Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

November 1, 2017

TO: Eligible Applicants

FROM: Tony Smith, Ph.D.
          State Superintendent of Education

SUBJECT: NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):
Fiscal Year 2019 Preschool for All Expansion 3 to 5 Years

CSFA Number: 586-18-0868
CSFA Title: Early Childhood Block Grant-Preschool for All Expansion 3-5

Eligibility and Application Information

Eligible Applicants: Public school districts, university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social and/or child development services to young children and their families are eligible to submit a proposal for the Preschool for All Expansion program for 3- to 5-year-olds.

If you are a current program that receives federal Preschool Development Grant funds and you wish to continue these classrooms after FY20, you must submit a proposal for Preschool for All Expansion. Please note, if awarded the allocations for this proposal funding will begin with FY 21 and continue for the two (2) subsequent years (FY22 and FY23). This funding is contingent upon State Grant-making Rules, a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

If the Preschool for All Expansion program is operated in or by a facility subject to licensure requirements of the Illinois Department of Children and Family Services (DCFS), then that facility must hold the appropriate licensure in accordance with rules promulgated by DCFS (see 89 Illinois Administrative Code, Chapter III: Department of Children and Family Services, Subchapter e: Requirements for Licensure at http://www.ilga.gov/commission/jcar/admincode/089/089parts.html).

Applicants other than public school districts must provide evidence of existing competencies to provide early childhood education programs, to include the agency's mission statement, goals and policies regarding early childhood programs, a description of the agency's organizational structure, and a list of any early childhood accreditations that have been

achieved, which may include, as applicable, the most current designation of the applicant has received through the ExceleRate Illinois: Quality Recognition and Improvement System (http://www.excelerateillinoisproviders.com/).

Joint applications for funds may be submitted. In each case, an administrative agent must be designated, and the joint proposal must have the signature of each district superintendent or official authorized to submit the proposal and agree to participate in the joint agreement. A school district or other eligible applicant can participate in only one proposal for a Preschool for All Expansion initiative.

A separate appropriation has been awarded to the City of Chicago School District #299 for the initiatives funded under the Early Childhood Block Grant (ECBG) Preschool for All Expansion program. Applicants proposing to provide services for children and families within the Chicago city limits must apply for funds through the Chicago school district. More information can be found at http://www.cps.edu/schools/earlychildhood/pages/earlychildhood.aspx. Programs seeking funding through ISBE must serve children and families outside the city of Chicago.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete a FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2019 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system, **when they become available**. Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM): Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

> (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
> (ii) Provide a valid DUNS number in its application https://fedgov.dnb.com/webform; and
> (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf

This grant is subject to the provisions of:
- 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 ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html

Merit-Based Review and Selection Process for Competitive Grants: The Illinois State Board of Education (ISBE) is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at https://www.isbe.net/Documents/ISBE-merit-based-review.pdf. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching:
Total amount of funding available for Preschool for All Expansion is contingent on appropriation by the Illinois General Assembly. ISBE anticipates making individual grant awards depending on information included in the proposal including, but not limited to: the types of services provided, including the length of program, high quality components, and transportation. Awarded funding will reflect the cost of operating a program for a minimum of 165 student attendance days per year. Applicants should request additional funds to facilitate services to the most at-risk families.

Individual grant awards will vary depending on the needs addressed in the approved proposal and the total appropriation for the program. Additional funding information can be found under Funding Information on pages 24-25.

Grant Period: The grant period will begin no sooner than July 1, 2018 and will extend from the execution date of the grant until June 30, 2019. Funding in the four (4) subsequent years will be contingent upon State Grant-making Rules, a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Submission Dates and Times/Other Submission Requirements: Mail the original and an electronic copy of the proposal on a USB flash drive to ISBE Early Childhood Division, 100 North First Street, E-225, Springfield, IL 62777 to ensure the NOFO/RFP response is in the ISBE offices no later than January 31, 2018 at 4:00 PM.

Proposals also may be hand-delivered to the following locations:

Springfield Office | Chicago Office
Reception Area | Reception Area
1st Floor | Suite 14-300
100 North First Street | 100 West Randolph Street

No late proposals, facsimile proposals, or electronic submissions will be accepted. Incomplete proposals will not be considered for funding.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the state superintendent via e-mail or US Postal Service approximately 90 days after the application deadline. The NOSA is <u>NOT</u> an authorization to begin performance or expenditures. Applicants must sign and return a copy of the NOSA to confirm acceptance of the terms of the award. Once the signed NOSA is received by ISBE, a Uniform Grant Agreement (UGA) will be prepared and sent to the applicant. Awardees will receive additional information from the programmatic contact approximately one week later via US Postal Service or email. This information will include important programmatic dates. Monies spent prior to programmatic approval are done so at the applicants own risk.

Technical Assistance Session: A technical assistance session will be held via recorded webinar and posted to the Early Childhood website approximately two weeks after release of the application. https://www.isbe.net/Pages/RFPs.aspx.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to December 29, 2017 https://www.isbe.net/Pages/Request-for-Proposals.aspx and https://www.isbe.net/Pages/RFPs.aspx. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact the Division of Early Childhood at 217-524-4835 or earlychi@isbe.net.

Program Description

<u>Early Childhood Care and Education Position Statement:</u>
The State Board of Education believes that the success of all Illinois children can be significantly enhanced when children participate in early childhood programs and services.

For the purposes of the Prevention Initiative, Preschool for All, and Preschool for All Expansion programs, early childhood is defined as the period in a child's life from birth through eight years of age. Appropriate early childhood programs, practices and services are defined as those which:
- are grounded upon research-based knowledge about child development;
- promote the child's emotional, physical, mental, and social well-being; and
- support and nurture families.

The Illinois State Board of Education (ISBE) is actively committed to develop, deliver, and support early childhood programs, practices, and services that will enable all children to be successful students and responsible citizens. ISBE believes the following commitments are essential in supporting the development of the whole child:
1. Emphasize the need for high-quality early experiences that reflect research and knowledge on program quality and outcomes across the developmental period of birth through eight years.
2. Encourage Illinois public schools to create coherent early learning systems that minimize major transitions for children and provide stable, consistent educational experiences for young children ages three through eight years.

3. Make prekindergarten programs available for all Illinois children identified as at-risk of academic failure and actively seek their participation. Support the provision of full-day prekindergarten for at-risk students who need additional educational experiences.
4. Support the availability of full-day kindergarten programs for all Illinois children.
5. Collaborate with families and relevant social service providers to provide early identification of and response to educational risk factors among children from birth through three years of age.
6. Collaborate with families, community organizations, child care organizations, Head Start, and other state agencies to meet the physical, mental, social, and emotional needs of young children, including their physical care and protection; share resources, services and accountability.
7. Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.

Program Description:
Funds from the Preschool For All Expansion Grant are used to implement and sustain high-quality preschool programs that reach and serve 3 to 5-year-old children in high-need communities and include the following components: a full school day of instruction; a teacher with Professional Educator License with Early Childhood Endorsement and Special Education, Bilingual and/or English as a Second Language Endorsement as indicated by population served; a teacher aide with endorsement as Paraprofessional Educator; a class of no more than 20 children; a curriculum and assessment system aligned with Illinois Early Learning and Development Standards; comprehensive services, including connections to health, mental health, dental and social services; intensive parent engagement service; provision of snacks and meal; and universal and targeted supports for positive behavioral and social-emotional development.

Program Background/History:
ISBE is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. Public Act 096-0948 amends Section 2-3.71 of the School Code (105ILCS 5/2-3.71) to establish the Preschool for All program to be administered on a competitive basis. The Preschool for All program emphasizes the relationship among early childhood education, parenting education and involvement, and future success in school.

As adopted by the state's Early Learning Council, the vision for early childhood in Illinois is for every child to enter kindergarten safe, healthy, eager to learn, and ready to succeed, To achieve this vision, Illinois has prioritized equitable access, effectiveness of services, and sustainability and stability of services for the system as a whole. Illinois' goal is for 80% of all children to be fully ready for kindergarten by 2021.

The goal of the Preschool for All program is to provide educational services to all 3- to 5-year-old children for those families who choose to participate. More specifically, the Preschool for All program focuses on providing high- quality educational programs for children who are determined to be at risk of academic failure.

The goals of the ECBG are to:

- Increase the percentage of children who begin kindergarten healthy, safe, eager to learn, and ready to succeed.
- Decrease disparities (racial, economic, geographic, etc.) in "readiness" at kindergarten entry, and in achievement by third grade.

To accomplish these goals, the following five priorities have been identified:

- Prioritizing high need communities.
- Serving more children from priority populations.
- Increasing the number of slots that meet the Preschool Expansion model (full-day, comprehensive services). ***Please see separate RFP for the Preschool Expansion model.***
- Encouraging/supporting community collaborations.
- Building birth to 3rd grade continuum of high quality services.

In awarding Preschool for All grants, the Illinois State Board of Education shall address two legislatively mandated priorities:

- First priority in awarding grants must be given to applicants that propose to serve primarily children who have been identified as being at risk of academic failure. At-risk children are those who, because of their home and community environment, are subject to such language, cultural, economic and like disadvantages that they have been determined, as a result of screening procedures, to be at risk of academic failure. A disproportionate share of all children considered to be at-risk come from low-income families, including low-income working families, homeless families, families where English is not the primary language spoken in the home, or families where one or both parents are teenagers or have not completed high school. However, neither a child's membership in a certain group nor a child's family situation should determine whether that child is at-risk.
- Second priority in awarding grants must be given to applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2).[1] For each child whose participation is based on the family income, the successful applicant must collect evidence of family income levels.

For the purpose of this RFP, "programs serving primarily at-risk children" are defined as those programs which:

- 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
- Have taken specific, proactive measures to ensure that parents/guardians of potentially at-risk children in the community are aware of the opportunity for preschool education through the program.[2]

Applicants must refer to the Community Demographics and Ranking Document found on the Early Childhood Division RFP webpage under FY 19 RFP resources before developing and

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[1] Please note that Congress has extended the 2017 Poverty Guidelines, see chart below for those guidelines. It is recommended that applicants check the website link below for updates.
[2] 23 IL Administrative Code 235, Section 235.30

submitting proposals. This document must be used when referring to "Population to be Served." In addition, applicants are encouraged to review related information found at the [Early Childhood Division website](#).   These documents summarize activities and other considerations found in successful early childhood programs. The Illinois Early Childhood Asset Map (IECAM) website http://iecam.illinois.edu/ can also be used to assist in finding data needed to complete their proposal.

2017 HHS Poverty Guidelines

Persons in Family or Household*	Poverty Level	4 Times Poverty Level
1	$12,060	$48,240
2	$16,240	$64,960
3	$20,420	$81,680
4	$24,600	$98,400
5	$28,780	$115,120
6	$32,960	$131,840
7	$37,140	$148,560
8	$41,320	$165,280
For each additional person, add	$4,150	$16,720

SOURCE: *HHS Poverty Guidelines for 2017:* https://aspe.hhs.gov/poverty-guidelines
The 2017 poverty guidelines are in effect as of January 26, 2017
See also the Federal Register notice of the 2017 poverty guidelines, published January 31, 2017   https://www.federalregister.gov/documents/2017/01/31/2017-02076/annual-update-of-the-hhs-poverty-guidelines

Additional Requirement for Preschool for All Expansion:
>   NOTE: Additional expansion requirements are stated throughout the RFP. Illinois was awarded a federally funded Preschool Expansion Grant in 2014. Requirements of the expansion grant include state matching components. The additional requirements for Preschool for All Expansion listed in this document are pursuant to the state matching requirements outlined in the Preschool Expansion Grant.

>   1. 75 percent or more of the children who are enrolled must be 4 years old by September 1st and at or below 200% of the federal poverty level. Children have multiple risk factors or 1 highest priority selection factor.
>   a. The highest priority selection factors for the program are: homelessness, child welfare involvement, disability (child has Individual Education Plan

[IEP] for more than itinerant speech services or has been referred for special education evaluation), and family income at or below 50 percent of the FPL.
    b. Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.

Preschool for All Expansion programs must serve only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the Preschool for All Expansion program is to be implemented).

As part of the Early Childhood Block Grant, the Preschool for All Expansion program emphasizes the relationship among early childhood education, parenting education and involvement, and future success in school. Applicants submitting a proposal for a Preschool for All Expansion program are encouraged to think strategically about the use of early childhood funds so that each element of the effort reinforces and supports the others.

ECBG PFA Expansion Program Requirements:

This section includes requirements for each PFA Expansion program component. The requirements are found in the "Meets Standard" column of the scoring rubric. In addition, this section includes recommended practices for implementing PFA Expansion. The recommended practices are found in the "Exemplary" column of the scoring rubric.

Component 1: Screening to determine risk status
Goal: Illinois' neediest children will be identified and served.

Applicants must provide a description of the procedures to be used for a comprehensive screener to be administered to each child and family to determine need for services.

Screening should be conducted on a community-wide basis and be developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, Prevention Initiative, Early Intervention, Child and Family Connections, and Child Find). The screening process includes a quickly administered research-based screening tool that identifies children needing further assessment/evaluation or identifies children for a given program. Results of the screening shall be made available to the program staff and families of the children screened.

Examples of Research-Based Screening Instruments:
- Ages & Stages Questionnaire (ASQ)
- Brigance Screens
- Denver Developmental Screening
- Developmental Indicators for the Assessment of Learning-Third Edition or Fourth Edition (Dial -3, Dial -4).

Preschool for All Expansion programs must offer a comprehensive screening process that meets the following requirements:
- Criteria to determine at what point performance on a research-based screening instrument indicates that children are at risk of academic failure as well as to assess

other environmental, economic, and demographic information that indicates a likelihood that the children would be at-risk. All screening instruments and activities must relate to and measure the child's development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development.
- All screening procedures must include a parent/guardian interview to be conducted in the parents'/guardians' home/native language, if necessary. This interview should be designed to obtain a summary of the child's health history and social development and may include questions about the parent's/guardian's education level, employment, income and age; the number of children in the household, and the number of school-aged siblings experiencing academic difficulty.
- Vision and hearing screening, in accordance with 77 Illinois Administrative Code 685 (Vision Screening) and 77 Illinois Administrative Code 675 (Hearing Screening) must be provided.
- Written parental permission for the screening as required by Section 2-3.71 of the School Code must be obtained.
- School district must administer a home language survey and provide services to eligible children as required by 23 Ill. Admin Code 228.
- Where possible, teaching staff of Preschool for All Expansion must be involved in the screening process. Results of the screening must be made available to the teaching staff.
- The weighted eligibility criteria developed by the state should be used to prioritize children who are most at risk of academic failure. Additional risk factors selected should reflect the community to be served and are weighted to ensure that the children most at risk of academic failure are enrolled. See Table A below for weighted eligibility criteria.

Table A

Illinois has developed weighted eligibility criteria around the priority populations that may be most at risk for later school failure.

Highest Priority Populations	Children from homeless families
	Children involved in the child welfare system
	Children with developmental delays and disabilities
	Children from families below 50% FPL
Additional Priority Populations	Children from families below 100% FPL
	Primary caregiver did not complete high school/No GED
	Teen parent at birth of first child
	Child was born outside of the United States or has one or more parent or caregiver born outside of the United States
	Parent or caregiver primarily speaks a language other than English at home
	Active Duty Military family

	Screening indicates delays in development but no referral to special education at this time
	Child has not previously participated in a formal early learning program
Communities may identify additional risk factors to apply to their weighted eligibility criteria.	

- Children have multiple risk factors or one highest priority selection factor according to the weighted eligibility form. Highest priority selection factors are homelessness, child welfare involvement, disability (child has Individual Education Program [IEP] for more than itinerant speech services or has been referred for special education evaluation), and family income at or below 50 percent of the Federal Poverty Level (FPL).
- The program collects and reviews proof of family income to determine eligibility and priority points (50% or 100% of FPL).
- Programs must document how family income was calculated using any one of the following forms of evidence:
  - o Pay stubs (two most recent, consecutive)
  - o Proof of WIC benefit
  - o Proof of Supplemental Nutrition Assistance Program (SNAP) benefit
  - o Proof of Temporary Assistance for Needy Families (TANF) enrollment
  - o Proof of Supplemental Security Income (SSI) benefit
  - o Proof the family receives Child Care Assistance Program (CCAP)
  - o Tax return (most recent)
  - o Wages and tax statement (most recent W-2)
  - o Verification/letter from employer
  - o Proof that parent is enrolled in Medicaid (a medical card with the child's name does not prove income eligibility).
  - o Signed written statement from the family (provide form for families with no income)
- Children who are not toilet trained are not excluded from the program.

Additional Requirements for Preschool for All Expansion:
- The program must actively seek out and enroll children with special needs, and maintains a clear, written process for referral/assessment of children with suspected special needs and comprehensive support to families during the assessment process.

The following additional practices are recommended for a high quality Preschool for All Expansion program:
- The at-risk factors are agreed upon by all partners.
- Outreach and recruitment strategies are targeted to reach those families with the greatest number of risk factors (in particular, at-risk families who may not otherwise come to the screening).
- For children determined to be English Learners, developmental screening takes place in the child's home language, whenever possible, and these children are screened for native language proficiency.
- When screening for development in the native or home language, use of parents/guardians in play-based assessment or other techniques may be used.

Component 2: Educational Program
Goal: Preschool children will show gains in all developmental areas, including literacy, cognitive, social, and emotional development.

Each Preschool for All Expansion grantee must offer an appropriate education program for those children who participate. The education program that is established must include a language and literacy development component for each child based on the child's individual assessment. In addition, there must be collaboration with other services and resources available in the community. The staff-child ratio may not exceed one (1) adult to ten (10) children. No more than twenty (20) children may be served in a single classroom. The maximum number of children should be served in each classroom as defined by the inclusion program model selected. The Inclusion model document can be found at https://www.isbe.net/Documents/Inclusion%20Models%20Color.pdf
The minimum number of children to be served in a PFA Expansion classroom is 15 when utilizing an inclusive model.

Definition of Instructional Assessment: Instructional assessment is the process of observing, recording, and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child, including planning for groups and individual children and communicating with families. This level of assessment yields information about what children know and are able to do at a given point in time, guides "next steps" in learning, and provides feedback on progress towards goals. Instructional assessment is a continuous process that is directly linked to curriculum.

Definition of Diagnostic Assessment: Diagnostic assessment is a thorough and comprehensive assessment of early development and/or learning for the purpose of identifying specific learning difficulties and delays, disabilities, and specific skill deficiencies, as well as evaluating eligibility for additional support services, early intervention, and special education. A diagnostic assessment is usually a formal procedure, conducted by trained professionals using specific tests.

Definition of Curriculum: A curriculum is an organized framework that delineates the content children and/or families are to learn, the processes through which they achieve the identified curricular goals, what providers do to help them achieve these goals, and the context in which teaching and learning occur.

Preschool for All Expansion must offer an appropriate education program that meets the following requirements:
- The curriculum and instructional practices are aligned with the IELDS (https://www.isbe.net/Documents/early_learning_standards.pdf). ISBE does not endorse specific curricula for use in Preschool for All Expansion. An evidence-based curriculum is used. Local projects must consider the following criteria when selecting a curriculum:
  - A comprehensive, research based curriculum is used and aligns with the IELDS; (a list of aligned curriculum is available at http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=48%20
  - The curriculum is implemented with fidelity and should support all domains of the IELDS.

- The use of supplemental curricula should be based upon the unique needs of the program that necessitate content above and beyond the primary curriculum, and any content used from the supplemental curriculum should be based upon research on best practice and should align with the framework of the comprehensive curriculum.
  - Provision(s) for child initiation and engagement;
  - Use of content based on research of how young children learn;
  - Provision for parent/guardian involvement, through meaningful communication with families;
  - Alignment with an authentic assessment tool that is ongoing and comprehensive;
  - Consideration of the child's linguistic and cultural background;
  - Consideration of the range of experience and qualifications of early childhood teachers;
  - Consideration of a wide range of children's abilities, including those of children with IEPs; and
  - The individualized assessment profile for each child will be the basis for determining that child's educational program.
  - Individual student plans have been developed and are reflective of the philosophy of the program and the IELDS. Student progress will be assessed over time with measurable outcomes and documented to ensure that the educational program meets the needs of the student.
- The following domains of development are addressed: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
- A language and literacy development program shall be implemented for each child based on the child's individual assessment.
- A system is established whereby each student's families are advised of their child's progress based on the his or her individual assessment in their native language, if applicable.
- Individual student files are confidentially maintained and contain the following information:
  - weighted eligibility criteria, including income verification;
  - health record, including vision and hearing screening and physical and immunization record;
  - evidence of screening results and/or IEP
  - written permission to participate in the program, photo release (if agreed to by parent/guardian), and pick-up authorization form;
  - attendance and enrollment records.
- The program has a written plan with procedures for transitioning children in to and out of the program, which includes ensuring that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program.
- The program meets five days a week.
- Students attend a minimum of 165 days a year.
- Parent/guardians are not required to provide or pay for meals/snacks. Program does not charge families fees for field trips or registration; nor does program require families purchase student supplies or materials.
- Activities that pull children out of the classroom are minimal or nonexistent.
- Emergency drill procedures and the class schedule are posted.

- The classroom is stocked with developmentally appropriate materials, supplies, and equipment.
- Blocks of time are scheduled in such a way that the children can become absorbed in their learning experiences without being interrupted.
- The schedule provides a balance of:
  - teacher-directed and meaningful child-initiated activities;
  - active and quiet activities;
  - independent and guided activities;
  - large- and small-group, and individual activities; and
  - a minimum of time wasted by waiting in line, group snack, etc.
- Children are read to every day.
- Native language and English Learners materials are provided in the classroom.
- Special education supports and services are provided in the PFA Expansion classroom and embedded into the activities and routines of the day. Provisions are made to allow for the participation of children with disabilities in the program.
- School district grantees with programs serving homeless children must have a written plan for homeless students that 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.
- For children who are identified as English Learners, the program of instruction must provide language development supports in compliance with the bilingual education rules and procedures required by 23 Ill. Admin Code 228. For programs that will serve English learners, curriculum must align to the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition."
- The program prohibits expulsion and suspension and when persistent and serious challenging behaviors emerge, the early childhood program shall document steps taken to ensure that the child can participate safely in the program, utilizing a range of community resources.[3]
- The program is aligned within a birth through third grade continuum of services. This is a set of educational experiences and supports for children, families, and the professionals and organizations that serve them.[4]

Additional Requirements for Preschool for All Expansion:
- The program meets for a full day equivalent to a first grade classroom in the local district, and no less than five hours each day.
- A nutritious breakfast, lunch and afternoon snack are offered to children at no cost to families and aligned with U.S. Department of Agriculture's Food and Nutrition Guidelines and meet DCFS' standards for licensed child care centers or community settings.

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[3] Please see 105 ILCS 5/2-3.71 for additional information.

[4] The ISU Birth through Third Grade Continuity Project (https://education.illinoisstate.edu/csep/b3/) lists eight areas for potential alignment, which include community partnerships, comprehensive services, family engagement and parent/guardian leadership, data-driven improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development.

- The program follows a social-emotional model or curriculum in order to promote positive behavior and social-emotional development
- Daily schedule includes at least 60 minutes of physical activity with materials and equipment that support a variety of vigorous physical activity and aligns with the IELDS Physical Development and Health domain.
- Comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health.
- The program ensures that each child receives a dental and health screening.
- Mental health services are provided to children and families including observations, consultation and referral. Programs should contract or collaborate with a qualified mental health provider or consultant. This individual should have experience working with young children and their families.
- The program ensures that each child receives a mental health screening.
- IEP services are provided to children within the classroom setting.

The following additional practices are recommended for a high quality Preschool for All Expansion program:
- Best practices regarding inclusion of children with special needs are followed, including:
  - o Recommended at least 10%, but not more than 30%, of each classroom's enrolled children have disabilities (a child with a diagnosed disability other than speech only, that has completed a formal assessment, has an IFSP or IEP and is receiving [or is eligible for] support services).
  - o Students with IEPs should be active members of the classroom. Strategies, supports, and services identified in IEPs are provided in the classroom and are embedded into classroom play, activities, and routines, resulting in minimal transitions.
  - o Community based programs work with the lead education agency (LEA) to develop a Memorandum of Understanding (MOU) to ensure their students are being referred, evaluated and provided services. LEAs also reach out to community programs in order to develop a relationship to ensure Child Find requirements are being fulfilled.
  - o Program mission statements should reference that all students, regardless of identification of special education services or English Learner supports, among others, are included and educated in the program.
  - o Individualization occurring in the classroom should be based on IEP goals and accommodations.
  - o The LEA is responsible for funding and providing the special education services.

Component 3: Family (Parent/Guardian) Involvement
Goal: Families will be involved in their children's educational process and will gain knowledge and skills in parenting.

Preschool for All Expansion must provide parent education and involvement activities that meet the following requirements:
- Communication between home and the Preschool for All Expansion program should be two-way, meaningful and when appropriate, in the families' native language. Parenting skills are promoted and supported.

- Opportunities for family education are provided.
- Families play an integral role in assisting student learning.
- Families are welcome in the program, and their support and involvement are sought. Families are encouraged to volunteer in the classroom.
- Family activities such as workshops, field trips and child/family events are provided to engage in cultural and social enrichment.
- Families are full partners in the decisions that affect children and families.
- Families, staff members and community representatives cooperatively develop a mission statement based on shared beliefs.
- The program establishes partnerships with families to promote the development of children and their families.
- The program provides information to families on the educational rights of their children experiencing homelessness.

Additional Requirements for Preschool for All Expansion:
- A family educator is employed to support family engagement in the program and lead family education and support efforts.

Examples of key activities for Family Educators:

Family Engagement and Education
- o Collaborate with teachers and instructional leaders to engage families in the classroom and school/site, including meaningful volunteer opportunities. Ensure that the program maintains a welcoming environment for families.
- o Lead development and implementation of family education opportunities, leveraging internal resources and community partners. Solicit family input on family education offerings.
- o Implement and support activities to ensure a strong connection between home and school, including take-home learning activities.
- o Engage families in parent advisory committee and other leadership opportunities.

Eligibility and Recruitment
- o Support program efforts to identify and recruit the most at-risk children in the community.
- o Educate families about the importance of early learning programs and support families in completing the enrollment process.
- o Identify and develop potential partnerships with community entities with access to priority populations.

Attendance
- o Contact families of absent students to determine reasons for absence.
- o Review attendance on a regular basis to identify patterns of absenteeism.
- o Determine supports needed to support regular attendance and connect families to resources as appropriate. Educate families about benefits and importance of regular attendance.

Comprehensive Services
- o Monitor health and dental records to ensure that children receive regular screenings and follow-up for any treatment needs.

- o Coordinate parent meetings and workshops to educate families in the areas of child health, mental health and development.
- o Assist families in establishing a "medical home" and "dental home" for their children to ensure access to consistent health care.
- o Collaborate with mental health consultant to facilitate evaluation of children with parent consent and referrals to mental health resources as needed.
- o Coordinate and conduct home visits as needed to support home-school connection, address attendance concerns and provide other family supports.
- o Provide supports to children with special needs, including empowering families as advocates for their children.

Connection to Resources
- o Assess family needs and identify parent/guardian goals for family. Work with families to develop a plan towards meeting needs and achieving goals.
  Refer families to resources to support their plan. Document referrals and progress towards goals and follow up with families regarding referrals on a regular basis.

- Families are connected to a medical and dental home to ensure regular access to care and follow-up.
- Program staff works with families to provide referrals, resources and services that address the needs of families and conducts follow up to ensure effectiveness of services.
- The program must have signed MOU with health, mental health and dental partners specifying the process for referral.
- Workshops and training are offered to families on a regular basis on topics related to child health, dental care, mental wellness and healthy lifestyles.
- Families will also be educated about kindergarten transition and engaged in collaboratively developing a transition plan for their child.
- The program has a written plan detailing a clear strategy for providing comprehensive services and aligns to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family and Community Engagement Framework.[5]
- A Parent Advisory Council is formed or representation on an existing council that encourages families to participate and receives necessary programmatic information to understand and inform program policies/procedures and to make substantive suggestions or express concerns, specific to the preschool expansion program. Families will also have opportunities to participate in a variety of leadership opportunities throughout the year.

The following additional practices are recommended for a high quality Preschool for All Expansion program:
- The program encourages families to make decisions regarding their parenting skills and their children's development.

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[5] The ISBE Family Engagement Framework can be viewed at http://www.isbe.net/family-engagement/html/framework.htm. The Head Start Parent, Family, and Community Engagement Framework can be found at https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf.

- The program recognizes that both mothers and fathers play an essential role in their children's development and, to the extent possible, encourages the involvement of mother, father, and other caregivers involvement in children's lives.
- Home visits are scheduled at least annually.
- The program has a lending library for families.
- The program has a toy/book lending library for children.
- The program has a newsletter.

Component 4: Community Collaboration
Goal: Children and families will receive all services needed through a seamless and unduplicated system.

Preschool for All Expansion programs must have collaborative partnerships that combine high-quality education and care for preschool that meet the following requirements:
- The program has a comprehensive written plan outlining collaboration with members of the local community that serve young children and families.
- The program has a written agreement with the local Head Start. The Written agreement should reflect that discussion has taken place regarding strategies based on practice and research that have proven to support children's school success.[6].

Additional Requirements for Preschool for All Expansion:
- The program actively collaborates with the local Head Start through regular communication, coordination of services and joint activities, where possible. The programs should meet at minimum twice annually.
- The program actively participates in local collaboration groups, to improve outcomes for all children and families.
- The program has an active partnership and regular communication with regional DCFS and McKinney-Vento liaisons to provide services to enrolled homeless families and those involved in the child welfare system.
- The program maintains active linkages to community social service resources, including housing services, adult literacy and education programs, financial asset building services, domestic violence and substance abuse, and cultural resources to address family needs and provide children and families with opportunities to engage in cultural and social enrichment.

The following additional practices are recommended for a high quality Preschool for All Expansion program:
- Table B below describes guidance for the roles of local community collaborations and direct service providers in relation to key aspects of system building. Local collaborations and direct service providers should support each other and should be well-integrated, in order to achieve the state's vision of every child entering kindergarten safe, healthy, ready to succeed and eager to learn.

Table B

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[6] Refer to sample MOU for additional guidance. https://www.isbe.net/Pages/Preschool-Development-Grant-Expansion-Grant.aspx

Aspects of EC System Building	Column A: Role of Local Collaboration	Column B: Role of Service Provider
Pipeline of services	Coordinate activities to reduce duplication of effort or intake Recruit and engage with other local child- and family-serving programs (beyond EC programs, e.g., housing, child welfare) Develop and implement systems development efforts (such as coordinated intake or pipeline development (0-3 >3-5 >K) Disseminate state-level templates for consent forms that enable local programs to make "warm referrals" Adopt referral systems that the improve families' access to services (such as the G3PS system currently being piloted in selected AOK Networks) Identify any areas of targeted need	Participate in information-sharing and cross-training across sectors and programs Assess families' needs and know how to effectively refer them to a range of local comprehensive services Participate in systems development efforts (such as coordinated intake or pipeline development (0-3 >3-5 >K) Put in place consent forms and procedures that support a "warm referral system" to make referrals and transitions more successful for families Engage families in understanding the continuum of services and how to access Ensure that high risk families are served and that programs are reasonably full
Systems building	Bring together local/ organizational leaders from key systems to address barriers and support effective local systems Hold vision of what local EC system should look like Develop and implement cross-sector strategies to achieve system outcomes Diffuse knowledge throughout local cross-sector organizations	Identify barriers faced by families and providers in trying to obtain comprehensive services for the family Participate in cross-sector collaboration meetings and workgroups and provide feedback from program experience Participate in the development of system building strategies
Data sharing and analysis	Gather and compile locally-desired data from local providers and share with stakeholders Use local data to guide local planning and measure collaborative progress	Share available aggregated program data and trends with the local collaboration, such as the following service utilization data: Number of slots available vs. utilized Number of developmental/SE screenings Number of children referred to E.I. services Number of IEP recipients at kindergarten that did not receive E.I. services Number of new DCFS wards

Policy advocacy (feedback loop)	↑Communicate local cross-sector experience, concerns, barriers, questions, successes to region/state ↓Provide accurate and timely information to local providers and others	↑Collect and communicate program and system experience, concerns, opportunities, barriers, questions, successes to local collaborations ↓Provide accurate and timely information to program staff and families
Public and parent engagement	Participate in developing shared messaging Engage parents, transmit message to parents Create and use structures that engage parents as leaders (e.g. parent councils) Coordinate parent leadership development activities	Participate in developing shared messaging Engage parents, transmit message to parents Engage parents in leadership roles in the program/ agency
Quality improvement	Bring programs together to discuss their experiences with reflective practice and continuous quality improvement Communicate promising practices to region/ state	Implement program with model fidelity and continuous quality improvement Participate in state efforts such as ExceleRate Participate in sharing lessons learned and best practices
Resource development	Leverage the private sector, including community foundations, corporate giving, and United Ways Coordinate rapid response to funding opportunities or funding cuts	Participate in collaborative discussions to engage the private sector Blend and braid available funding to implement services that match families' needs
Workforce development	Form and support local professional development cohorts within sectors (e.g., ExceleRate cohort). Coordinate local trainings to maximize outreach and minimize duplication of effort	Promote professional development opportunities among program staff, supervisors, and administrators and leadership

- PFA Expansion programs should work with other programs in their community who serve children ages three to five in order to identify and enroll eligible participants for the Preschool for All Expansion program. Individual communities may be at different places on a continuum of implementing coordination strategies. Ways of coordinating across programs and sectors include, but are not limited to:

A. Shared or mutual referrals: participating programs use a shared set of protocols and/or a shared form to refer families to each other's services.

B. Coordinated Intake: a collaborative process that provides families with a shared screening process and coordinated points of entry for programs serving young children and their families within a defined community. The main components include:

     i.   Coordinated and joint outreach
    ii.   A shared form and shared procedures for intake or eligibility screening, used by all participating programs.
   iii.   Coordination of referrals: referrals can come from different entities. Often one entity is identified as a coordinating entity that will collect all intake forms, track and when applicable, assign referrals and follows up.
   iv.   Regular meetings of the participating programs to review progress and to trouble-shoot and improve the referral system.

C. Referral pipeline: connects children and families with the highest needs to high quality early childhood programs, social service providers, medical and dental services, job training programs and other community resources to meet family needs. These connections are made possible through strong collaboration among community partners, leveraging a shared vision and the places and spaces where families already connect. An effective pipeline may include talking points, tracking systems, and small experiments to engage strong communication and referral linkages between non-EC programs and EC programs. Pipelines should be "bi-directional," meaning that non-EC partners should refer to EC partners, and EC partners should refer to non-EC partners.

D. Continuous early childhood services: smooth transitions between early childhood programs (i.e., from 0-3 to 3-5 to kindergarten, etc.), and aligned, high-quality programming in all of those settings, resulting in children's readiness for school and for life. Through enrollment pipelines into continuous early childhood services, children with the highest needs are identified and enrolled in appropriate services as early as possible, and continue in high quality early education through third grade.

Component 5: Staff Requirements
Goal: Staff will have the knowledge and skills needed to assist children in reaching their full potential as learners.

Preschool for All Expansion staff must hold appropriate licensure, endorsement, and/or qualifications for the position for which they are hired and meet the following requirements:
- 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.[1]
- Preschool for All Expansion/Early Childhood Special Education (ECSE) blended classroom teacher must hold current, PEL with ECE endorsement AND ECSE approval. Programs should refer to the "Inclusion Model" guidance document to ensure the teacher(s) is appropriately licensed.
- 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

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[1] See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1.Appendix A).

educator received in accordance with Section 25.15(a)(2)(J) (Types of Licenses; Exchange).
- Directors of child care centers offering preschool programs funded under Section 2-3.71 of the School Code and this Part shall have either:
  - a minimum of a baccalaureate degree in child development or early childhood education or the equivalent (i.e., baccalaureate in any discipline with a minimum of 24 semester hours of credit in child development, early childhood education, or early childhood special education, including relevant field experience) and a Gateways to Opportunity Level II or III Illinois Director Credential issued pursuant to Section 10-70 of the Department of Human Services Act [20 ILCS 1305/10-70] (see http://www.ilgateways.com/en/credentials);
  - meet the requirements of subsection (c)(9)(E).
- Directors of preschool programs funded under Section 2-3.71 of the School Code and this Part and administered by school districts shall hold a professional educator license endorsed for principal or general administrative issued under 23 Ill. Adm. Code 25.337 (Principal (2013)) or 25.335 (General Administrative (Through August 31, 2014)), respectively.

Additional Requirements for Preschool for All Expansion:
- Teaching staff salaries are comparable to local K-12 teaching staff salaries. School district salary scales are publicly available documents and should be consulted to determine the appropriate starting salary for teachers, based on level of education.
- Program shall employ at least one instructional leader (master teacher, curriculum coordinator, or education coordinator) with a bachelor's degree in child development or early childhood education and specific early childhood expertise and expertise in serving culturally and linguistically diverse children for every 10 classrooms.
- Program shall employ at least one family educator, serving a maximum caseload of 100 children, with experience in child development, early childhood education, social work or a related field required.
- Classroom teachers and school/center-level leadership participate on the Parent Advisory Council.

The following additional practices are recommended for a high quality Preschool for All Expansion program:
- The administrator and all program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing and implementing them.
- The program has written personnel policies and job descriptions on file.
- The program offers opportunities and resources for staff to share and consult with others regularly.
- Paraprofessionals hired to work in the Preschool for All Expansion program have at least 12 hours of coursework in Early Childhood Education, and 10 hours of ECE observation or 200 hours of documented ECE work experience.

Review Licensure Rules at
https://www.isbe.net/Pages/Educator-Licensure-Legislation.aspx

Component 6: Professional Development

Goal: Staff will continue to gain skills and knowledge, based on current research and best practices, to improve outcomes for children and families.

Definition of professional development: activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of children.

Preschool for All Expansion must offer professional development for staff that meets the following requirements:
- Professional development needs and interests of each staff member within the program are determined. This information may be obtained through an annual staff survey, program monitoring, or a staff member's individual evaluation.
- An annual written plan that addresses each staff member's professional needs and interests is developed. Professional development opportunities may include, but are not limited to: district or agency in-service/training, outside consultants, book studies, webinars, coaching, professional learning communities, classroom observations, or graduate courses.
- Plans are created collaboratively with staff member and administrator in order to reflect both professional interests and professional needs. In order to enable staff to achieve the purpose and goals of Preschool for All Expansion, staff development needs must be assessed and appropriate ongoing professional development activities provided.

Additional Requirements for Preschool for All Expansion:
- Teaching staff members receive training annually on program's selected screening tools, curriculum, and assessment tool.
- An instructional leader provides who provides embedded professional development and implements a professional learning community focused on instructional excellence. The leader develops, cultivates and maintains a professional learning community across classroom instructional staff.

Examples of Key activities for Instructional Leaders:

Curriculum
- Ensure that the program selects a high-quality curriculum in alignment with the Illinois Early Learning Standards.
- Manage program implementation of selected curriculum, assessment tool and any supplemental materials. Align program practices and standards to support quality implementation.
- Coordinate teacher training and professional development on selected curricula.
- Provide support to classroom education staff in creating lesson plans that are faithful to the curriculum and developmentally appropriate. Review lesson plans and provide teachers with timely feedback and recommendations.

Professional Development
- Collaborate with classroom education staff to develop individual professional development plans for each staff member.
- Identify professional development opportunities offered by funders, regional professional development providers and others that align to teaching staff goals and needs.

- Develop and facilitate a professional learning community focused on instructional excellence.

Observation and Coaching
- Conduct regular observation in all assigned classrooms and maintain records.
- Engage education staff in individual and group reflective coaching to discuss observations and develop a plan to strengthen challenging areas and build on areas of strength.
- Support peer observation and learning between classrooms/sites.

Instructional Quality
- Participate in professional development opportunities, including workshops and conferences, to bring new and emerging best practices into the program.
- Identify resources and materials that will support instructional quality and integrate them into program practices.
- Develop internal systems and procedures that advance instructional quality Program shall employ at least one family educator, serving a maximum caseload of 100 children, with experience in child development, early childhood education, social work or a related field required.

The following additional practices are recommended for a high quality Preschool for All Expansion program:
- Administration and staff are able to participate in professional development training, internal and external, related to providing services to children with IEPs in the regular early childhood classroom and supporting families through the identification and evaluation process. The program's professional development plan addresses issues of language and cultural diversity within the program.

Component 7: Evaluation
Goal: The evaluation will provide critical data and information that is used for continuous program improvement.

Preschool for All Expansion must have a written, annual program evaluation and continuous quality improvement plan that meets the following requirements:
- The program has an annual self-assessment that informs both the individualized staff development plans and the program's annual continuous quality improvement plan.
- The program uses the data and information for continuous program improvement to lead to better family outcomes. Procedures are in place to use evaluation data to inform continuous program improvement, including who will review the data and on what schedule. Program improvement plans are developed and their implementation is periodically reviewed.

The following additional practices are recommended for a high quality Preschool for All Expansion program:
- Measurable outcomes for children participating in the program are used in the evaluation.
- Measurable outcomes for family participation are used in the evaluation.
- The effectiveness of native and English language instruction is assessed.

Policy Requirements:
All PFA Expansion programs shall meet the requirements for the Early Childhood Block Grant Administrative Rules, Part 235.

Deliverables and Milestones:
1. Screen and identify those children ages 3-5 who are most at risk of academic failure.
2. Serve those children ages 3-5 who are most at risk of academic failure.

3. Provide children from ages 3-5 and their families with high quality preschool programs.

Goals and Measurements (Performance Measures):
1. Individual student enrollment and exit data entered into the ISBE Student Information System;
2. Program compliance requirements as listed in the ISBE Early Childhood Block Grant 3-5 Compliance Checklist;
3. Quality measurement with the Early Childhood Environment Rating Scale (ECERS).

Performance Standards:
The number of children served by the program is at least 90% of the number projected to be served; conform with the program compliance requirements as listed in the ISBE Preschool for All Expansion Compliance Checklist; and develop and implement a Continuous Quality Improvement Plan.

Funding Information
Introduction:
The estimated allocation for the Preschool for All Expansion initiative is $43,000,000. The individual grant awards will be based on sufficient appropriation by the Illinois General Assembly. ISBE anticipates making individual grant awards depending on information included in the proposal including, but not limited to: the types of services provided, including the length of program, high quality components, and transportation. Awarded funding will reflect the cost of operating a program for a minimum of 165 student attendance days per year. Applicants should request funds to facilitate services to the most at-risk families.

Cost Sharing or Matching:
Cost sharing or matching is not required for purposes of this grant.

Indirect Cost Rate:
In accordance with a Delegation Agreement between the United States Department of Education and the Illinois State Board of Education (ISBE), and pursuant to its authority under the Grant Accountability and Transparency Act (GATA) and administrative rules, the Governor's Office of Management and Budget has granted ISBE an exception to the federal Uniform Guidance and GATA regarding the determination of indirect cost rates which may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE. The agreement may be found at https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx.

Sections 2-3.71 and 2-3.89 of the Illinois School Code require that Early Childhood Block Grant funds received by public school districts be used to supplement, not supplant funds

received from other sources. The supplement, not supplant provision of the program requires the use of a restricted indirect cost reimbursement rate by Local Education Agencies (LEAs). LEAs may utilize either the restricted indirect cost rate the LEA negotiates annually with ISBE (school districts) or the state-wide average restricted indirect cost rate calculated by ISBE (Regional Offices of Education, Intermediate Service Centers, special education cooperatives, area vocational centers, charter schools, and university laboratory schools approved by ISBE).

Not-for-profit agencies, community/faith-based organizations, and for-profit entities may utilize the state-wide average unrestricted indirect cost rate calculated by ISBE for all state and federal grant programs administered by ISBE. Colleges and Universities will be restricted to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for state and federal grants administered by ISBE.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), and Data Processing Services (2660) and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

Funding Restrictions:
The budget shall specify that no more than 5 percent of the total grant award shall be used for administrative and general expenses (General Administration 2300) not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation.

Public school district grantees shall use funds provided under the Early Childhood Block Grant to supplement, not supplant, funds received from any other source. (Sections 2-3.71 and 2-3.89 of the School Code)

Grant funds may not be used to provide religious instruction, conduct worship services or engage in any form of proselytization.

No funds may be used to help support or sustain any institution controlled by any church or sectarian denomination (see Article X, Section 3 of the Illinois Constitution).

Reporting Requirements

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.

Program Data Reports: All grantees must submit the following data to the ISBE via the ISBE Web Application Security (IWAS) system, for the Preschool for All Expansion project for which the grantee is funded (see Specific Terms of the Grant for details):

- Student Information System (SIS) Early Childhood Data
- Student Health Data-Immunization
- Employment Information System (EIS) Teacher, Administrator, and Other School Personnel Data
- Early Childhood Outcomes (for Children with IEP's)
- Any similar program related information that the State Superintendent may request upon 30 days written notice.

Enrollment Reports: All grantees must enroll and exit each Preschool for All Expansion student in the ISBE Student Information System (SIS). This reporting activity is continuous through the year.

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

Content and Form of Application Submission

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

1. _____Uniform Application for State Grant Assistance (Attachment 1): Include the entity name, address, telephone and fax numbers, e-mail, name and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM Cage Code; and all other listed information. The Uniform Application must be signed by the official authorized to submit the proposal.

2._____Cover Page (Attachment 2): The cover page must be signed by the school district superintendent or official authorized to submit the proposal.

3._____Joint Application (Attachment 2a): Joint proposals must have the signature of the superintendent of each participating school district or agency official authorized to submit the proposal, in the case of other eligible applicants. Joint applications must designate either the superintendent of one of the participating school districts, or official from one of the participating entities, to serve as the administrative agent. Eligible applicants may participate in only one proposal for a specific initiative.

4._____Evidence of Existing Competencies (Attachment 3): This must be completed by applicants other than public school districts and by applicants submitting joint applications.

Applicants other than public school districts must provide evidence of existing competencies to provide early childhood education programs, to include the agency's mission statement, goals and policies regarding early childhood programs, a description of

the agency's organizational structure, and a list of any early childhood accreditations that have been achieved, which may include, as applicable, the most current designation of the applicant has received through the ExceleRate Illinois: Quality Recognition and Improvement System (http://www.excelerateillinoisproviders.com/).

Joint applications must include the goals and objectives of the collaboration and a brief description of each partner's experience in providing similar services.

5._____Early Childhood Accreditation (Attachment 4): Indicate any early childhood accreditations that have been achieved as well as the ExceleRate Illinois Circle of Quality.

6._____Proposal Abstract (Attachment 5): Briefly describe (200 words or less) the program, including the anticipated outcomes. Include the name of the instrument and proposed process for conducting the screening and assessments and a brief summary of the proposed curriculum, activities, and comprehensive services to be provided.

7._____Proposal Narrative (Attachments 6 through 14): Follow the proposal narrative requirements, beginning on page 28, using the appropriate attachment for each component to be addressed.

 8._____Objectives and Activities: The objectives and activities to be implemented to support Preschool for All Expansion programs should be fully described in the proposal narrative, located in attachments 6-14.

 9._____Evaluation Design: The evaluation design to be implemented will be described in the Evaluation Section of the Proposal Narrative, section 7.

 10._____Budget Summary and Payment Schedule (Attachment 15): Budget must be submitted on the form provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.

 11._____Budget Breakdown (Attachment 16): Breakdown must include descriptions of the anticipated expenditures, aligned to the line items set forth on the Budget Summary. It must include subcontract information, if applicable (see item 6 of the document titled "Certification and Assurances, and Standard Terms of the Grant," Attachment 19).
> ***Attachment 18,*** *the Budget Amendment Form should NOT be included in the application. It should be kept at the district and will only be used after the final awards are determined during budget negotiations.*

 12. _____Indirect Cost Itemization (Attachment 17): If indirect costs are requested for reimbursement, complete the attachment. If not reimbursement is being requested, leave blank and return with application.

 13._____Certifications and Assurances (Attachments 19 and 20): Each applicant, ***including each entity that is participating in a joint application***, is required to submit the certification forms attached ("Preschool for All Expansion-Specific Terms of the Grant" and "Certification and Assurances, and Standard Terms of the Grant"). These must be

signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

Program Narrative Requirements

Use the appropriate attachment to respond to each of the following. Duplicate each form as needed. Assemble your proposal narrative in the order in which each requirement is presented below.

The proposal must document the need for the Preschool for All Expansion program in the community. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside. Applicants must refer to the document titled Community Demographics and Ranking Document found on the Early Childhood Division RFP webpage under FY19 RFP Resources to show a need in the community/school district where services will be provided. Applicants may also refer to the Illinois Early Childhood Asset Map (IECAM) website http://iecam.illinois.edu/ to assist in finding data needed to complete their proposal.

Statement of Need (Attachment 6)

The proposal must document the need for the Preschool for All Expansion program in the community. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside. Applicants must refer to the IECAM website http://iecam.illinois.edu/ to assist in finding data needed to answer the questions below.

1. Provide a description of community characteristics that must include, but need not be limited to:
    - Rates of poverty;
    - Rates of homelessness;
    - Rates of youth in care;
    - Rates of children with developmental delays and disabilities
    - Rates of parents without high school completion/no high school equivalent (no GED);
    - Rates of teenage pregnancies;
    - Rates of limited English proficiency;
    - Rates of infant mortality, birth trauma, low birth weight or prematurity;
    - District rates of dropouts, retention, truancy;
    - Rates of drug/alcohol abuse;
    - Rates of parent survivors of domestic abuse and/or child abuse and neglect;
    - Rates of illiteracy/educational level of parents;
    - Rates of unemployment;
    - Rates of special needs eligible siblings and/or primary caregivers
2. Describe the process used to determine the need for the Preschool for All Expansion program in the community in relation to other similar services including Head Start

programs that may be operating in the same geographic area. Please include the number of children served by Head Start programs that are operating in the same geographic area and how program will ensure that services are not duplicated.
3. Please address how the priority populations in Table A (page 9) will be served within the community.

Population to Be Served (Attachment 7)

The proposal must indicate the population to be served for the Preschool for All Expansion program. The following points must be included in the narrative.

1. Describe the comprehensive recruitment strategy designed to identify and enroll the children who are most at-risk, including the recruitment plan, waiting list process, and community outreach.
2. Indicate the geographic area to be served by the Preschool for All Expansion program.
3. Indicate the estimated number of children to be enrolled.
4. Provide additional information needed to describe the population to be served.

Screening Process

Screening should be conducted on a community-wide basis and developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, Prevention Initiative, Early Intervention, Child and Family Connections, and Child Find).

Applicants must use a research-based screening tool. The following points must be included in the narrative:
1. Identify the criteria to determine at what point performance on the screening instrument indicates that children are at-risk of academic failure as well as to address other environmental, economic and demographic information that indicates the likelihood that the children are at-risk. Explain how the screening instruments and activities are related to and measure the child's development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
2. Describe the procedures to be used to include a parent/guardian interview, including how the applicant will ensure that interviews are conducted in the parents'/guardians' home/native language, if necessary. This interview should be designed to obtain a summary of the child's health history and social development, and may include questions about the parent's/guardian's education level, employment, income and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.
3. Describe how the vision and hearing screening, in accordance with 77 Ill. Adm. Code 685 (Vision Screening) and 77 Ill. Adm. Code 675 (Hearing Screening), will be provided.
4. Describe how the written parental permission for the screening, as required by Section 2-3.71(a) of the School Code, will be obtained and how the results of the screening will be shared with the families.
5. Describe your prescribed screening procedures for each student identified through the Home Language Survey as having a language background other than English to determine English language proficiency.

6. Describe the procedures to be used to include teaching staff in the screening process. Results of the screening must be made available to the Preschool for All Expansion teaching staff.
7. Describe the weighted eligibility criteria to be used by the program to prioritize children who are most at-risk of academic failure to determine eligibility, addressing the priority populations determined by the state. Describe additional risk factors which will be used that reflect the community to be served and how they will be weighted to ensure that the children most at risk of academic failure are enrolled.
8. Describe the method for collecting and reviewing proof of family income to determine eligibility and priority points. Describe how the program plans to actively seek out and enroll children with special needs to be served in the classroom.
9. Describe the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program.
10. Describe how the program plans to actively seek out and enroll children with special needs to be served in the classroom.
11. Address in detail any areas of recommended practices that will be implemented by the program.

Appropriate Educational Program

Each Preschool for All Expansion classroom must offer an appropriate educational program for those children who participate. The educational program that is established must include a language and literacy development component for each child based on the child's individual assessment. In addition, there should be collaboration with other services and resources available in the community. The staff-child ratio may not exceed one (1) adult to ten (10) children. No more than twenty (20) children may be served in a single classroom. The maximum number of children should be served in each classroom. The Inclusion model document   can   be   found   at https://www.isbe.net/Documents/Inclusion%20Models%20Color.pdf
The minimum number of children to be served in a PFA Expansion classroom is 15 when utilizing an inclusive model.

The following points must be included in the narrative:

1. Provide the facility information for all sites containing Preschool for All Expansion classrooms (e.g. owner's name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable.
2. Describe how the services to be provided are aligned with the IELDS. (Note: Applicants must describe how their program addresses each area of the standards, rather than simply restating the standards in their proposal).
3. Describe the research-based curriculum to be used and how it is developmentally appropriate for each child, and addresses the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social. Include a description of how the results of the individualized assessment profile for each child will be the basis for determining that child's education program and how a language and literacy development program will be implemented for each child based on that child's individual assessment. Also include

if the curriculum aligns to the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition."

4. Describe the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for routinely sharing this information with families. Include a description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs.

5. Describe how transition plans will be developed and shared with families. Explain how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program.

6. Explain the components of the daily schedule, including the length of time of different activities throughout the day OR provide a copy of the sample schedule. Explain when snacks and meals will be provided within the daily schedule.

7. Describe how special education supports and services are provided within the Preschool for All Expansion program and the service delivery model(s) used.

8. Describe provisions to be made to allow for the continued participation of children of homeless families in the program in instances where children move outside the immediate area.

9. Describe your program's supports and indicate the classroom models to be utilized to support the preschool English Learners. List teacher endorsements, if applicable.

10. Describe what strategies will be implemented to eliminate expulsion and suspension.

11. Describe how the program plans to align within a birth-through-third grade continuum of services, addressing at least one of the 8 areas for potential alignment – community partnerships, comprehensive services, family engagement and parent leadership, data-driven improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development.

12. Indicate the hours of operation for your program and explain the rationale used to determine this.

13. Describe the research-based Social Emotional Learning (SEL) curriculum to be used, as well as how you will ensure your program implements this curriculum with fidelity.

14. Describe the plan to integrate 60 minutes of physical activity into the curriculum and how it aligns with the Illinois Early Learning and Development Standards Physical Development and Health domain.

15. Describe the plan to provide comprehensive services to support the development of the whole child, including in the areas of medical, dental and mental health

16. Describe the plan to ensure that each child receives a dental and health screening.

17. Describe the plan to provide mental health services to children and families, including observations, consultation and referral.

18. Describe the plan to ensure that each child receives a mental health screening.

19. Describe the plan for children with IEPs to have services integrated across the school day with accommodations provided for the children to access the environment. Describe how special education supports and services will be provided in the classroom and embedded within the routines of the day, including what inclusion model the program will utilize (co-teaching, itinerant, dually certified teacher).

20. Address in detail any areas of recommended practices that will be implemented by the program.

Family (Parent/Guardian) Involvement

Preschool for All Expansion must offer appropriate family education and involvement services that addresses communication, family education, student learning, involvement, decision-making, and advocacy. Family education activities requiring substantial family participation must occur.

The following points must be included in the narrative:

1. Describe the activities that will ensure that communication between home and the Preschool for All Expansion program will be regular, two-way, meaningful and when appropriate, in the families native language.
2. Describe educational activities that will promote and support parenting skills.
3. Describe activities that will ensure that families play an integral role in assisting student learning and how parental involvement will be encouraged.
4. Describe how the program will ensure that families are full partners in the decisions that affect children and families, including how the program will encourage families and families to make decisions regarding their parenting skills and their children's development.
5. Describe the family activities, such as workshops, field trips and child/family events that will be provided.
6. Describe the process for developing or updating a mission statement based on shared beliefs of families, staff members and community representatives.
7. Describe how the program will provide information to families on the educational rights of their children experiencing homelessness.
8. Describe the job description, roles and responsibilities of the family educator and how they will support family engagement in the program as well as lead family education and support efforts.
9. Describe how families are connected to a medical and dental home to ensure regular access to care and follow-up.
10. Describe the plan as to how the program will work with families to provide referrals, resources and services that address the needs of families and monitor effectiveness of services. Please address how Memoranda's of Understanding will be obtained for health, mental health and dental partners.
11. Describe activities that will promote learning from experts in the areas of child medical and dental health, mental wellness and family strengthening.
12. Describe how the families will be educated about transitioning their child to kindergarten and engaged in collaboratively developing a transition plan for their child.
13. Describe how the program will align to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family and Community Framework.
14. Describe how the program plans to engage families as leaders and maintain an active Parent Advisory Council and what the role of the council will be in the program.
15. Address in detail any areas of recommended practices that will be implemented by the program.

Community Collaboration

Evidence of collaboration with other agencies must be provided.

The following points must be included in the narrative:

1. Describe the written plan outlining collaboration with members of the local community that serve young children and families.
2. Describe how the program will actively collaborate with the local Head Start grantee to advance outcomes for at-risk children and families.
3. Describe how the program will actively participate in local collaboration groups, to improve outcomes for all children and families.
4. Describe how the program will actively partner with regional DCFS liaisons and McKinney-Vento liaisons to ensure services are provided to homeless families and those involved in the child welfare system.
5. Describe how the program maintains active linkages to community social service resources, including housing services, adult literacy and education programs, financial asset building services, domestic violence and substance abuse, and cultural resources to address family needs and provide children and families with opportunities to engage in cultural and social enrichment
6. Address in detail any areas of recommended practices that will be implemented by the program.

Staff Requirements

All Preschool for All Expansion staff must hold appropriate licensure, endorsement, and/or qualifications for the position for which they are hired.

The following points must be included in the narrative:
1. Describe the procedures to ensure that all staff employed with Preschool for All will hold appropriate licensure and endorsements. If requested, evidence of the Educator Licensure status of all staff must be available for review prior to final funding approval.
2. Please provide title and brief descriptions of all non-teaching staff positions.
3. Describe a plan to ensure that teaching staff salaries are comparable to the local K-12 salary scale.
4. Explain the plan for hiring of the Instructional Leader and Family Educator, including FTE and ratio of classrooms and children to be served.
5. Explain the role that classroom teachers, school and center-level leadership will have with the Parent Advisory Council.
6. Address in detail any areas of recommended practices that will be implemented by the program.

Professional Development

The following points must be included in the narrative:

1. Describe staff development assessment procedures and ongoing professional development activities to be conducted, which should include a description of how the results of the assessment will be used to inform the program's staff development and effectiveness.
2. Explain how professional development will be provided to support continuous quality improvement and professional growth.

3. Explain the process for collaboratively developing annual written plans addressing each staff member's professional needs and interests.
4. Describe the job description, roles and responsibilities of the Instructional Leader and how they will provide job embedded professional development and implement a professional learning community focused on instructional excellence.
5. Address in detail any areas of recommended practices that will be implemented by the program.

Evaluation

Evidence of a written evaluation must be provided.

The following points must be included in the narrative:
1. Describe the annual self-assessment that will be used to inform both the individualized staff development plans and the program's annual continuous quality improvement plan.
2. Describe the process by which evaluation data will be used to inform continuous program improvement, including who will review the data and on what schedule. Describe how program improvement plans will be developed and how their implementation will be periodically reviewed.
3. Address in detail any areas of recommended practices that will be implemented by the program.

Application Review

Review and Selection Process:
The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:
- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program;

Criteria:
These overall criteria are built into the criteria below. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria will also be included in parenthesis.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting earlychi@isbe.net.

Selection criteria and point values are as follows:

Proposals will be evaluated in comparison with other Preschool for All Expansion FY19 proposals received by ISBE, based upon the criteria below. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the evaluation/review process. Before making funding

decisions, the State Board of Education staff may conduct site visits for selected applicants in order to validate information provided in the proposal.

It is the intent of the State Board of Education that should these funds become available, successful applicants will be notified by April 2018.

Each proposal will be reviewed using both quantitative and qualitative criteria.
According to 235.55, proposals shall first be screened to identify those proposals that meet the criteria for each funding priority (see Section 235.30(b) of this Part). Proposals shall be separated into the following three categories:

1) proposals serving primarily at-risk children;
2) proposals serving primarily children whose families meet income guidelines; and
3) all other proposals.

Programs meeting the priority will then be reviewed by an evaluation committee using the qualitative criteria below to determine which proposals provide evidence of a "qualified program." "Qualified programs" will be those scoring at least 60 out of 100 total points.

Among substantially similar proposals within a category, priority will be given to those proposals serving children from a community with limited preschool programs or few resources promoting preschool education.

a) Proposals submitted for funding to establish a new program or expand an existing program shall be evaluated in accordance with the following criteria.

Qualitative Criteria (Total possible points are 100)

1. Population to be Served (30 points)
   A. The proposal clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services provided by the ECBG program, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as the school district's rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect, and that there exists in the area to be served an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.
   B. Criteria and indicators for identifying children and families for the program are clearly established and likely to target those children and families most in need of services.
   C. Effective recruitment strategies are proposed that are likely to ensure that the maximum number of children and families are enrolled in the program.
2. Quality of Proposed Program (40 points)
   A. The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent/guardian activities designed to enhance child development and parent/guardian effectiveness and, ultimately, school readiness.
   B. The program proposal provides for effective linkages among parents/guardians, education, health and social service agencies, and child

care providers and includes a plan for coordination of services with other educational programs serving young children and their families.

    C. The proposed program is built upon effective research about early childhood education and aligned to the Illinois Early Learning and Development Standards (IELDS).

    D. The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.

3. Experience and Qualifications (20 points)

    A. Proposed staff hold the appropriate educator and/or professional licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality early childhood program.

    B. The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences, and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities.

    C. In addition, an eligible applicant other than a school district has presented evidence that it:

        i. Holds the appropriate licensure to operate as a child care facility (as applicable);

        ii. Holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the ECBG Program; and

        iii. Has a successful track record with similar grants or contracts.

4. Budget (10 points)

The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided.

b) The selection of proposals for funding may be based in part on geographic distribution and/or the need to provide resources to school districts and communities with varying demographic characteristics.

c) Priority consideration may be given to proposals with specific areas of emphasis, as identified by the State Superintendent of Education in a particular RFP.

d) For a previously funded applicant, progress toward correcting any deficiencies contained in an unfavorable monitoring report issued under Section 235.67 shall be considered in the review process.

e) The State Superintendent of Education shall determine the amount of individual grant awards. The final award amounts shall be based upon:

    1) the total amount of funds available for the Early Childhood Block Grant; and

    2) the resources requested in the top-ranked proposals, as identified pursuant to subsections (a) through (d).