



# Illinois State Board of Education


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**Darren Reisberg**  
Chairman

**Dr. Carmen I. Ayala**  
State Superintendent of Education

April 11, 2019

**TO:** Eligible Applicants

**FROM:** Dr. Carmen I. Ayala   
State Superintendent of Education

**SUBJECT: NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**  
Fiscal Year 2020 Preschool for All Expansion 3-5 Years

**CSFA Number:** 586-18-0868

**CSFA Title:** Early Childhood Block Grant-Preschool for All Expansion 3-5

## **Eligibility and Application Information**

**Eligible Applicants:** Currently funded and new Early Childhood Block Grant-Preschool for All Expansion 3-5 applicants from Regional Offices of Education, 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. Programs who score less than 60 points will not be funded.

Contingent upon sufficient appropriation of funds programs who were awarded a Fiscal Year 2019 (FY19) grant may apply to upward amend their budget to cover the ability to meet items in the compliance checklist or otherwise support quality through another process. As a result, completion of this RFP for that purpose is not required. Programs will be notified of opportunity should funding becomes available.

Entities who were awarded an FY19 grant may apply for additional slots under this RFP.

Applicants funded in the FY19 cycle are funded for 5 years subject to appropriation. Applicants who do not wish to apply for additional slots do not need to apply under this RFP.

Entities who are barred from receiving State or Federal funds as a result of being on the Stop Payment list are ineligible to apply for funds under this RFP.

If the Preschool for All Expansion 3-5 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 the link below):  
<http://www.ilga.gov/commission/jcar/admincode/089/089parts.html>

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 2020 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <https://www2.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 an FY 2020 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an FY 2020 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2020 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/SAM/](http://www.sam.gov/SAM/);
- (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/Merit\\_Based\\_Review\\_Policy.pdf](https://www.isbe.net/Documents/Merit_Based_Review_Policy.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. 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.

As per the Illinois Administrative Code **Section 235.70 (c) Terms of the Grant:** 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)

Individual grant awards will vary depending on the needs addressed in the approved proposal and the total appropriation for the program.

Priority will be given to entities proposing to offer services to children who reside in Tier 1 or Tier II district boundaries and that can document a local gap in service provision in their area (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk). This would include communities with the highest need and least saturation. [FY 2019 EBF Distribution Quick Facts](#)

Proposals shall be separated into the following three funding categories:

- 1) Proposals serving primarily at-risk children who reside in Tier 1 or Tier II district boundaries and can document a local gap in service provision in their area (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk).
- 2) Proposals serving primarily children whose families meet income guidelines; and
- 3) All other proposals

Additional funding information can be found under Funding Information on page 10. Proposals that score under 60 points will not be funded.

Proposals scoring over 60 points will be awarded in the following order:

All Tier 1 or 2 districts that demonstrate a need for an increase in capacity would be funded based on a rank order of their district adequacy level.

After all Tier 1 and 2 proposals have been funded, proposals from Tiers 3 and 4 would be considered based on the evidence of need and their score.

**Grant Period:** The grant period will begin no sooner than July 1, 2019 and will extend from the execution date of the grant until June 30, 2020. Funding in the (3) subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

**Submission Dates and Times/Other Submission Requirements:** Proposals can be submitted electronically through the ISBE Attachment Manger, mailed, or hand delivered no later than June 10, 2019 at 4:00 PM. Late proposals will not be accepted. Directions for each submission method are found below. Only proposals submitted using official RFP forms and attachments will be considered. Additional documents, unless requested, will not be evaluated.

Electronic Submission: Completed proposals submitted electronically should be scanned into one PDF with all supporting documents and required signatures. The attachments should be printed, official authorized signatures placed, and scanned as one file before upload. The ISBE Attachment Manager is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose FY20 Early Childhood RFP from the drop down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Mailed Proposals: Mail the original and one 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 June 10, 2019 at 4:00 PM. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

Hand Delivered: Proposals may be hand-delivered to the following location:

Springfield Office  
Reception Area  
1st Floor  
100 North First Street

Late proposals will not be accepted.

**Grant Award Notice:** It is anticipated that successful applicants will receive a Notice of Award from the state superintendent via e-mail approximately 90 days after the application deadline. The award letter is NOT an authorization to begin performance or expenditures. After the Merit Based Appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. 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 June 3, 2019 at <https://www.isbe.net/Pages/Request-for-Proposals.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 Division of Early Childhood at 217-524-4835 or [earlychi@isbe.net](mailto:earlychi@isbe.net).

## **Program Description**

### **Program Purpose:**

### **Early Childhood Care and Education Position Statement:**

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<sup>1</sup>:**

Funds from the PFAE 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 a full school day of instruction and comprehensive services in the areas of medical, dental and mental health. This includes targeted supports around family engagement, instructional practices and positive behavioral and social-emotional development, including a family educator, instructional leader, and mental health consultation. Specific requirements of implementing the Preschool for All Expansion Grant can be found within the [compliance checklist](#) and the [Illinois Administrative Code 235](#). Items 1-37 on the compliance checklist are required of all programs administering the Preschool for All Expansion grant. More information on Preschool for All Expansion can be found at this link - <https://www.isbe.net/Pages/Preschool-Development-Grant-Expansion-Grant.aspx>.

The applicant must plan to serve a high number of children and families determined to be the most in need of the services provided by the Preschool for All Expansion 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. The program should be in a location where there is an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.

**Federal Description:**

Not applicable to this RFP.

**Program Background/History<sup>2</sup>:**

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, family 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 Expansion program is to provide educational services to all 3- to 5-year-old children for those families who choose to participate. More specifically, the

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<sup>1</sup> Priority consideration shall be given to awardable proposals from entities who propose to offer services to children who reside in Tier 1 or Tier II district boundaries and that can document a local gap in service provision in their area

<sup>2</sup> Priority consideration shall be given to awardable proposals from entities that propose to offer services to children who reside in Tier I or Tier II districts and can document a local gap in service provision in their area. (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk).

Preschool for All Expansion 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.

In awarding Preschool for All Expansion 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. 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). 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<sup>3</sup>:

- 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 families of potentially at-risk children in the community are aware of the opportunity for preschool education through the program.<sup>4</sup>

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. Specific data requests can also be made to IECAM through the website.

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<sup>3</sup> Priority consideration shall be given to awardable proposals from entities that propose to offer services to children who reside in Tier I or Tier II districts and can document a local gap in service provision in their area (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk).

<sup>4</sup> 23 IL Administrative Code 235, Section 235.30

## 2019 HHS Poverty Guidelines

Persons in Family or Household*	Poverty Level	4 Times Poverty Level
1	\$12,490	\$49,960
2	\$16,910	\$67,640
3	\$21,330	\$85,320
4	\$25,750	\$103,000
5	\$30,170	\$120,680
6	\$34,590	\$138,360
7	\$39,010	\$156,040
8	\$43,430	\$173,720

**SOURCE:** *HHS Poverty Guidelines for 2019:* <https://aspe.hhs.gov/poverty-guidelines>  
 The 2019 poverty guidelines are in effect as of January 11, 2019

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.

**ISBE Board Goal(s):**

Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All Kindergarteners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of students are on track to graduate with their cohort at the end of ninth grade.
- Ninety percent or more students graduate from high school ready for college and career.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Goal 3: Every school will offer a safe and healthy learning environment for all students.

**Program Objectives<sup>5</sup>:**

Goal 1: Illinois' neediest children will be identified and served.

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<sup>5</sup> Priority consideration shall be given to awardable proposals from entities that propose to offer services to children who reside in Tier I or Tier II district boundaries and that can document a local gap in service provision in their area (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk).



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

Goal 3: Families will be involved in their children's educational process and will gain knowledge and skills in parenting.

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

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

Goal 6: Staff will continue to gain skills and knowledge, based on current research and best practices, to improve outcomes for children and families.

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

### **Policy Requirements:**

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

### **Performance Measures:**

80% of children who are enrolled have been determined to be at risk of academic failure, as defined in the 23 Illinois Administrative Code Part 235 for the Early Childhood Preschool for All/Preschool for All Expansion electronic grant. The program conducts ongoing and regular screenings to meet eligibility requirements.

### **Targets:**

**Grantees will be expected to meet the following targets during each quarter of the grant:**

- 80% or more of children who are enrolled are determined to be at risk, as defined in the 23 Illinois Administrative Code Part 235 for the Early Childhood Preschool for All/Preschool for All Expansion electronic grant<sup>6</sup>
- The program maintains 100% capacity for enrollment of children as defined in the Early Childhood Preschool for All/Preschool for All Expansion 3-5 electronic grant
- The program conducts ongoing and regular screenings to meet eligibility requirements
- Number of children to be served as indicated in electronic grant
- Number of children currently enrolled in the program
- Number of children on waiting list
- Number of children screened
- Continuous quality improvement plan (CQIP) activities/goals that program staff engage in, complete or implement

### **Performance Standards:**

The program maintains 60% capacity for enrollment of children as defined in the Early Childhood Preschool for All/Preschool for All Expansion 3-5 electronic grant and conducts ongoing, regular screenings to meet enrollment requirements.

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<sup>6</sup> Priority consideration shall be given to awardable proposals from entities that propose to offer services to children who reside in Tier I or Tier II district boundaries and that can document a local gap in service provision in their area (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk).

### **Deliverables and Milestones:**

Complete and submit Preschool for All Expansion Grant Periodic Performance Report at least quarterly by uploading in the Grant Periodic Reporting System and report on the program enrollment of children. The report can be found at <https://www.isbe.net/Pages/Early-Childhood.aspx>

## **Funding Information**

### **Introduction<sup>7</sup>:**

#### **Funding Formula**

Individual grant awards are based on sufficient appropriation by the Illinois General Assembly. ISBE anticipates making individual grant awards with priority given to proposals from entities that propose to offer services to children who reside in Tier 1 or Tier II district boundaries and that can document a local gap in service provision in their area. 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:**

The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

#### **LEAs**

- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and USDE. The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. The FY19 rates are available at: <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by USDE.

- Newly organized LEAs, Regional Offices of Education Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.
- LEAs which jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

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<sup>7</sup> Priority consideration shall be given to awardable proposals from entities that propose to offer services to children who reside in Tier 1 or Tier II district boundaries and that can document a local gap in service provision in their area (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk).

### Non-LEAs

- For programs eligible for an unrestricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA, non-university subgrantees utilize rates negotiated through the GOMB centralized process where they will have the option to:
  - o Select the 10% diminimus rate
  - o Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
  - o Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at: <https://grants.illinois.gov/portal/>.

- For federal programs requiring the use of a restricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA subgrantees shall utilize the 8% default rate described at 34 CFR 76.564.
- Colleges and Universities will be limited to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

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

### **Funding Restrictions:**

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

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed at a minimum of quarterly via the IWAS system.

Expenditure Reports: Cumulative expenditure reports quarterly and a final completion report are required.

<b>REPORT</b>	<b>CUMULATIVE THROUGH</b>	<b>DUE IN ISBE OFFICE</b>
1	September 30, 2019	October 20, 2019
2	December 31, 2019	January 20, 2020
3	March 31, 2020	April 20, 2020
Final	June 30, 2020	July 20, 2020

Enrollment Reports:

All grantees must enroll and exit each Preschool for All Expansion child in the ISBE Student Information System (SIS) by November of each grant year as indicated in the “SIS Key Dates” document available at <https://www.isbe.net/Pages/Student-Information-System.aspx>. This reporting activity is continuous throughout the year.

## Content and Form of Application Submission

**Instructions:** Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose FY20 Early Childhood RFP from the drop down menu in Receiver Information. Submit the application using the button at the bottom of the page. The attachments should be printed, official authorized signatures placed, and scanned as one file before upload. As an alternative, the original and one USB flash drive may be mailed or hand delivered to ISBE. See page 4 for details on submission. Only proposals submitted using official RFP forms and attachments will be considered. Additional documents, unless requested, will not be evaluated. Late proposals will not be accepted.

- 1. Uniform Application for State Grant (Attachment 1):** Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- 2. Cover Page (Attachment 2)**
- 3. Joint Agreement (Attachment 3)**
- 4. Program Narrative (Attachment 4):** Use only the forms provided. See Program Narrative Requirement section (page 14) for questions that require a response.
- 5. Site Information (Attachment 5)**
- 6. Objectives and Activities (Attachment 6):** Use only the forms provided. See Program Narrative Requirement section (page 14-15) for questions that require a response.
- 7. Proposal Evaluation Design (Attachment 7):** Use only the forms provided. See Program Narrative Requirement section (page 15) for questions that require a response.
- 8. Budget Summary and Payment Schedule (Attachment 8):** The budget **MUST** be submitted on this form. No other budget form will be accepted. District budgets **MUST** be signed by the district superintendent. Other applicants should have the official authorized sign the form. 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 and include the implications of Public Act 101-0001 as it relates to statewide minimum wage increases starting January 1, 2020. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated. See [budget resource document](#) for further information.
- 9. Budget Breakdown (Attachment 9):** The budget breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The budget breakdown should also include subcontract information, if applicable. See [budget resource document](#) for further information.
- 10. Certifications and Assurances (Attachments 10 - 11):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
  - A. Program Specific Terms of the Grant (Attachment 10)
  - B. Grant Application Certifications and Assurances (Attachment 11)
- 11. Demonstration of Need (Attachment 12):** Select the option you are using to demonstrate the need for the ECBG proposed program per program narrative and objectives and activities sections of RFP.
- 12. Slot Gap Analysis (Attachment 13):** Complete this form if using to document service gap.

## Program Narrative Requirements

Specific requirements of implementing the Preschool for All Expansion Grant can be found within the [compliance checklist](#) and the [Illinois Administrative Code 235](#). **Items 1-37** on the compliance checklist are required of all programs administering the Preschool for All Expansion grant.

### Program Narrative

1. Describe the area to be served indicated by high levels of poverty.
2. Indicate the high number of children and families determined to be the most in need of the services provided by the Preschool for All Expansion program.
  - a. a letter from the local program indicating they are at capacity and have a waiting list; OR
  - b. Completion of Attachments 12 and 13 to indicate gap in slots compared to eligible population. OR
  - c. IECAM Data; OR
  - d. Information from the program's community needs assessment showing a gap in services and the need for additional slots in the community.
3. Describe how the area to be served, has an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.
4. Describe how the criteria and indicators for identifying children and families who are eligible for the program are clearly established through weighted eligibility and include those children and their families experiencing high levels of poverty where there is currently a local gap in service provision.
5. Describe how the criteria and indicators will target those children and families most in need of services who reside Tier 1 or Tier II district boundaries and can document a local gap in service provision in their area.
6. Describe the effective recruitment strategies to be implemented that are likely to ensure that the maximum number of eligible children and families enrolled in the program, which is located in Tier 1 or Tier II district boundaries and can document a local gap in service provision in their area.

### Objectives and Activities

7. Describe how the proposed program and activities align to the budget and will sufficiently meet the identified needs of the population to be served, specifically offering services to children who reside in Tier 1 or Tier II district boundaries and can document a local gap in service provision in their area:
  - a. a letter from the local program indicating they are at capacity and have a waiting list; OR
  - b. Completion of Attachments 12 and 13 to indicate gap in slots compared to eligible population. OR
  - c. IECAM Data; OR

- d. Information from the program's community needs assessment showing a gap in services and the need for additional slots in the community.
8. Describe the how the child and family activities are designed to enhance child development and family effectiveness and, ultimately, school readiness.
9. Describe how the program will establish effective linkages among families, education, health and social service agencies (which may include mental health consultations), and childcare providers.
10. Describe the program's plan for coordination of services with other educational programs serving young children and their families including but not limited to the local Head Start program (e.g., community based childcare programs that receive Childcare Assistance Program from DHS).
11. Describe how the proposed program is built upon effective research about early childhood education and aligns to the Illinois Early Learning and Development Standards. For proposed preschool programs that will serve English learners, also include how the program aligns to the Early English Language Development Standards.
12. Describe how the proposed program will utilize a research based authentic assessment system that aligns with the curriculum and is used to determine each child's education plan.
13. Describe staff members to be hired and the applicable licenses and endorsements for each position, along with qualifications and experiences necessary to successfully implement a high quality early childhood program.
14. Describe how the staff development plan will adequately address the needs of the program staff.
15. Describe how the program will offer a varied and full range of staff development experiences and will provide sufficient opportunities for learning to allow staff to incorporate the training into program delivery activities
16. Applies only to non-school district applicants AND joint agreement applicants.  
**Non-school District Applicants:** Include the applicant's mission statement, organization structure and goals or policies regarding early childhood programs. Provide the licensing information the applicant has to operate as a day care facility and provide any early childhood accreditations or other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under Early Childhood Block Grant. Describe successful track record with similar grants or contracts.  
**Joint Agreement Applicants:** Provide the goals and objectives of the collaboration and a brief description of each partner's experience in providing services similar to those to be provided under the Early Childhood Block Grant program.

## **Evaluation Design**

17. Describe the program evaluation strategies and how they will include measurable outcomes for children and families that are designed to effectively gauge the success of the program.
18. Describe how the program will utilize data collected to inform the continuous quality improvement plan.

## 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. Priority consideration shall be given to awardable proposals from entities that propose to offer services to children who reside in Tier 1 or Tier II district boundaries and can document a local gap in service provision in their area
- 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;
- Applicant is located within a Tier 1 or Tier II district boundary and can document a local gap in service provision in their area.

Proposals that score under **60** points will not be funded.

### **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 their evaluator comments and scores by contacting Early Childhood Division at [earlychi@isbe.net](mailto:earlychi@isbe.net).**

### **Selection criteria and point values are as follows:**

Not Provided	Very Limited	Somewhat Limited	Moderate	Strong	Very Strong
0	1	2	3	4	5
Proposal section requirements are absent	Proposal section does not provide details to meet the project outcomes	Proposal section provides few details to meet the project outcomes	Proposal section provides some detail but is unlikely to meet project outcomes	Proposal section provides detail and evidence to meet project outcomes	Proposal section exceeds expectations and provides a solid plan to meet project outcomes



Section 1: Population to Be Served (30 Points)	Possible Points
The area to be served indicates high levels of poverty. (See Program Narrative section, #1)	5
The program has a high number of children and families determined to be the most in need of the services provided by the Preschool for All Expansion program and can demonstrate a need in their area by providing a letter from other providers or includes Attachments 12 and 13 or IECAM data or information from programs community needs assessment indicating there is a gap in services and the need for additional slots in the community. (See Program Narrative section, #2)	5
The area to be served, as indicated by high levels of poverty has an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk. (See Program Narrative section, #3)	5
The criteria and indicators for identifying children and families who are eligible for the program must be clearly established through weighted eligibility and include those children and their families experiencing high levels of poverty where there is currently a local gap in service provision. (See Program Narrative section, #4)	5
The criteria and indicators must target those children and families most in need of services who reside in a Tier I or Tier II district and demonstrate a need. (See Program Narrative section, #5)	5
Effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families enrolled in the program located in a district where there exists a need. (See Program Narrative section, #6)	5
<p>Section 2: Quality of Proposed Program (40 points)</p> <p>Specific requirements of implementing the Preschool for All Expansion Grant can be found within the <a href="#">compliance checklist</a> and the Illinois Administrative Code 235. <b>Items 1-37</b> on the compliance checklist are required of all programs administering the Preschool for All Expansion grant.</p>	Possible Points
The proposed program and activities align to budget and will sufficiently meet the identified needs of the population to be served, specifically populations with high levels of poverty which demonstrate need documented by a letter from the local program or completion of Attachments 12 and 13 or IECAM Data or information from the programs needs assessment indicated there is a need for additional services in the community. (See Objectives and Activities section, #7)	5
Child and family activities are designed to enhance child development and family effectiveness and, ultimately, school readiness. (See Objectives and Activities section, #8)	5

The program proposal provides for effective linkages among families, education, health and social service agencies, and child care providers. (See Objectives and Activities section, #9)	5
The program has a plan for coordination of services with other educational programs serving young children and their families including but not limited to the Local Head Start program (e.g., community based childcare programs that receive Childcare Assistance Program from DHS). (See Objectives and Activities section, #10)	5
The proposed program is built upon effective research about early childhood education and aligned to the Illinois Early Learning and Development Standards, and for proposed preschool programs that will serve English learners, the Early English Language Development Standards. (See Objectives and Activities section, #11)	5
The proposed program utilizes a research based authentic assessment system that aligns with the curriculum and is used to determine each child’s education plan. (See Objectives and Activities section, #12)	5
The program evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program. (See Evaluation Design section, #17)	5
The program will utilize data collected to inform the continuous quality improvement plan. (See Evaluation Design section, #18)	5
<b>Section 3: Experience and Qualifications (20 Points)</b>	<b>Possible Points</b>
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. (See Objectives and Activities section, #13)	5
The staff development plan adequately addresses the needs of the program staff. (See Objectives and Activities section, #14)	5
The program offers a varied and full range of staff development experiences and provides sufficient opportunities for learning to allow staff to incorporate the training into program delivery activities. (See Objectives and Activities section, #15)	5
<p><b>Applicants other than a school district AND joint agreement applicants must include:</b></p> <ul style="list-style-type: none"> <li>• The applicant’s mission statement, organization structure and goals or policies regarding early childhood programs.</li> <li>• Provide the licensing information the applicant has to operate as a day care facility and provide any early childhood accreditations or other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under Early Childhood Block Grant.</li> <li>• Describe successful track record with similar grants or contracts.</li> </ul> <p><b>Joint Agreement Applicants:</b></p>	5

<ul style="list-style-type: none"> <li>• Provide the goals and objectives of the collaboration and a brief description of each partner's experience in providing services similar to those provided under the Early Childhood Block Grant program. School district applicants not applying as a joint agreement are exempt from this question and will automatically be awarded full possible points. (See Objectives and Activities section, #15)</li> </ul>	
Section 4: Priority Consideration (10 Points)	Possible Points
Applicant is proposing to serve children located within at least one Tier I or Tier II district boundaries and can document a local gap in service provision in their area (i.e., an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk). <a href="#">FY 2019 EBF Distribution Quick Facts</a>	5
Entities who can document a local gap in service provision in their area. (Letters from other providers or IECAM data, or completion of Attachments 12 and 13 or information from the programs community needs assessment documenting there is a need for additional slots in the community)	5