Matters Involving this Application		
31.	First/Last Name	
32.	Suffix	
33.	Title	
34.	Organizational Affiliation	
35.	Telephone Number (Include Area Code)	
36.	Fax Number (Include Area Code)	
37.	E-Mail Address	

**Uniform Application for State Grant Assistance
Illinois State Board of Education**

Applicant Completed Section (Continued)

Areas Affected

40.	Areas Affected by the Project (cities, counties, state-wide) <i>Add Attachments (e.g., maps), if needed</i>	
41.	Legislative and Congressional Districts of Applicant	
42.	Legislative and Congressional Districts of Program / Project <i>Attach an additional list, if needed</i>	

Applicant's Project

43.	Description Title of Applicant's Project <i>Text only for the title of the applicant's project.</i>	
44.	Proposed Project Term	Start Date: <u>July 1, 2020</u> End Date: <u>June 30, 2021</u>
45.	Estimated Funding <i>(Include all that apply)</i>	<input checked="" type="checkbox"/> Amount Requested from the State: \$ _____ <input type="checkbox"/> Applicant Contribution (e.g., in kind, matching): \$ _____ <input type="checkbox"/> Local Contribution: \$ _____ <input type="checkbox"/> Other Source of Contribution: \$ _____ <input type="checkbox"/> Program Income: \$ _____ <input checked="" type="checkbox"/> Total Amount: \$ _____

Applicant Certification:

By signing this application, I certify (1) to the statements contained in the list of certifications* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001)

(*) The list of certification and assurances, or an internet site where you may obtain this list is contained in the Notice of Funding Opportunity.

I agree

Authorized Representative

46.	First/Last	
47.	Suffix	
48.	Title	
49.	Telephone Number <i>(Include Area Code)</i>	
50.	Fax Number <i>(Include Area Code)</i>	
51.	E-Mail Address	
53.	Signature of Authorized Representative	
54.	Date Signed	



Illinois State Board of Education

Early Childhood Department
 100 North First Street, E-225
 Springfield, Illinois 62777-0001

ATTACHMENT 2

FY 2021
 PRESCHOOL FOR ALL EXPANSION

APPLICANT OVERVIEW

DIRECTIONS: Complete the following Proposal information for the designated administrative agent. Include information specific to this application only.

PROPOSED PRESCHOOL FOR ALL PROGRAM INFORMATION

<p><u>15</u> Number of children requested to be served in this Preschool for All Expansion application</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Are you applying for Preschool for All (separate application)?</p> <p><u>N/A</u> If yes, how many slots are being requested?</p> <p><u>102</u> Number of children served in local Head Start (IECAM Data)</p> <p>\$ <u>338502</u> Dollar amount requested in this application</p> <p>\$ <u>22567</u> Cost per child requested in this application <i>(Dollar amount of proposal divided by Number of children served.)</i></p>	<p><u>1</u> Number of teaching staff with PEL and Early Childhood Endorsement</p> <p><u>1</u> Number of paraprofessionals</p> <p><u>1 (.5 FTE)</u> Number of instructional leaders</p> <p><u>1 (.5 FTE)</u> Number of family educators</p> <p><u>1</u> Number of clerical staff</p> <p>Other: <u>Mental Health/Trauma Speciali</u></p> <p>Other: _____</p> <p><u>5(4.0 FTE)</u> Total number of staff</p>
---	---

Will children in this application be in a:

- Half Day Session
- Full Day Session

What setting will the children in this application be served:

- Classroom
- Family Child Care Homes

What other funding do you receive to support the children in this application:

- Child Care Assistance Program (CCAP)
- Early Head Start (EHS)
- Other _____

TYPE OF AGENCY (Check only one)

- | | |
|--|--|
| <input checked="" type="checkbox"/> School District | <input type="checkbox"/> Child Care Center -- Not-for-Profit |
| <input type="checkbox"/> Regional Office of Education | <input type="checkbox"/> Child Care Center -- For-Profit |
| <input type="checkbox"/> Higher Education | <input type="checkbox"/> Faith -- Based Organization |
| <input type="checkbox"/> Community -- Based Organization | <input type="checkbox"/> Other _____ |

Is this application written by an external grant writer (not employed by applicant)? Yes No

(Check one) Agency Staff Independent Contractor

Grant Writer

Superintendent/Authorized Agency Official

 R

 Typed Name of Grant Writer

 Signature

 Date

 Date



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

NIA

FY 2021
PRESCHOOL FOR ALL EXPANSION

JOINT APPLICATION

All joint recipients for funding must complete the joint application form.

Number of district in Joint Application 0

DIRECTIONS: If joint application, enter below the information requested for the participating school districts/entities.

SCHOOL DISTRICT/ENTITY		NAME AND SIGNATURE OF AUTHORIZED OFFICIAL
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	_____
		<i>Original Signature of Authorized Official</i>
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	_____
		<i>Original Signature of Authorized Official</i>
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	_____
		<i>Original Signature of Authorized Official</i>
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	_____
		<i>Original Signature of Authorized Official</i>
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	_____
		<i>Original Signature of Authorized Official</i>
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	_____
		<i>Original Signature of Authorized Official</i>



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 1 in the Program Narrative section of the RFP.

Geographic Area to be Served:

XXX serves children and families in XXX County. The Preschool for All Expansion program is currently funded to serve 60 children.

District XXX is the highest need elementary school district in XXX County, and is ranked XXX out of 761 neediest schools in Illinois. This puts District XXXX among the top 10%, high-risk districts in the state as evident by the Community Demographics and Ranking Document. XXX is a Tier 1 school based on the Evidence Based Funding Formula.

According to IECAM data, of the estimated 2,472 children five and under in XXX, 1,268 of those families are at or below 200% of the Federal Poverty Level (57.6%). Of those, 236 children between the ages of 3-5 are living below 100% of the Federal Poverty Level and 70 children are identified as living in deep poverty (at or below 50% of the Federal Poverty Level).

Community At-Risk Factors

- 150 students in District XXX are experiencing homelessness, 63 of whom are enrolled in the preschool program
- 359 children are youth in care or in the child welfare system (10th most in Illinois)
- 16% of District XXX students have an Individualized Educational Plan (IEP)
- 7.3% of all births in XXX County are considered low birth weight; 3.7% infant mortality rate and 9.3% preterm birth rate
- 2.2% of births are to teenage women in XXXX County; In 2016-2017, 12.5% of our preschoolers were born to teen moms
- 80% of parents in the preschool have less than a high school education, 40% have one or more parent with a 6th grade education or lower and 12.5% of parents enrolled in the 2016-2017 preschool program reported themselves to be illiterate
- 18% of 8th graders reported using any substance (alcohol, cigarettes, inhalants, or marijuana) in the last year; (40%) of 10th graders, and 61% of 12th graders reported the same
- 53% of the children enrolled in XXXX have limited proficiency significantly higher than the state average of 12%
- 49% of incoming kindergartners are identified as overweight or obese
- 10% of all third graders fully meet or exceed the state standards on XXX in District XXX, and only 19% meet or exceed standards in math



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 2 in the Program Narrative section of the RFP.

Data on Community Needs:

District XXX serves children and families in XXXX County. The program is currently funded to serve 180 children through the Preschool for All Expansion Grant.

Slot Gap Analysis:

Question	Response
How many children ages 3-5 or located within the service area (Census Data)?	1361
If you are currently serving students through Preschool for All and/or Preschool for All Expansion, how many children are you funded to serve?	270
What is the capacity for enrollment at the local Head Start (IECAM Data)?	102
What is the capacity for enrollment for other community based programs serving children ages 3-5 (i.e. private preschools, park district programs, faith based programs, other preschool for all or preschool for all expansion programs)?	100
How many children are located within district boundaries aged 3, 4, and half of 5 years with FPL less than 100% (IECAM Data)?	197
How many children are located within district boundaries aged 3, 4, and half of 5 years with FPL 100-200% (IECAM Data)?	387
How many children are located within district boundaries aged 3, 4, and half of 5 years with FPL 200-400% FPL (IECAM Data)?	968
Taking in to consideration number of children in the area needing to be served and the number of community slots currently available, how many students are still in need of services? (Total number of children less than 200% FPL – Head Start slots – PFA/PFAE current slots – community slots = total need)	112
How many children is your program requesting to serve?	15



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 3 in the Program Narrative section of the RFP.

Description of Current Capacity:

InXXXX there are five formal community based programs serving children ages 3-5 for a city that has 1,361 children in this age range (IECAM Data). Currently our preschool serves 417 children, through the Preschool for All, Preschool for All Expansion, and the Preschool Development grants, and District XXXX special education slots, of which many of these children experience high needs. The local Head Start program serves 102 children, and the XXXX serve an additional 100 children total. Therefore, this still leaves 112 students unserved in XXXX that are 200% and below the Federal Poverty Level. Please view Attachment 13 for the Slot Gap Analysis

All of the private preschool programs that previously served the community have closed in recent years. Private preschool programs have closed due to a families' inability to afford the high tuition, high poverty rates of families, and families having limited access to transportation in the community (30% of families screened in District XXXX do not have access to transportation during the school day).

XXXX offers Head Start services in a full-workday, year-round program. They require caregivers to be seeking employment, working, or in school. The District's Preschool for All Expansion model provides children a full school day with transportation and comprehensive services. The District's Preschool for All Program offers a half day preschool program with transportation and parent education services.

There are no additional Head Start programs or private preschools in the XXXXcommunity. Families with children who do not meet eligibility requirements for District XXXX programming or XXXX are referred to other community programs including the XXXX.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 4 in the Program Narrative section of the RFP.

Criteria and Indicators for Identifying Children and Families

Use of Weighted Eligibility Criteria to Prioritize Need

The Illinois Preschool Expansion Program Eligibility and Weighted Priority Enrollment Form is used in our comprehensive screening process. Points obtained from the developmental screening process, as well as from the community-specific risk factors described below, will be added to points obtained on the Illinois Preschool Expansion Program Eligibility and Weighted Priority Enrollment Form. Points will be awarded as follows:

50 points will be awarded for each of the following highest priority risk factors:

1. Family income at or below 50% of the Federal Poverty Level
2. Homeless (McKinney-Vento Homeless Education Assistance Act)
3. Current or recent child welfare involvement (Youth in care, foster care, intact family services, TPSN)
4. Child has an IEP (excluding speech itinerant services) or is referred for special education evaluation.

25 points will be awarded for each of the following priority risk factors:

1. Family income at or below 100% of the Federal Poverty Level
2. Primary caregiver did not complete high school/no GED
3. Teen parent at birth of first child
4. Child was born outside of the US or has one or more parent/caregiver born outside of the United States
5. Parent or caregiver primarily speaks a language other than English at home
6. Active duty military family
7. Screening indicates delays in development but no referral to special education yet.(ASQ-3 and TPBA2)
8. Child has not previously participated in a formal early learning program

Additionally, 25 points will be awarded for each of the following district/community risk factors determined to be most prevalent in the community:

1. One or both parent(s) with no school OR illiterate parent(s)
2. Either parent \leq 6th grade education
3. Significant social isolation causes limited opportunities for socialization and exposure to learning.
4. Family and/or child is new to the country (<2 years) and/or has refugee status
5. Transient lifestyle (2+ moves per year) and/or unstable housing without a declaration of homelessness.
6. Significant family factor, impacting the child, not reflected elsewhere* (points awarded case by case) *25 points awarded for one factor, plus 10 points for each additional factor
7. Significant child medical factor, currently impacting the child's daily functioning
8. Up to 25 additional points awarded for developmental risk factors in the areas of motor, concepts, cognitive, play, speech/language and behavior/socialization/attention assessed using a combination the ASQ and the multi-disciplinary team's observations made using TPBA2.

All team members including parents meet to agree upon points awarded and recommendations for placement. The total score is listed on the Preschool Screening Data Summary Sheet, and is used to determine eligibility and rank order of students. All forms used for screening remain in the child's file for reference following enrollment in the program.

The rank order list is used to determine placement in The Preschool Expansion Full Day classrooms according to procedures outlined in the program guidelines. A waitlist is formed when the program is full. (Highest priority is given for the following factors: family income at or below the 50% FPL, homelessness, involvement in the child welfare system, and/or developmental delay/disability/IEP). Of the 175 children who went through our screening process this year, 100% of the children were eligible for one of the district programs based on eligibility factors.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 5 in the Program Narrative section of the RFP.

Targeting Children in Tier 1

The preschool program targets children in the XXXX boundaries. District XXXX is identified as a Tier 1 school based on the Evidence Based Funding Formula. By utilizing weighted eligibility criteria targeting highest risk groups and a broad array of other community risk factors, the preschool program is able to offer enrollment to children living at or below 200% FPL.

Currently, the preschool serves 417 children, including district XXXX special education slots, of which many of these children experience high needs.

- 19% were enrolled in Child and Family Connections
- 7.5% were identified as below 50% of FPL
- 30% were previously enrolled in Project
- 9% were identified as homelessness
- 16% have an IEP
- 89% primary language is not English
- 100% demonstrated 2 or more risk factors as identified on the weighted screening matrix

The recruitment strategies, eligibility criteria and program model has screened 450 children and enrolled 257 new children during FY19. Of those students screened:

- 3% were identified as homeless
- 11% were identified as below 50% of FPL
- 26% were identified at 200% FPL
- 29% were enrolled in Child and Family Connections
- 30% were previously enrolled in Project Hope
- 36% were identified at 100% of FPL
- 65% primary language was not English
- 100% demonstrated 2 or more risk factors as identified on the weighted screening matrix



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 6 in the Program Narrative section of the RFP.

Comprehensive Recruitment Strategy

Screening is conducted on a community-wide basis. District XXXX and XXXX collaborate and coordinate efforts to make sure the needs of all families are met. Although we are two separate programs, we work jointly to make appropriate program referrals that best suit each family's needs. Once the program is full, all children screened are placed on a rank-ordered waiting list until a spot opens.

District XXXX has intensive recruitment and community outreach efforts and works closely with the following agencies to identify families in need of services:

- XXXX
- XXXX
- District XXXX Prevention Initiative Program
- XXXX Health Department
- XXXX Connections
- XXXX Services
- YWCA
- World Relief
- XXXXon Human Services Reform
- Pediatric Health Associates
- XXXX Network
- XXXX
 - Community XXXX Licensed Child Care Providers
- Child Care Resources and Referral
- Teen Parent Connections
- Local Pediatricians and Hospitals
- Department of Children and Family Services
- Police Department
- Apartment Complexes and Community Resource Centers
- School District Social Workers and Mental Health Clinicians

One of our most successful recruiting strategies is by word-of-mouth referrals from parents. XXXX hosts a food pantry at the District XXXX that is accessible to families in XXXX who have children from ages birth to age 18. As part of outreach, the Family Liaisons attend the food pantry to inform parents about our program and recruit children for screening.

Recruitment efforts also focus on apartment complexes that tend to have families with greatest needs. One apartment complex in particular is home to the highest number of families from XXXX. Families in this complex are typically more recent immigrants, do not speak English, and may not have literacy skills in any language. Many of these families speak XXXX, a dialect indigenous to the XXXX area. In addition, District XXXX has a growing refugee population. Many of these families do not speak or read English or Spanish, and this necessitates outreach to be established via face-to-face interactions and word-of-mouth referrals. There is a strong partnership between the preschool and XXXX staff to ensure refugee families are screened and interpretation services are provided. The staff also participates in community events and posts flyers in relevant community locations in order to be more visible in the community. By having additional staff these efforts will continue to allow for stronger relationships between the school staff and families.

As an additional method of recruitment this year, the preschool is sending home flyers for enrollment to all enrolled students in the district on a quarterly basis. Additionally, the preschool team has joined the process of Kindergarten registration to recruit community members that have children age eligible for the program. This process has allowed the team to schedule more families for screenings and enrollment to the program.

District XXXX has a plan in place to seek out and serve families with special needs. Monthly child-find activities are completed through District XXXX's preschool screening process throughout the year. Students who may have a possible developmental delay are identified at screening and are referred for special education evaluation directly from screening. Students may also be placed into an at-risk classroom and carefully monitored to determine if evaluation for special education is warranted. Children with special needs who are receiving Early Intervention through the local Child and Family Connections (CFC) Program are transitioned according to the guidelines documented in the CFC Procedures.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

SITE INFORMATION

APPLICANT NAME (District Name and Number, if applicable)		REGION, COUNTY, DISTRICT, TYPE CODE
Enter below the information requested for all proposed sites. ALL applicants must complete this section for all proposed sites. See Appendix A of the RFP for a list of districts defined as Tier 1 or Tier 2.		
PROPOSED SITE LOCATION INFORMATION		SITE PROGRAMMING INFORMATION
ITE IS LOCATED	NAME OF SITE	Is this proposed site in a Tier 1 or Tier 2 District? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	COUNTY	Attendance Days per Year 174
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
		Program Hours per day 6 hours
		FTE Staff at this Site 4
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site
	DISTRICT IN WHICH THIS SITE IS LOCATED	Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
	NAME OF SITE	Attendance Days per Year
		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
	CITY	Program Hours per day
	COUNTY	FTE Staff at this Site



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 7 in the Program Narrative section of the RFP.

Proposed Program

This grant will serve 15 children in a full day model. We currently have 60 PFAE slots, 150 PFA half day slots, 60 PFA full day slots and 120 PDG slots. With these funding sources, this will allow the preschool to serve 405 students. We are working to move our entire preschool program to the quality elements found in the expansion model (instructional leaders, parent engagement, mental health, and comprehensive services) to ensure that the most at-risk students receive a high-quality, developmentally appropriate preschool education regardless if they are in a full day or half day program.

Using the IECAM data, XXXX continues to have a gap between the number of available preschool slots and the number of children who need a high quality, developmentally appropriate preschool program. According to the data,

there remains a need for 152 more preschool slots in XXXX. Our district is a Tier 1 district based on the Evidence Based Funding Formula with 78% of preschool students at or below 200%FPL (See question 2 and attachment 13 for slot gap analysis)

The proposal addresses the need for additional staff, supplies and materials, assessment tools, professional development opportunities, and transportation costs. With these additional comprehensive supports and interventions, we can narrow the racial and economic opportunity gaps and increase the number of our children who are ready to begin kindergarten healthy, safe and eager to learn.

Instructional Coach: Reflecting on and refining teacher practices are essential in maximizing student success. Instructional coaches are a key factor in supporting teachers in their professional growth through a variety of ways, such as co-teaching, modeling, intentional planning, data analysis and collaboration.

Family Liaison: By employing an additional Family Liaison, the program can increase Parent/Child education opportunities that will bridge the gap between the children's needs at school and in the home. This in turn will help close the opportunity gaps.

Classroom Teacher: The addition of a classroom teacher will allow us to include more children from the community who have been identified as at-risk. The teacher will be responsible for collecting and analyzing data to provide meaningful activities (large, small and individualized) in a safe, engaging environment to ensure all students succeed.

Paraeducator: In order to deliver high quality instruction, the addition of a paraeducator is essential in providing classroom support. In collaboration with the classroom teacher, differentiated and individualized instruction can be implemented to meet the needs of each individual student in the class.

Mental Health Clinician: Many of our families have been impacted by trauma and/or inequitable factors that hinder their ability to succeed. As a result of the close connections between poverty, inequality and traumatic events, achievement gaps have grown over the years. The Community Mental Health Clinician will provide family therapy, prevention/early intervention, crisis intervention, and case management. He/she will collaborate with Family Liaisons to promote healthy social-emotional family engagement.

Supplies/Assessment: Grant funds will be utilized to purchase materials necessary to furnish the additional classroom and resources for the families. Instructional, interactive and consumable materials, along with assessment tools to aid in guiding instruction and monitoring student progress is included in this budget. Additionally, high quality children's literature and supplies needed to create tools to be used in the home setting will also be purchased.

Professional Development: The funds will allow us to provide professional development opportunities that align with our program's philosophy, our professional development plan, and our proposed grant program. Our program focuses on Social Emotional Learning, particularly The Pyramid Model Framework. As many of our students, families, and staff have experienced some form of trauma and ACES in their lives, we will provide training by XXXX on Trauma Informed

Practices. (Please see question 14 for the Professional Development Plan).

Transportation: Due to limited access to transportation, students are not able to attend our program without the availability of bussing services. By offering transportation at no cost, we provide an avenue for families to connect to a high quality program.



Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 8 in the Program Narrative section of the RFP.

Child and Family Activities:

XXXX's Preschool believes that parents play an integral role in the lives of their children. With input from an interest survey administered to each family, Family Liaisons plan and facilitate activities that enhance child development, family effectiveness and school readiness. Regular, two-way communication in the families' preferred language is essential in forming welcoming and engaging environments for families. Our goal is to work together with families while learning from one another. Families are encouraged to share their talents, beliefs and priorities in order to establish strong relationships and open lines of communication. We strive to work with parents in assisting them to take a leadership role in their child's education while collaborating with the school in order to maximize their child's potential.

Strategies to Enhance Child Development and Family Effectiveness: Our district uses a Community School model. Families are invited to events that provide positive experiences and opportunities to connect, such as family nights and fitness/nutrition classes. These events provide activities and community resources for the whole family. Additionally, the preschool hosts multiple interactive parent child days and nights focusing on parents and children doing hands-on activities while simultaneously learning about strategies used in school that parents are able to implement at home. Family Liaisons also facilitate parenting skills workshops using topics that are applicable to children up to 18 years old and include parenting roles, building family trust, and positive discipline.

Families are encouraged to volunteer in the classroom, share their talents, culture and traditions so that we can learn from each other. Family Liaisons create home projects to promote family engagement and parents are encouraged to participate in at-home activities outlined in the monthly newsletters to build stronger relationships, improved communication, and deeper engagement. We have also implemented the American Reading Company Program, which gives students the opportunity to choose multiple books to bring home every day as a way to connect while building literacy skills.

Finally, the preschool program promotes family effectiveness by inviting parents to become leaders within the community through participation on the Parent Advisory Council, providing us with feedback to help us achieve and maintain a high quality program.

Family Involvement Plan: In order to support child development and family effectiveness, teachers and Family Liaisons collaborate with families to set personal or family goals that are achievable, ambitious and provide comprehensive services to address the needs of families. These sessions provide an opportunity for families and teachers to collaborate in order to maximize student learning while empowering parents. The goals set by parents are around increasing the number of books read at home, improving attendance, and play. Parents get to examine their child compared to other students in the class and programmatic targets, then teachers share practical strategies and activities for parents to use at home. In this way, families and schools support each other to achieve the goals. Families are also asked to exchange ideas to learn additional strategies and build community relationships. Throughout the series of meetings families set SMART goals and continuously update them throughout the process.

Home Visits: Home visits help make the transition to preschool a positive experience. The first home visit happens before the school year begins, and provides an opportunity for the child to engage with the teacher so that he/she can feel safe and welcome on the first day of school. It is also a time for families to build a supportive, communicative relationship with the teacher.

Kindergarten Transition Meetings: We also enhance school readiness through our kindergarten transition process. Parents are invited to meet with the preschool team to discuss how to make the transition to kindergarten a positive, smooth experience for their child. Each spring, parent workshops are held to explain the Kindergarten Dual Language Program and registration process. District elementary schools host Kindergarten Nights to share additional information and resources. Preschool teachers meet with kindergarten teachers to share successful strategies for each student. Finally, prior to the beginning of the new school year, there is a one week summer camp to further prepare students for the transition.

Parent/Child Engagement Days & Evenings: Parents are invited to attend school during the school day to learn and play with their child. Last year, parent learning sessions were held in the evenings and children were not part of the sessions. After reviewing data and making note of how low attendance was, it was decided to change the model. We used the Pyramid Model Family engagement content to drive our plan and provided topics including ARC Reading Program, Social Emotional Development/Zones of Regulation, and Positive Behavior/Conscious Discipline. Since implementation we have averaged over 200 families in attendance at each event held, indicating a more successful transfer of information and learning between school and home.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 9 in the Program Narrative section of the RFP.

Effective Linkages

District XXXX's preschool program has a long history of connecting families with education, health and social service agencies and childcare providers. Partners include XXXX'.

Families and Education

Family Liaisons partner with the preschool team to create family education sessions offered throughout the year. All families are invited to participate in parenting skills workshops that address social emotional regulation through resources provided by the Pyramid Model Consortium. English as a Second Language (ESL) classes and citizenship classes are also offered through our partnership with XXXX. The classes have been held free of charge to parents of XXXX' students. Family liaisons also connect families to resources such as rental and electricity assistance through the local townships, furniture needs through a local nonprofit, dental homes, food pantries and more.

Parents from XXXX' and the preschool program have the opportunity to influence programmatic changes by serving on the XXXX' Council. This group created strategies on how to embed the ARC reading program into existing parent programming. The preschool staff piloted XXXX allowing families and teachers to collaborate on SMART goals for families to support their student's education and parents to implement literacy and language strategies by providing materials and guidance.

Health

The XXXX' hosts quarterly XXXX' Events that provide information about medical, dental, mental health, nutrition, and adult education resources to all families in District XXXX'. Partners such as XXXX' provide wellness screenings (i.e., vision, blood pressure and blood glucose screenings) for parents during these events. Preschool has a community mental health clinician from the XXXX' Health Department. The clinician provides prevention, early intervention, crisis intervention, in-home therapy services and consultation to teachers.

Social Service Agencies

XXXX' hosts a school-based food pantry every Tuesday evening for families of District XXXX'. Partners also attend the food pantry to provide resources regarding healthcare access and nutrition during this event. Other linkages include the Center for XXXX' which provides free income tax preparation services to families with income under \$50,000. For cases of domestic violence, XXXX' Service provides housing, counseling as well as workshops. XXXX' play an active role in community events put on by the city and local park district. Additional partnerships include the XXXX' to provide cultural opportunities.

Childcare Providers

The XXXX' is the XXXX'. They provide child development opportunities during parent workshops which encompass play based and gross motor skills activities. Additionally, the XXXX' and a XXXX' for leaders of Early Childhood Collaboratives are housed within this organization. The Birth to Five Community School Coordinator serves on the Learning Cohort to keep the pulse on other early childhood activities occurring in the neighboring communities and look for ways to join efforts. The Birth to Five Community School Coordinator will continue to seek opportunities to create new partnerships with childcare providers and engage existing partnerships in innovative ways.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 10 in the Program Narrative section of the RFP.

Plan for Coordination of Services:

The District XXXX' Preschool program coordinates services with other educational programs by partnering with XXXX'.

District XXXX' and XXXX' have a written agreement including the following:

- Coordination and collaboration between XXXX', including specific roles and responsibilities to ensure a coordinated service system
- Improvement of availability and quality of services for preschool-aged children and their families, ensuring that all eligible children in the service area have access to quality education and comprehensive services
- Joint planning and coordination of recruitment and access to services and implementation of strategies to enroll the hardest to reach children in this community
- Support for optimal development of children, including their school readiness and success, and the advancement and success of families
- Establishment of seamless delivery of services that builds on the strengths and supports the needs of the local population
- Shared communication tools, parent outreach strategies and parent education opportunities
- Shared professional development to strengthen all early learning programs
- Elimination of competition so as not to duplicate services and enhance efficiency of services
- Collaborative service delivery and exchange of information for the benefit of children and families
- Proactive communication through regular meetings and shared monitoring processes with a timeline for implementing necessary corrections

District XXXX' has a working relationship with XXXX' to ensure that all children have access to safe and affordable care before and after school as well as appropriate referral systems for suspected disability. XXXX' accept XXXX' to offset cost.

Preschool and XXXX' program staff collaborate to create a seamless transition process from XXXX' to the preschool program. Project XXXX shares a database of all the children in the program who are turning 3 during the upcoming school year, as well as children who are turning 3 during the following summer and early fall. The shared database includes demographic information, date of birth, name of Family Liaison serving the family, whether the child receives Early Intervention services through CFC, and follow-up recommendations. In addition to transition planning, District XXXX' preschool staff meets with XXXX' to improve the continuity of services between the two programs. The preschool program is in constant contact with CFC, our early intervention provider, to transition children into preschool at age 3. Each child being referred from CFC is assessed to determine the need for special education.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 11 in the Program Narrative section of the RFP.

Appropriate Education Program:

Research Based Curriculum

The Creative Curriculum is a research-based curriculum that is used to enhance learning. The developmental domains are integrated into each teacher's lesson plans with goals, themes, and objectives. The Creative Curriculum is developmentally appropriate, integrates children's everyday play into learning experiences, and addresses curricular goals in the physical, cognitive, language, and social-emotional domains. ExceleRate Illinois has found that the Creative Curriculum aligns with the Illinois Early Learning Standards and addresses all areas of the standards.

We promote social emotional wellness by utilizing the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. Pyramid-model social-emotional development is addressed across all areas of instruction on a daily basis. This model is a framework of evidence-based social emotional practices developed by the Center of Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI). Within this 3-tiered model, teachers, parents/ caregivers, and school support staff collaborate to build rapport and ensure the emotional wellness of each child in our program.

The child's individualized language and literacy development program is based on screening ratings, teacher observations, Desired Results Developmental Profile ratings, portfolio assessment, and school-wide oral language benchmarking data. Each child has an individualized plan with goals, objectives, strategies, and materials used to achieve these goals. The plan is reviewed for progress in a consistent manner and progress is documented for achievement.

A developmentally appropriate language and literacy program based on each child's individual assessment includes:

- daily oral reading/storytelling in both Spanish and English
- teacher-developed and /or child-initiated activities to target phonological awareness, letter knowledge, and comprehension
- modeling and encouragement for children to represent their ideas through pictures, dictation, play, and use of letter-like shapes and symbols
- opportunities for expanding vocabulary and language through
- listening and speaking activities

Specific consideration has been given to the nature of early language and cognitive development in preschoolers who are still developing the foundational structures and rules of language. The Creative Curriculum is directly aligned to the "Early English Language Development Standards" Ages 2.5-5.5 2013 Edition (WIDA)

The Creative Curriculum directly supports development of English language skills by providing:

- Ideas for incorporating children's home values, cultures, and family traditions into the classroom.
- Social-emotional strategies for building relationships and increasing children's comfort and confidence in the classroom.
- Instructional strategies to facilitate receptive and expressive language acquisition and understanding.
- Strategies for promoting comprehension during read-aloud time.
- Small group activities that support children's learning in both English and Spanish(from The Creative Curriculum for Preschool Touring Guide)



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 12 in the Program Narrative section of the RFP.

Research Based Authentic Assessment:

We currently use XXXX' as our comprehensive assessment tool. It is an evidence-based instrument and is aligned to Illinois Early Learning Development Standards. Each child is given an assessment at the beginning, middle, and end of the program year.

XXXX' assesses eight domains: Approaches to Learning - Self-Regulation, Social and Emotional Development, Language and Literacy Development, English-Language Development, Cognition, Including Math and Science, Physical Development-Health, History-Social Science, and Visual and Performing Arts. These domains are further broken down into measures that align with The Illinois Early Learning Standards. Each measure provides a developmental continuum that ranges from earlier developing to later developing competencies, organized under four categories: Responding, Exploring, Building, and Integrating. Furthermore, the XXXX' aligns to the Kindergarten Individual Development Survey (KIDS) in order to show growth across grade levels.

The XXXX' instrument is designed to be administered in the natural environment utilizing teacher and family observations and children's work samples. Ongoing documentation of children's learning and skills in everyday environments allows for an authentic assessment and individualized instruction. The XXXX' is appropriate for children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans and Individualized Education Programs. It allows for second language learners to be assessed equitably. It allows for implementation of adaptations and modifications to ensure that all children have the opportunity to demonstrate their knowledge and skills within the classroom environment. XXXX' highlights a child's abilities rather than the impact of their disability.

The XXXX' allows teachers to support children's learning by identifying and providing opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. XXXX' also allows teachers to run reports that provide valuable information on each individual child. Additionally, the information acquired is used to develop differentiated intervention and instruction at the individual and small group level. These reports are another way to analyze the assessment as a whole or by individual measure.

Furthermore, staff are able to observe and document children's behavior in both the home language as well as English in order to obtain a more accurate profile of the children's knowledge and skills across developmental domains. Parents are invited to share observations of their child in order to get the most accurate rating across multiple settings.

Assessment data is used to monitor student progress, adjust curriculum and differentiate instruction to address each child's strengths and needs using a data-driven intentional lesson-planning approach. Individual student goals are addressed on weekly lesson plans in order to challenge children according to present levels. In addition, data is shared at team meetings after each assessment and checkpoint period to discuss results. The team collaborates to develop strategies in order to meet individual children's needs while building on strengths. A written report and portfolio is completed and shared with parents three times per school year. In addition, parent-teacher conferences are held two times a year to share data and collaborate on goals to further student success.

Effectiveness of Native/English Language Instruction:

All students in the program are assessed for language development using the DRDP (2015). For all ELLs, English language development is assessed using the Pre-IPT and the XXXX' (2015) Conditional Measures (Expressive/Receptive English). Language development is also assessed in Spanish for students in the Dual Language program. Results of the assessments are used to determine the effectiveness of native and English language instruction, to measure student growth in developing native and English language, and to differentiate instruction within the classroom.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 13 in the Program Narrative section of the RFP.

Staff Requirements:

Staff Licensure and Endorsements

All Preschool Staff hold the appropriate certification and/or qualifications for the position for which they are hired. The District's Human Resources Department recruits certified teaching staff that hold a Professional Educator License in Early Childhood. In addition, district staff are required to have the Early Childhood Special Education Endorsement, as well as the ESL/Bilingual Endorsements. Non-certified staff members are employed to assist in the delivery of instruction to children. These staff members are approved as teacher assistants by the Illinois State Board of Education and meet the requirements set forth in 23 Ill Admin. Code 228.35. Non-certified staff must be Highly Qualified. Evidence of certification status of all staff will be provided to the Illinois State Board of Education. Throughout 2019/2020 the preschool administrative team participated in two separated equity cohorts. The first cohort focused on early childhood with a specific project for improvement as part of the process. The second cohort provided by the district was an informative session led by XXXX's team of professionals. The plan will be to roll this out to staff in the 2020/2021 school year. Improving our equity practices in the district specific to recruitment will be an ongoing focus.

1.0 Teacher-The teacher will have a minimum of a Bachelor's Degree in Early Childhood Education and will hold a PEL with an Early Childhood Education Endorsement. They will also have the Early Childhood Special Education Endorsement, as well as the ESL/Bilingual Endorsement. The teacher will create a developmentally appropriate classroom environment; facilitate the children's development of skills and knowledge necessary for school success based on each child's ability and in accordance with the IELDS; and build strong ties between home and school by establishing good relationships with parents.

1.0 Paraeducator-The paraeducator will have a minimum of a high school education. The paraeducator will meet the requirements set forth in 23 Ill Admin. Code 228.35 and will be Highly Qualified. The paraeducator will be responsible for assisting the teacher in the planning and implementation of a developmentally appropriate educational program.

0.5 Instructional Coach-The instructional coach will have a minimum of a Master's Degree in Early Childhood Education or closely related field and a minimum of three years of experience. The Instructional Coach will be responsible for providing intensive coaching and embedded professional development to classroom teachers to ensure that children are receiving appropriate, intensive, individualized instruction that supports their developing language, cognitive, social-emotional and motor skills. District XXXX' implements the Lead Learn Excel coaching approach and the Practice Based coaching model across all of the preschool classrooms.

0.5 Family Liaison-The Family Liaison will have a minimum of a Bachelor's Degree in Early Childhood Education or a related field and will be experienced providers of parent education. The Family Liaison will work with the teachers, administrators, and parents to coordinate and advocate for family involvement to facilitate children's learning.

1.0 Mental Health/Trauma Specialist-The Mental Health/Trauma Specialist will have a minimum of a Master's Degree in Social Work or be a certified LCPC. The Mental Health Consultant will provide family therapy, prevention/early identification of social, emotional, behavioral and developmental challenges, crisis intervention, staff development, and case management. The consultant will support healthy development in the children and will increase the capacity of the staff to recognize the children's needs. The Mental Health Consultant will collaborate with the Family Liaison, School Social Workers and School Psychologists and will be part of a team which works to address student needs in a timely manner, while at the same time working with the children's families to ensure that there is a continuum of care.



OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 14 in the Program Narrative section of the RFP.

Professional Development Plan:

Professional staff development is intentional, ongoing and systematic. Staff assessment and professional development components include:

- analysis of data from the following: Individual Learning Plans, Teaching Pyramid Observation Tool (TPOT), ECERS-3, Compliance Monitoring Checklist, IL Early Educational Essentials, and Continuous Quality Improvement Plan (CQIP) in order to determine professional development and coaching needs.
- targeted training on need areas identified through staff assessments, such as curriculum, screening procedures, The Pyramid Model Framework, family engagement, student assessment, and dual language instruction
- participation in Professional Learning Communities to explore specific areas of interest and collaborate on best practices
- teacher coaching and mentoring by Instructional Coaches
- opportunities to attend a wide variety of professional development activities based on individual interest and need
- ongoing reflective supervision with coordinator to determine progress towards individual and team goals, and to identify ongoing areas of need for training

Throughout 2019/20 the preschool administrative team participated in two separated equity cohorts. The first cohort focused on early childhood with a specific project for improvement as part of the process. The second cohort was provided by the district to as an ongoing focus led by XXXX's team of professionals. The plan will be to roll this out to staff in the 2020/21 school year. The goal of focusing on and improving our equity practices in the district will continue to remain a focus ongoing.

Continuous Quality Improvement and Professional Growth

Professional development activities are designed to enhance the professional knowledge, skills, diversity awareness and attitudes of educators in order to improve the quality of the program and support desired student outcomes.

In order to support continuous quality improvement and professional growth, each staff member follows his/her Individual Learning Plan. The Coordinator and Instructional Coaches study the Individual Learning Plans as well as classroom assessment data (e.g. ECERS and TPOT) and the Early Educational Essentials to determine common professional needs and interests in order to develop program-wide professional development. Additional data is obtained through an annual staff survey and results of program monitoring as addressed in the CQIP.

Using all of this data, an annual written plan is developed to address professional needs and interest. Professional development opportunities may include, but are not limited to district, agency, and regional in-services and training sessions provided by outside consultants, book studies, webinars, peer coaching, professional learning communities, classroom observations, or graduate courses.

Annual Written Plans

At District XXXX, all staff members including teachers, support staff, paraeducators, and Family Liaisons are required to complete an Individual Learning Plan in order to support continuous quality improvement, being culturally responsive and professional growth. The plan is created collaboratively with staff members, Instructional Coaches and the Coordinator. Both professional and personal needs are addressed taking into account the diverse population. The plan includes key features such as individualization based on meaningful data, development of achievable and measurable goals, continuation of previous cycles of learning, alignment with the larger mission and vision of the Early Learning Center and preschool program, and alignment with professional standards. Individual Learning Plans are reviewed by the coordinator and staff member in order to determine specific areas of need for further training.

At the start of each year, teachers and the coordinator work collaboratively to develop an annual written plan that addresses both personal and professional needs as well as the interests of the staff member. The plan is then revisited throughout the year to ensure needs and interests are being targeted. The written plan outlines a process that honors differences among teachers, encourages positive change, and provides concrete support for improving teaching and learning. Teachers and administrators collaborate to review performance on standards, discuss ways to improve teaching and learning, and identify professional growth goals.



Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Address question 15 in the Program Narrative section of the RFP. *Applies only to non-school district applicants.*

Continuous Learning Opportunities:

District XXXX' preschool programs provide ample opportunity for professional development through a variety of sources. District XXXX' staff have access to workshops provided through STAR NET for such topics as Pyramid Model, Trauma-Informed, Calm Classroom, Creative Curriculum, ECERS-3, and a variety of topics of interest that can be accessed on an individual level based on the staff member's professional growth plan. District psychologists provide training on the screening and program eligibility. Staff members receive training on the XXXX' (our assessment tool) through West Ed. Continuous professional development is available to staff through the Illinois Learning Project.

The preschool program provides embedded professional development via the use of instructional coaches who have been trained in ECERS-3 and the TPOT and who utilize the data from these tools to provide targeted training/coaching to each classroom teacher. District XXXX's instructional coaches provide necessary training and support to all staff, so that consistent follow-up by way of demonstrations, observations, and conversations with teachers will provide a higher level of individualization and support for all students.

The District XXXX' preschool program continues in year two of the Pyramid Model implementation on social emotional learning for students and adults. This framework/philosophy supports the promotion of healthy social emotional development. The session highlights nurturing and responsive relationships, high quality supportive environments, targeted social emotional support and intensive interventions. We continue to provide professional development for staff including teachers, paraeducators, family liaisons, coaches, facilitators, mental health consultants, and program leaders on this framework. We will continue to provide ongoing training as we work toward full implementation of The Pyramid Model in our program on our five year plan. We strive to continue our Pyramid Model sessions in both English Spanish. A monthly SEL committee meets each month to continue the process of implementation. This committee reports out monthly at faculty meetings and through email communication. Due to positive feedback and successful implementation, future training will continue to be offered in both languages.

Preschool continues to have a strong focus on Social Emotional Learning for our students. In the coming months preschool will host a series of four professional development days and coaching with XXXX' Both presenters have created a series of training sessions that highlight the key work they are doing to help develop and sustain trauma invested environments. These training sessions are intended to build off one another and are strategically designed to empower adults and enhance their self-awareness. In these engaging and thought provoking trainings, the preschool team will truly become grounded in developing a common language, a strong education on how stress can impact learning, the importance of creating a culture of safety so all can team and thrive, learn a multitude of strategies aimed at supporting healthy development for all, and key awareness on how to support adult health and growth.

A variety of high quality training opportunities are provided each year to ensure that staff members are able to work with a diverse student population. Training sessions have been conducted on bi-literacy, language development for dual-language students, working with students/families in poverty, working with interpreters, working with World Relief/refugee families, and cultural sensitivity training. XXXX' will continue to provide targeted training so that all staff are highly qualified to work with a linguistically and culturally diverse student population.

Internal and external training has been provided to staff members on providing services to children with IEPs. Special education staff also receive targeted training in areas such as supporting students with autism, building social-emotional skills in children with disabilities, supporting language development in nonverbal children, differentiating instruction for all ability levels, and providing strategies to help students with self-regulation. Staff also attend training sessions on best practices for supporting families throughout the special education assessment and identification process.

All staff members were active participants in the self-evaluation and action plan developed for our Award of Excellence on Linguistically and Culturally Appropriate Practices. We have also participated in book studies on The Power of Our Words, Thirty Million Words, Big Questions for Young Minds, Story-making: The Maker Approach to Early Literacy, Young Investigators: The Project Approach in the Early Years, and Conscious Discipline to further develop our understanding of developmentally appropriate practices. This year, the administrators and instructional coaches participated in the Illinois Racial Equity Leaders Cohort and Deep Equity Training in order to create equitable places of learning for all of our children and their families.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 16 in the Program Narrative section of the RFP. *Applies only to non-school district applicants.*

N/A



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROPOSAL EVALUATION DESIGN

DISTRICT NAME AND NUMBER (if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 17 in the Program Narrative section of the RFP.

Evaluation and Design

Program and Individualized Self-Assessment Sources:

Individual Learning Plans: Plans developed by each staff member that include individual goals connected to IL Early Learning and Development Standards. Plans highlight strengths and areas of need, an outline of activities, timelines, and necessary resources
TPO: The Teaching Pyramid Observation Tool is used to reinforce high quality practices that support children's social-emotional development and behavior.

ECERS-3: The Early Childhood Environment Quality assessment instrument serves as a base for providing staff with clear guidelines on current practice regarding physical, social-emotional, and cognitive domains as well as relationships between staff and students.

Compliance Monitoring Checklist: Feedback is obtained from the Illinois State monitoring visit identifying program weaknesses.

Early Educational Essentials: It is an evidenced based climate and culture survey designed to drive school improvement. Feedback on Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction is provided by both teachers and parents.

Continuous Quality Improvement Plan (CQIP): Administration and staff collaborate to develop a CQIP. The CQIP plan is an annual plan designed to intentionally improve the quality of the program.

Individual Self Assessment: In addition to staff surveys, individual self-assessment also takes place through the use of protocols.

Measurable Outcomes for Children:

Ongoing assessment of children's growth is measured using formal and informal assessment. Data is reviewed and goals are created and implemented. Data collection is directly related to outcomes set forth in the Illinois Early Learning and Development Standards (IELDS). Outcomes are measured by using the following methods:

- **XXXX'** - Students are assessed three times per year using naturalistic observations to make ratings on the **XXXX'** in all developmental areas. This data is reviewed in formal data meetings to measure individual student, class, and whole program outcomes, in order to adjust curriculum and provide targeted interventions.
- **Individual Child Portfolios** - Individualized portfolios are maintained in order to document student growth over time. Teachers collect multiple pieces of evidence for each **XXXX'** measure which are reviewed during team data meetings to ensure inter-rater reliability.
- **Individualized Lesson Plans** - Assessment data is used to monitor student progress, adjust curriculum, and differentiate instruction for each child. Individual student goals are addressed on weekly lesson plans in order to challenge students according to present levels.
- **Vocabulary Benchmarking** - All students are assessed using a district-created picture naming task to measure vocabulary growth. This data is used to target interventions within the classroom so that students exit the preschool program with the necessary language skills for success in kindergarten.
- **IEP goal review (3 times/year)** - Progress towards IEP goals is measured for all students with an Individualized Education Program, and the child's program is adjusted based on progress.

Measurable Outcomes for Families

Family needs are primarily measured through participation and involvement. All aspects of programming are linked to the identified parent and family needs. Outcomes are reviewed by the Building Leadership Team and monitored as part of the continuous improvement cycle using the following methods:

- **Parent/Teacher Conferences (2 times/year):** Parents and teachers meet about children's progress and collaborate to discuss goals for improvement.
- **Parent Contact Reporting forms:** Track the reason parents come to the preschool.
- **Family Goal Setting:** All parents set a specific goal to help their students' academic progress. Family liaisons support family needs and provide follow-up with families and setting new goals as needed.
- **Exit Surveys:** Parents completed questionnaires after each workshop to gather feedback.
- **Attendance Logs:** The program tracks attendance at all family events to provide measurable results of parent participation.
- **XXXX on a program-wide basis.** XXXX meetings, review individual data, classroom data and program expectations around attendance, ARC reading and play. This provides parents with strategies to use at home to help their children succeed in each of these areas. Parents set XXXX' goals that are reviewed at each of the meetings and conferences. Together, teachers and parents are responsible and accountable for the child's success.



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

PROPOSAL EVALUATION DESIGN

DISTRICT NAME AND NUMBER (if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 18 found in the Program Narrative section of the RFP.

Continuous Program Improvement Cycle:

The program uses a continuous improvement cycle and XXXX' process to lead to program improvement and better family outcomes. This cycle describes procedures that are in place to use evaluation data annually to inform continuous program improvement and inform the individual and program staff development plans.

- Phase One of the cycle begins with self-assessment. Collaboratively the Building Leadership Team (Administration, Instructional Coaches, Support Staff, Teachers) reviews parent and staff surveys, population data, compliance checklists, children's benchmark data (XXXX' results, portfolios, and vocabulary benchmark scores), IL Early Educational Essentials data, as well as ECERS-3, and TPOT. During the self-assessment phase the following questions are asked:
 - Where are we?
 - What has been accomplished within our current program goals?
 - What resources supported these accomplishments?
 - What goals have yet to be reached?
 - Where do we want to be?
 - What new goals need to be set?
 - How do we get where we want to be?
 - What resources are needed?
 - What is the timeline for completing the goals?
 - How will we know if we have reached our goals?
- Phase Two of the cycle is to identify areas of strength for the program. These areas are identified through our self-assessment.
- Phase Three of the cycle is to identify areas of improvement. Based on identified areas of improvement, five focus areas are selected and an action plan is created.
- Phase Four of the cycle is to provide ongoing professional development and opportunities for growth focused on all areas of improvement. Professional development, individualized coaching and team collaboration is planned and implemented to achieve targeted goals.
- Phase Five of the cycle is to review and reflect on the plan to determine progress toward the goals for focused improvement. Based on results, five new focus areas are selected and the cycle repeats annually.

Data Informing Continuous Program Improvement Plan:

Our program utilizes the data to inform continuous quality improvement plan by:

Individual Learning Plans: Staff update their goals throughout the year to determine progress and any additional support necessary. Administration supports the attainment of these goals as they are shared.

TPOT: Individual and programmatic improvements will be made using this data.

ECERS-3: Instructional Coaches utilize the instrument to do informal observations and give teachers feedback on areas of need.

Compliance Monitoring Checklist: Weaknesses identified by the State are analyzed in order to determine areas for improvement and next steps. The checklist is reviewed periodically to ensure that the program is in compliance with all new requirements.

Early Education Essentials: The Building Leadership Team analyzes the results of the survey and identifies strengths and areas for improvement. The areas for improvement are written into the building's School Improvement Plan and shared with the staff during PLC meetings.

Continuous Quality Improvement Plan (CQIP): This plan creates a cycle that allows the team to plan, check, and take action for improvement annually.

Individual Self-Assessment: By utilizing protocols such as Modified Ladder of Feedback, Success Analysis, and Visualizing High-Impact Teaching, teachers are given the opportunity to reflect on their current practice in order to determine strengths and need areas.

ILLINOIS STATE BOARD OF EDUCATION
 Early Childhood Department
 100 North First Street, E-225
 Springfield, Illinois 62777-0001

**FY 2021 PRESCHOOL FOR ALL EXPANSION
 STATE BUDGET SUMMARY AND PAYMENT SCHEDULE**

Initial Budget
 Revised Initial Budget
 Amendment No. _____
 Multi-district Application

REGION, COUNTY, DISTRICT, TYPE CODE SUBMISSION DATE
 _____ (mm/dd/yyyy)

FISCAL YEAR CODE 21

DISTRICT NAME AND NUMBER _____

CONTACT PERSON _____ TELEPHONE NUMBER (include Area Code) _____

E-MAIL ADDRESS _____ FAX NUMBER (include Area Code) _____

ISBE USE ONLY

Please check:
 COMPLETED Notice of State Award (NOSA)
 COMPLETED Uniform Grant Agreement (UGA)

PROGRAM APPROVAL DATE AND INITIALS _____

TOTAL FUNDS _____ CURRENT FUNDS _____

CARRYOVER FUNDS _____

BEGIN DATE _____ END DATE _____

Use whole dollars only. Omit Dollar Signs, Commas, and Decimal Places, e.g., 2536

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 500s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)	PAYMENT SCHEDULE
1	1000 Instruction	72454	37301	500	25000				135255	July-August 33852
2	2110 Attendance & Social Work Services									September 33850
3	2120 Guidance Services									October 33850
4	2130 Health Services									November 33850
5	2140 Psychological Services									December 33850
6	2150 Speech Pathology & Audiology Services									January 33850
7	2210 Improvement of Instruction Services	30179	10642	2500					43321	February 33850
8	2220 Educational Media Services									March 33850
9	2230 Assessment & Testing									April 33850
10	2300 General Administration									May 33850
11	2400 School Administration									June
12	2510 Direction of Business Support Services									July-August
13	2520 Fiscal Services									TOTAL \$ 338502
14	2530 Facilities Acquisition and Construction									
15	2540 Operation & Maintenance of Plant Services									
16	2550 Pupil Transportation Services			5000					50000	
17	2560 Food Services								0	
18	2570 Internal Services								0	
19	2610 Direction of Central Support Services									
20	2620 Planning, Research, Development & Evaluation Services									
21	2630 Information Services									
22	2640 Staff Services									
23	2660 Data Processing Services									
24	2900 Other Support Services									
25	3000 Community Services	76454	30972		2500				109926	
26	3700 Nonpublic School Pupil Services								0	
27	4000 Payments to Other Districts or Government Units									
28	5000 Debt Services									
29	Total Direct Costs	179067	78915	5300	27500	0	0	0	338502	
30	INDIRECT COSTS [Direct Cost X _____ %]								0	
31	TOTAL BUDGET								338503	

* Contact the GATA Department for indirect cost restrictions.

Date _____ Original Signature of Superintendent or Administrator _____

Date _____ Original Signature of ISBE Division Administrator _____

FY 2021 PRESCHOOL FOR ALL EXPANSION
BUDGET SUMMARY BREAKDOWN

APPLICANT NAME (District Name and Number, if applicable)
 REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy Fiscal Requirements and Procedures" handbook that can be accessed at https://www.isbe.net/Documents/fiscal_procedure_handbook.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)	TOTAL (10)
		(Obj. 100s)							
1000	1.0 Teacher Salary	56454							56454
1000	1.0 Paraeducator Salary	16000							16000
1000	1.0 Teacher Benefits Life 29 Medical 12000 Dental 1500 TRS 5583 THIS 519 TRS Surcharge 327 Medicare 819		20777						20777
1000	1.0 Paraeducator Benefits Life 29 Medical 12000 Dental 1500 IMRF 1680 SS 992 Medicare 323		16524						16524
1000	Online Assessment (DRDP)			500					500
1000	Instructional Supplies to start a new classroom				25000				25000
2210	.5 Instructional Coach Salary	30179							30179
TOTAL									

FY 2021 PRESCHOOL FOR ALL EXPANSION
BUDGET SUMMARY BREAKDOWN

APPLICANT NAME (District Name and Number, if applicable)
REGION, COUNTY, DISTRICT TYPE CODE

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements and Procedures" handbook that can be accessed at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)		EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)							
2210	5 Instructional Coach benefits Life 15 Medical 6000 Dental 750 TRS 2985 THIS 279 TRS Surcharge 175 Medicare 438		10642							10642
2210	Travel/Mileage/Professional Development (Mileage and hotel costs to travel to ISBE sponsored meetings, travel to PD opportunities, mileage for travel between schools, presenter/consultant cost)				2500					2500
2550	Transportation				50000					50000
3000	.5 Family Liaison		2000							2000
3000	1.0 Mental Health/Trauma Specialist Salary		56454							56454
3000	.5 Family Liaison Benefits Life 15 Medical 6000 Dental 750 IMRF 2100 SS 1240 Medicare 290		10195							10195
TOTAL										

FY 2021 PRESCHOOL FOR ALL EXPANSION
BUDGET SUMMARY BREAKDOWN

APPLICANT NAME (District Name and Number, if applicable)
REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements and Procedures" handbook that can be accessed at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASES SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
3000	1 0 Mental Health/Trauma Specialist Benefits Life 29 Medical 12000 Dental 1500 TRS 5583 THIS 519 TRS Surcharge 327 Medicare 819		20777						20777
3000	Parent Supplies and Materials for Parent Trainings				2500				2500
TOTAL		179087	78915	53000	27500				338502



PROGRAM-SPECIFIC TERMS OF THE GRANT

1. Subcontracting: No subcontracts or sub-grants are allowed without prior written approval of the State Superintendent of Education. If subcontracts or sub-grants are allowed, then all project responsibilities are to be retained by the grantee to ensure compliance with the terms and conditions of the grant. All subcontracts and sub-grants must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts and sub-grants shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracts/sub-grants are to be utilized:

- o Name(s) and address(es) of subcontractor(s)/sub-grantee(s);
- o Need and purpose for each subcontract/sub-grant;
- o Measurable and time specific services to be provided;
- o Associated costs (i.e., amounts to be paid under each subcontract/sub-grant); and
- o Projected number of participants to be served.

The grantee may not assign, convey or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

2. Collaboration with Head Start: PA 96-0119 requires that school districts and other entities receiving preschool grants enter into agreements with local Head Start programs. The purpose of the agreement is to assure that the preschool program collaborates with the local Head Start program. The agreement can be as simple as a general statement of intent to collaborate in the coming year or as complex as a formal agreement template delineating the specific targeted areas of collaboration. The collaboration agreement must be signed by preschool and Head Start administrators, and be in place in order to receive funding in each fiscal year. Preschool programs will keep the agreement on file for monitoring purposes.
3. Prior to final funding approval, each grantee must:
- a present evidence Teachers of children ages 3 to 5 years must hold a professional educator license endorsed in early childhood education or an educator license with stipulations endorsed in early childhood and one of the following endorsements: provisional educator, alternative provisional educator, resident teacher or visiting international educator. (See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1, Appendix A.) and
 - b Paraprofessional staff employed to assist in instruction provided to children ages 3 to 5 years shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(b) (Endorsement for Paraprofessional Educator) or hold an approval for paraprofessional educator received in accordance with Section 25.15(a)(2)(J) (Types of Licenses; Exchange) and
 - c Teachers of children ages 3 to 5 years who are assigned to a transitional bilingual program or a transitional program of instruction that is administered by a school district, either in an attendance center or a non-school-based facility, shall meet the requirements set forth in 23 Ill. Adm. Code 228.35 (Transitional Bilingual Education), as applicable.
4. If the Early Childhood Block Grant program is operated in or by a child care center subject to the licensure requirements of the Illinois Department of Children and Family Services (DCFS), then that child care center must hold the appropriate licensure in accordance with rules promulgated by DCFS (see 89 Ill. Adm. Code 403 (Licensing Standards for Group Homes), 405 (Licensing Standards for Day Care Agencies), 406 (Licensing Standards for Day Care Homes), 407 (Licensing Standards for Day Care Centers) and 408 (Licensing Standards for Group Day Care Homes)).
5. Financial Reports: Grant recipients with an approved state and/or federal grant program are required to submit quarterly expenditure reports. The quarterly reports are due twenty days following the end of the reporting quarter (e.g. September 30 expenditure report is due at ISBE on or before October 20). Failure to submit the report by the due date will result in scheduled payments being withheld until the required report is received. Expenditure Reports must be filed electronically to the Division of Funding and Disbursement Services four times a year.

Report	Cumulative Through	Due in ISBE Office
1	September 30, 2020	October 20, 2020
2	December 31, 2020	January 20, 2021
3	March 31, 2021	April 20, 2021
Final	June 30, 2021	July 20, 2021

6. Reporting: All grantees must report the following to the Illinois State Board of Education.
 - a. All grantees must enroll each PRESCHOOL FOR ALL EXPANSION student in the ISBE Student Information System(SIS) by November 15 of each year. This reporting activity is continuous throughout the year. All grantees must exit each PRESCHOOL FOR ALL EXPANSION student at the end of the year or when the child leaves the program.
 - b. All grantees must submit the following data to the Illinois State Board of Education (ISBE), via the ISBE Web Application Security (IWAS) system, for the PRESCHOOL FOR ALL EXPANSION project for which the grantee is funded:
 - i. Student Information System (SIS) Early Childhood Data
 - ii. Student Health Data – Immunization
 - iii. Employment Information System (EIS) Teacher, Administrator, and Other School Personnel Data (continuous reporting throughout the year)
 - iv. Early Childhood Outcome (for children with IEP's)
 - v. Any similar program-related information that the State Superintendent of Education may request upon 30 days' written notice.
7. Each grantee funded to serve primarily at-risk children is required to have 80 percent or more of the enrolled children identified as at risk; prioritize at-risk students over non-at-risk students when making enrollment decisions; and take specific, proactive measures to ensure that parents in the community with children who are potentially at risk be made aware of the availability of the opportunity for preschool education through the program.
8. Any grantee that fails to enroll the required percentage of at risk children (80 percent) in the particular prioritization category for which the proposal was funded (i.e., at-risk status or income levels) will have its grant award reduced proportionate to the decrease in percentage of such children enrolled.
9. Any grantee that has a waiting list of children to be served must first enroll all children determined to be at risk of academic failure before enrolling other children.
10. School district grantees with programs serving homeless children must comply with all applicable provisions of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). Non-school district grantees should, to the extent possible, ensure that homeless children enrolled in their programs receive the support necessary for successful and continued participation, including, without limitation, arranging for appropriate transportation when necessary.
11. Beginning in the 2019-20 school year, each grantee that operates a preschool education program funded under this Part shall participate in ExceleRate Illinois (see <http://www.exceleerateillinois.com> and click on "Information for Providers"). ExceleRate Illinois is the State's quality rating and improvement system that emphasizes continuous quality improvement for early learning and development programs and uses a consistent set of standards organized into four domains of teaching and learning; family and community engagement; leadership and management; and qualifications and continuing education.
12. Each program shall be monitored on site at least once every four years to determine the extent to which it is complying with all operational requirements and to assess the quality of the developmental and/or educational components offered.
13. Each program shall receive a monitoring report with the results of the operational compliance checklist and the quality assessment. Using those results, the program shall complete a continuous quality improvement plan addressing operational compliance and a continuous quality improvement plan addressing the quality assessment. Each continuous quality improvement plan shall, at a minimum, address:
 - a. the specific issue or indicator for which a deficiency was noted;
 - b. the actions to be taken to remedy the deficiencies and, as applicable, the resources and professional development that will be targeted towards improvement efforts; and
 - c. The person responsible and the timelines in which the deficiencies are expected to be corrected, provided that no continuous quality improvement plan shall be in effect for more than two school years.

The continuous quality improvement plan shall be signed by the person legally authorized to submit the plan, shall bind the applicant to its contents, and shall be electronically submitted to the State Board of Education not later than 30 days after the program's receipt of the monitoring report.

For each year in which the continuous quality improvement plan is in effect, the program shall submit a progress report to the State Board of Education that describes the progress the program has made relative to remedying the deficiencies identified. The progress report shall be submitted electronically no later than June 1 of each year.

A program that fails to reach the goals of the continuous quality improvement plan within the timelines specified in the plan shall be subject to additional sanctions, including, but not limited to, removal of grant approval.

14. Fiscal Monitoring: All activities are subject to an audit at the local, state and federal level. Staff from ISBE may conduct a financial review of your program to audit records and offer technical assistance. This review will ascertain on a sample basis whether or not such records are adequately and properly maintained on a current basis.

The purpose of this review is to determine if the project meets legal requirements and to verify the eligibility of expenditures by examining sample documentation for the following:

- a. funds disbursed to the grant recipient were received and properly recorded in separate accounts/general ledger;
- b. payments reported by the grant recipient were actually made to vendors, contractors and employees and that they conform to applicable laws and regulations, including procurement requirements and support the program intent;
- c. refunds, discounts, etc., were properly credited to specific expense classifications as reductions of the gross expenditure;
- d. payments are supported by adequate evidence of the delivery of goods or performance of services;
- e. obligations included in the report of expenditures were actually incurred during the budget period for which the expenditures were claimed and upon liquidation were properly adjusted;
- f. the same item is not reported as an expenditure for two or more years, e.g., encumbrance is one year and payment in another; items are properly recorded in the program year
- g. all expenditures that were claimed were made for the approved project and are easily identifiable with this project;
- h. all books and materials obtained with the grant funds are plainly marked with appropriate identification;
- i. all inventory items have been allocated an inventory number and the number has been plainly affixed on each piece of equipment and plainly labeled;
- j. an inventory register has been maintained of those items required to be inventoried which shows:
 - i. description;
 - ii. serial number or other identification number;
 - iii. funding source for purchased property;
 - iv. who holds title;
 - v. acquisition date and cost;
 - vi. location, use and condition of property;
 - vii. disposition date
- k. Inventory items moved from one location to another have been duly authorized in writing and that the transfer has been recorded in the inventory register, and each item of equipment purchased was listed in the approved budget breakdown and is being used solely for authorized purposes;
- l. prorated expenditures, such as salaries (supported by time and effort documentation), travel, etc., are divided correctly between two or more accounts and that the basis of such division can be substantiated as reasonable and equitable (the auditor will compare actual expenditures with the approved budget and note variations);
- m. unexpended state funds advanced or overpaid were promptly returned to the Illinois State Board of Education;
- n. payments to an administrator who is employed by the Board of Education under the terms of the contract covering a twelve-month period of service were not included in administrative expenses;
- o. obligations were liquidated within 90 days after the end of the budget period and adjusted to the amount finally paid; and,
- p. expenditures were incurred for activities in addition to those that have been provided previously for public and non-profit private school students and teachers.

Transfer: The Illinois State Board of Education reserves the right to transfer equipment if the grant activities cease to exist for the grant recipient for which the equipment was originally acquired.

15. Supplanting: Funds received under the PRESCHOOL FOR ALL 19 Program shall be used to supplement, and not supplant, funds that would otherwise be used for the proposed activities. (Sections 2-3.71 and 2-3.89 of the School Code)
16. No fees will be charged of parents or guardians and their children who are enrolled and participate in PRESCHOOL FOR ALL 19 programs.
17. Applicants should be aware that grant awards may not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization; assist, promote, or deter union organizing; finance, directly or indirectly, any activity designed to influence the outcome of an election for any public office; or impair existing contracts for services or collective bargaining agreements.

18. No funds may be used to help support or sustain any institution controlled by any church or sectarian denomination (Article 10, Section 3 of the Illinois Constitution; Ill., Const. 1970, Art. X, Sec. 3).
19. Grant recipients are not allowed to begin an activity, obligate or expend funds that will be charged to a state or federal grant until a substantially approvable initial application has been received at ISBE. Grant recipients that submit a state or federal initial application prior to the program begin date (usually July 1) will be granted an appropriate project begin date for the following fiscal year unless state appropriation authority has not been approved. Grant recipients that submit a state or federal initial application after July 1 will be assigned a project begin date no earlier than when the initial application was received at ISBE or the program begin date (whichever is later). Grant recipients of a state competitive program should not begin any activity, obligate or expend funds until ISBE provides formal approval of the application and grant amount. Grant recipients that submit a state or federal budget amendment between the project begin and end date are not allowed to begin an activity, obligate or expend funds prior to the date of receipt at ISBE provided the scope or intent of the approved project has not changed. If the scope or intent of a project significantly changes through an amendment, ISBE programmatic approval should be obtained prior to the obligation of funds for the new activities provided in the amendment.
20. Each grantee which operates a program in a facility licensed by the Illinois Department of Children and Family Services (DCFS), shall require all employees and volunteers who are persons subject to background checks, as defined by Section 385.20 of Title 89 of the Illinois Administrative Code [89 IAC 385.20] to authorize DCFS to perform a Child Abuse and Neglect Tracking System (CANTS) background check. Required individuals shall execute an Authorization for a background check, as defined by Section 385.20 of Title 89 of the Illinois Administrative Code and shall submit the Authorization to DCFS for completion of the CANTS background check. Evidence of completion of required CANTS checks for all persons subject to background checks shall be maintained by the grantee and copies of the same shall be provided to the administrator of the DCFS-licensed facility. The requirement applies to any paid or unpaid individual, including any certified teacher employed by a school district or other entity but working in the facility, who is used to perform essential staff duties as evidenced by being counted in the staff-child ratio or being allowed to be alone with children in a licensed child care facility outside the visual or auditory supervision of facility staff.
21. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or other cost objective will be supported by appropriate time distribution records/cost allocation plans.
22. A Cost Allocation Plan (CAP) is a document that states how a grant recipient will identify, accumulate and distribute certain allowable administrative costs in grants and identifies the allocation methods used for distributing the costs. A written plan for allocating joint costs is required to support the distribution of those costs to the grant program. When a grant recipient completes a grant application/amendment, it must determine to either utilize its restricted indirect cost rate as calculated by ISBE or utilize a CAP which must then be documented via personnel time and effort information as well as formal accounting records according to generally accepted governmental accounting principles to substantiate the propriety of the eventual charges. All applicable documentation must be available for review upon request by a local auditor or ISBE auditor.
23. Joint Applications for Funding: Grantees participating in a joint application are advised that the member grantees are individually and jointly responsible to the Illinois State Board of Education for compliance with all of the terms and conditions of the grant agreement. The administrative agent is responsible to the participating grantee and is the agent designated to receive funds and submit reports.
24. Travel expenses, including transportation costs and, when overnight stay is required, lodging and per diem, are subject to the State rates published by the Governor's Travel Control Board for State employees and posted at <http://www.illinois.gov/cms/employees/travel/pages/travelreimbursement.aspx>.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the terms of the grant set forth above on behalf of the applicant.

Date



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

GRANT APPLICATION CERTIFICATIONS AND ASSURANCES

APPLICANT'S NAME: _____

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

- Individual
 Corporation
 Partnership
 Unincorporated association
 Government entity

Region/County/ District/School Code or Federal Employer Identification Number, as applicable. Individuals or other entities with neither of the foregoing, include Social Security Number.

The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <http://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

PROJECT

4. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
5. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

GENERAL CERTIFICATIONS AND ASSURANCES

8. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
9. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
10. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
11. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
12. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
13. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
14. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
15. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

16. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
17. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS – ADMINISTRATIVE AND/OR FISCAL AGENT

18. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
19. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - (a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - (b) Maintain separate accounts and ledgers for the project;
 - (c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - (d) Properly post all expenditures made on behalf of the project;
 - (e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - (f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - (g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - (h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - (j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education; and

DRUG-FREE WORKPLACE CERTIFICATION

20. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:
 - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) Abide by the terms of the statement; and
 - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the above Certifications and Assurances on behalf of the applicant. Further, the undersigned certifies under oath that all information contained herein is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

_____ Date _____

Name of Authorized Official (Type or Print)



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

DEMONSTRATION OF NEED

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Select the option you are using to demonstrate need for an early childhood block grant program within your community per program narrative and objectives and activities sections of RFP.

- A letter(s) from the local program (Head Start, Early Head Start or current ECBG programs) which demonstrates a need for additional services in the community (attach to proposal).
- Completion of Attachment 13 to indicate gap in slots compared to eligible population.
- IECAM data showing a gap in services and the need for additional slots in the community (Reflected in Program Narrative section, #2 and #7).
- Information from the programs community needs assessment showing a gap in services and the need for additional slots in the community (Reflected in Program Narrative section, #2 and #7).



Illinois State Board of Education

Early Childhood Department
100 North First Street, E-225
Springfield, Illinois 62777-0001

FY 2021
PRESCHOOL FOR ALL EXPANSION

SLOT GAP ANALYSIS

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
--	-------------------------------------

Directions: Complete all questions below. Information can be requested from IECAM. Other resources can be utilized, such as census information.

Question	Response
How many children ages 3-5 or located within the service area (Census Data)?	1361
If you are currently serving students through Preschool for All and/or Preschool for All Expansion, how many children are you funded to serve?	270
What is the capacity for enrollment at the local Head Start (IECAM Data)?	102
What is the capacity for enrollment for other community based programs serving children ages 3-5 (i.e. private preschools, park district programs, faith based programs, other preschool for all or preschool for all expansion programs)?	100
How many children are located within district boundaries aged 3, 4, and half of 5 years with FPL less than 100% (IECAM Data)?	197
How many children are located within district boundaries aged 3, 4, and half of 5 years with FPL 100-200% (IECAM Data)?	387
How many children are located within district boundaries aged 3, 4, and half of 5 years with FPL 200-400% FPL (IECAM Data)?	968
Taking in to consideration number of children in the area needing to be served and the number of community slots currently available, how many students are still in need of services? (Total number of children less than 200% FPL – Head Start slots – PFA/PFAE current slots – community slots = total need)	112
How many children is your program requesting to serve?	15