



Illinois State Board of Education

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Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

May 27, 2021

TO: Eligible Applicants

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

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO)/REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2022 Prevention Initiative Training and Technical Assistance: Birth to 3 Years

CSFA Number: 586-00-1534

CSFA Title: Early Childhood Block Grant – Grants for Training, Technical Assistance, High-Quality Supports, and Web-Based Services

Program Overview

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 schools, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and other for-profit and not-for-profit entities with experience in providing training and technical assistance on educational, health, social, and child development services to young children and their families are eligible to submit a proposal for the Prevention Initiative Training and Technical Assistance: Birth to 3 Years Grant.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete Pre-qualification requirements before applying for an FY 2022 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 an FY 2022 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an FY 2022 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2022 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 (<https://fedgov.dnb.com/webform>) in its application; 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: 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. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: An annual grant will be awarded in FY 2022 in an amount not to exceed \$1.75 million. The annual grant award amount in Years 2 and 3 (FY 2023 and FY 2024) also is expected to be \$1.75 million.

There is not a matching requirement associated with this grant.

Additional information pertaining to funding can be found under Funding Information on page 12.

Proposals that score under 75 points will not be funded.

Grant Period: The grant period will begin no sooner than July 1, 2021, and will extend from the execution date of the grant until June 30, 2022. Successful applicants may reapply via continuing application for up to two additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager no later than 4 p.m. on July 12, 2021. Late proposals will not be accepted. Only proposals submitted using official ISBE NOFO/RFP attachments and directions will be considered.

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

Proposals received at 4:01 p.m. or after on July 12, 2021, are considered late and will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of Award via email 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 applicant's own risk.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to July 6, 2021, 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 the Early Childhood Department at earlychi@isbe.net.

General Information

Program Purpose:

The purpose of the program is to provide Early Childhood Block Grant Prevention Initiative grantees with high-quality training, technical assistance, coaching, web-based services, and infant and early childhood mental health consultation support that are aligned to [ISBE Professional Educator Licensure](#), [Professional Learning Standards \(Learning Forward: The Professional Learning Association\)](#), [Illinois Early Learning Guidelines](#), [Illinois Birth to Five Program Standards](#), and [Gateways® to Opportunity Registry Levels of Learning](#).

Program Background and Description:

ISBE is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. A section of the School Code ([105 ILCS Section 5/2-3.89](#)) provides for grants through the Early Childhood Block Grant to establish programs that offer coordinated services to families that have infants and toddlers who are identified to be at risk of academic failure. These programs are commonly referred to as Prevention Initiative (PI) programs. For the purposes of this grant, “at risk” is defined as those children who because of their home and community environment are subject to such language, cultural, economic, and like disadvantages to cause them to have been determined, as a result of screening procedures, to be at risk of academic failure. The aim of Prevention Initiative is to provide voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success.

The intent of this NOFO/RFP is to fund a successful applicant to provide training, technical assistance, coaching, web-based services, and infant and early childhood mental health consultation support to the recipients of Prevention Initiative grants. Training and technical assistance have been provided to Prevention Initiative programs since FY 2008. There are two types of Prevention Initiative programs -- home visiting and DCFS-licensed center-based. Both PI types are required to implement research-based curriculum. At this time, the main evidence-based home visiting program models identified by ISBE as meeting the criteria set forth in [105 ILCS Section 5/2-3.89](#) of the School Code that are currently being implemented include [Baby TALK](#), [Early Head Start](#), [Healthy Families America](#), [Nurse Family Partnership](#), and [Parents as Teachers](#). The DCFS-licensed center-based PI program must implement all of the licensing standards of the [Illinois Department of Children and Family Services](#) (DCFS) for center-based care.

Applicants submitting a proposal for this grant are encouraged to think strategically about providing PI programs with professional development and professional learning experiences, which include an evidence-based program model, job-specific training and coaching, and support for mental health consultation. Professional learning opportunities will assist PI grantee personnel in implementing evidence-based home visiting or DCFS-licensed center-based programming, a research-based curriculum, the [Illinois Birth to Five Program Standards](#), and the [Illinois Early Learning Guidelines for Children Birth to Age Three](#). Applicants are also advised to review information posted on ISBE’s Early Childhood Education Birth to Age 3 Years [webpage](#) and the [23 Illinois Administrative Code 235 - Early Childhood Block Grant, Subpart A: Preschool Education and Prevention Initiative Programs](#) before completing their proposals.

A total of 146 programs, many with multiple site locations throughout the state, were eligible for training and technical assistance services in FY 2020. Applicants will conduct ongoing self-evaluation activities to ensure that

the training and professional learning being developed and implemented are meeting the needs of the local PI grantee personnel. In addition, Continuous Quality Improvement (CQI) activities must be documented. All training must be aligned to the [Gateways to Opportunity Registry Levels of Learning](#). Due to the nature of the work required, prior successful experience with activities similar in scope to those called for in this NOFO/RFP, including the deployment and supervision of qualified staff, will be a crucial consideration in awarding of the grant. Applicants need to be familiar with the [Standards for Professional Learning](#) and align training and technical assistance opportunities to the standards put forth by [Learning Forward: The Professional Learning Association](#), as well as comply with [the ISBE Professional Educator Licensure requirements](#) for ISBE professional development providers.

Program Objectives:

The successful applicant is expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood (EC) staff.

Prevention Initiative Trainings

Goal 1: Prevention Initiative grantees will receive intensive, research-based training to ensure all PI providers have a strong foundation in their chosen program type and model and understand how to implement the Administrative Rules Part 235, the nine Goals of [Prevention Initiative](#), the [Illinois Birth to Five Program Standards](#), and the [Illinois Early Learning Guidelines](#) using best practices and ensuring quality programming.

Objectives

The successful applicant will:

- Conceptualize and implement an integrated training and technical assistance (T&TA) system to ensure that training is more than a series of unrelated events.
- Provide core and ongoing trainings that meet the requirements of PI home visiting and DCFS-licensed center-based education services and birth-to-3 evidence-based program models, including, but not limited to, Baby TALK, Healthy Families America, and Parents as Teachers. If ISBE approves other models, such as Nurse Family Partnership and Early Head Start, and they are implemented by PI grantees, the applicant will provide equitable ongoing support to them as well.
- Provide training on research-based curricula that is aligned with the PI program types and models, [Illinois Early Learning Guidelines](#), and the [Illinois Birth to Five Program Standards](#). Training on each program model and curricula will be provided equitably, based on the needs of PI grantee personnel funded by ISBE. An equitable system of support across programs, staff, and program models must be implemented.
- Ensure that model-specific training is always provided by trainers with the appropriate certification, credential, or accreditation that is required by the specific program model.
- Develop and implement professional learning experiences that support the management and implementation of PI home visiting and DCFS-licensed center-based programming that include, at a minimum, [Illinois Birth to Five Program Standards](#), the [Illinois Early Learning Guidelines](#), and the nine PI Program Goals. These nine goals are:
 - Screening to determine program eligibility
 - Evidence-based program model and research-based curricula
 - Developmental monitoring
 - Individual family goal planning
 - Case management services
 - Family and community partnerships
 - Qualified staff and organizational capacity
 - Professional development
 - Evaluation
- Provide general early childhood trainings and professional learning opportunities to support PI home visiting and DCFS-licensed center-based grantees.
- Provide for and facilitate PI state conferences, when applicable. All PI state conferences will be developed and implemented in coordination with ISBE Early Childhood staff. Notification of a PI conference(s) will be provided at the beginning of each fiscal year.

- Maintain a registry of trainings and professional learning opportunities that meets the needs of diverse PI grantee personnel educational backgrounds and experiences. Such offerings should include introductory, intermediate, and advanced levels of training as defined by Gateways to Opportunity® Registry Levels of Learning. The successful applicant will work with ISBE EC staff to determine which trainings will be offered to PI staff each fiscal year.
- Provide training, technical assistance, and coaching to support social justice and equity for all children and racial literacy, cultural responsiveness, and anti-bias education.
- Align training and professional learning experiences to the [Illinois Birth to Five Program Standards](#), [Illinois Early Learning Guidelines for Children Birth to Age Three](#), and the Standards for Professional Learning promulgated by [Learning Forward: The Professional Learning Association](#). In addition, implement professional learning that is aligned with the concepts and strategies of Adult Learning Theory.
- Maintain compliance with the ISBE Professional Educator Licensure requirements for [Professional Development Providers](#).
- Conduct an ongoing self-assessment to ensure professional learning opportunities meet the needs of local Prevention Initiative grantee personnel.
- Allocate training and professional learning resources for programs proportionate to the number of PI providers implementing the Prevention Initiative program types (e.g., home visiting, DCFS-licensed center-based). Training should also be allocated proportionate to the number of PI providers implementing a particular evidence-based program model (e.g., Baby TALK or Parents as Teachers).
- Implement marketing efforts that will promote and encourage the engagement of PI personnel in T&TA, as needed. Identify in quarterly reports the specific marketing and outreach specific to PI grantees.
- Develop policies and procedures to guide implementation for PI program grantees, T&TA providers, coaches and mental health consultants.
- Provide ancillary training, coaching, technical assistance, and advanced professional learning opportunities to meet the need of the PI grantee workforce, as requested by ISBE. Access external experts, as needed. Examples of such are

Futures Without Violence: Happy Moms, Healthy Babies Domestic Violence Curriculum; Safe Sleep (SIDS of Illinois); 4P's Plus (NTI Upstream); and I Can Parent, Too trainings.

Prevention Initiative Technical Assistance and Coaching

Goal 2: Prevention Initiative grantees will receive technical assistance (TA) and coaching to ensure all PI providers have a strong foundation in their chosen program type and model and understand how to implement the nine Goals of [Prevention Initiative](#), the [Illinois Birth to Five Program Standards](#), and the [Illinois Early Learning Guidelines](#) using best practices and ensuring quality programming.

Objectives

The successful applicant will:

- Provide technical assistance and coaching to assist PI grantee personnel as they 1) strive to implement their chosen program type and/or model with fidelity, 2) pursue the chosen evidence-based program model's recognized process for fidelity and quality (e.g., Parents as Teachers Quality Endorsement or Baby TALK Quality Confirmation), 3) implement a Continuous Quality Improvement Plan (CQIP), and 4) implement what has been learned during professional learning experiences of the successful applicant.
- Develop a written plan and implement a system for providing TA and coaching. The plan and system must be guided by written policies and procedures. This plan should be developed in consultation with ISBE EC staff using a "continuum of intensity" that is based on a pyramid model. The bottom section of the pyramid represents the TA that all PI programs receive. The middle section of the pyramid represents TA that is targeted to PI programs based on need as determined by PI monitoring or identified during a needs assessment. The top section of the pyramid represents intensive TA that is offered to a limited number of PI programs identified during a needs assessment or during PI monitoring as requiring more intensive support so they can comply with the Prevention Initiative grant and maintain quality programming. All TA should be provided by the appropriate early childhood professional (e.g., technical assistance specialist, coach, or mental health consultant), depending on the service being offered to the PI grantee.

- Support programs by sharing strategies for improving services and strengthening program quality.
- Provide technical assistance specialists and mental health consultants will support social justice and equity for all children and racial literacy, cultural responsiveness, and anti-bias education.
- Provide a TA system that has opportunities for reflection, feedback, and integration of skills that are learned during training.
- Align TA to the [Illinois Birth to Five Program Standards](#), [Illinois Early Learning Guidelines for Children Birth to Age Three](#), and the Standards for Professional Learning promulgated by [Learning Forward: The Professional Learning Association](#). In addition, implement professional learning that is aligned with the concepts and strategies of Adult Learning Theory.
- Maintain compliance with the ISBE Professional Educator Licensure requirements for [Professional Development Providers](#).
- Ensure TA providers maintain the appropriate certification, credential, or accreditation. Model specific technical assistance should be provided by TA specialists with the appropriate certificate, credential, or accreditation that is required by the specific program model.
- Review and identify core competencies and skills addressed in trainings across program models and support, as applicable.
- Allocate TA and coaching resources for programs proportionate to the number of PI providers implementing a particular Prevention Initiative program type (home visiting or DCFS-licensed center-based). Technical assistance resources should also be allocated proportionate to the number of PI providers implementing a particular program model (e.g., Baby TALK or Parents as Teachers).
- Implement marketing efforts that will promote and encourage the engagement of PI personnel in T&TA and coaching, as needed. Identify in quarterly reports the specific marketing and outreach specific to PI grantees.
- Develop policies and procedures to guide implementation for PI program grantees, T&TA providers, coaches and mental health consultants.
- Conduct an ongoing self-assessment to ensure professional learning opportunities meet the needs of local Prevention Initiative grantee personnel.

Mental Health Consultation

Goal 3: Infant and early childhood mental health consultants will deliver training, technical assistance, and learning communities to support the implementation of reflective practices, including reflective supervision, to Prevention Initiative grantees and PI personnel.

Objectives

The successful applicant will:

- Align to the [Illinois Infant/Early Childhood Mental Health Consultation Model](#). The mental health consultant providing consultation must meet the following:
 - Hold an advanced degree in child development (specifically early childhood), social work, counseling, psychology, family and marriage therapy, psychiatry, or nursing;
 - Hold a minimum of master's degree (licensure optional);
 - Have a minimum of five years of experience in areas related to infant and early childhood development and mental health;
 - Show a demonstrated ability to engage in reflective practice and maintain a consultative stance;

The [Illinois Model](#) includes seven competencies to be demonstrated by infant and early childhood mental health consultants:

- Knowledge of early childhood development, mental health, and early care and education;
- Ability to build relationships and collaboratively engage with families, providers, programs, and systems;
- Ability to work effectively throughout diverse cultures and communities;
- Ability to effectively and sensitively gather information;
- Ability to collaboratively develop a plan and shared measures of success;
- Knowledge of community systems and resources and ability to develop partnerships;

- A commitment to ethical behavior and reflective practice.
- Collaborate with other entities in Illinois that have the expertise and capacity to provide mental health consultation.
- Hire mental health consultants to support social justice and equity for all children and racial literacy, cultural responsiveness, and anti-bias education.
- Implement marketing efforts that will promote and encourage the engagement of PI personnel in mental health consultation, as needed. Identify in quarterly reports the specific marketing and outreach specific to PI grantees.
- Develop policies and procedures to guide implementation for PI program grantees, T&TA providers, coaches and mental health consultants.
- Conduct an ongoing self-assessment to ensure professional learning opportunities meet the needs of local Prevention Initiative grantee personnel.

Prevention Initiative Professional Learning Communities

Goal 4: Prevention Initiative grantees will be offered the opportunity to participate in professional learning communities.

Objectives

The successful applicant will:

- Facilitate learning communities, as defined by the [Standards for Professional Learning](#), to engage PI providers in meeting regularly, sharing expertise, and working collaboratively to improve PI programming to better ensure the success of PI children and their families.
- Provide a safe space (virtually or in-person) and structured agenda to support the cross-agency exchange of ideas, interventions, and experiences. Learning communities will promote exploration of self and others through relationships that refine and develop advanced skills for the management and implementation of PI programming.
- Implement learning communities, as defined by the [Standards for Professional Learning](#), to support PI program types and engage participants in conversations regarding relevant early childhood data, CQI, best practices, topics, and issues.
- Create learning communities for home visiting/TA providers, DCFS-licensed center-based/TA providers, and PI program supervisors/mental health consultants.
- Implement marketing efforts that will promote and encourage the engagement of PI personnel in professional learning communities. Identify in quarterly reports the specific marketing and outreach specific to PI grantees.
- Develop learning communities to support social justice and equity for all children and racial literacy, cultural responsiveness, and anti-bias education.
- Develop policies and procedures to guide implementation for PI program grantees, T&TA providers, coaches and mental health consultants.
- Conduct an ongoing self-assessment to ensure professional learning opportunities meet the needs of local Prevention Initiative grantee personnel.

Program Model State and National Representation

Goal 5: Prevention Initiative programs will be represented locally (state level) and nationally by ISBE Early Childhood consultants in collaboration with the successful applicant.

Objectives

The successful applicant will:

- Partner with ISBE EC staff to represent PI programs locally and nationally. For example, an ISBE EC consultant will maintain Illinois State Co-Leadership for Parents as Teachers State/County Leader representation. ISBE staff will maintain representation on Healthy Families Illinois (HFI) committees,

including the HFI executive committee. ISBE staff will maintain representation at Baby TALK annual and regional meetings and, when applicable, other committee or Illinois state-level work.

- Partner and collaboratively work with ISBE staff to represent PI programs at the local, state, and national levels.
- Develop policies and procedures to guide implementation for PI program grantees, T&TA providers, coaches and mental health consultants.
- Conduct an ongoing self-assessment to ensure there is sufficient coordination and collaboration among and between the successful applicant and ISBE.

Collaboration and Coordination of Services

Goal 6: Prevention Initiative grantees will collaborate and coordinate with other providers to deliver model-specific and other early childhood trainings, technical assistance, coaching, or mental health consultation.

Objectives

The successful applicant will:

- Develop and maintain positive relationships with other Illinois training and technical assistance, mental health consultation providers, and other Illinois professional development/learning organizations.
- Coordinate and align training opportunities to Gateways to Opportunity® and to the Gateways to Opportunity® Registry Levels of Learning.
- Develop and maintain positive relationships with program model and curricula developers to successfully provide training on evidence-based program models and/or research-based curricula, including those previously listed in Goals 1 and 2.
- Understand that new program models are designed and validated over time and may be identified by ISBE as needing training, technical assistance, and mental health consultation with equitable resources.
- Coordinate with other Illinois organizations that provide specific research-based curricula training, program model training, or training for implementation and management of high-quality birth-to-3 programs (e.g., STARnet, Illinois Network of Childcare Resource and Referral Agencies).
 - Develop capacity to provide or to connect programs with training and technical assistance, as applicable.
 - Encourage alternate training opportunities through distance and web-based learning to supplement face-to-face trainings.
 - Explore accreditation opportunities for training participants, including working with the higher education community, to develop a process for obtaining college credit for infant/toddler and family-focused trainings, when appropriate.
 - Explore credentialing opportunities for training participants, including working with Gateways to Opportunity®, to develop a process for obtaining credit toward one or more credentials, when appropriate.
- Participate in the Gateways to Opportunity® Registry of trainings with the understanding that there are several organizations that may provide training relevant to birth-to-3 practitioners.
- Maintain a T&TA registry system that will inform PI grantees of training opportunities far enough in advance for planning and budgeting.
- Maintain a reliable T&TA system that will provide for early childhood training, technical assistance, coaching, and mental health consultation opportunities and be flexible enough to respond in a timely manner to the latest research or data that is provided through PI monitoring activities.
- Develop policies and procedures to guide implementation for PI program grantees, T&TA providers, coaches and mental health consultants.

Data, Evaluation, and Continuous Quality Improvement

Goal 7: Prevention Initiative grantees will implement a self-assessment system that will provide critical data that will be used for evaluation and CQI and provide information and data, including strengths and areas to improve, to the ISBE Early Childhood Department.

Objectives

The successful applicant will:

- Develop a written self-assessment tool, written evaluation and written Continuous Quality Improvement Plan (CQIP).
 - Develop a written self-evaluation tool guided by established policies and procedures. The self-assessment will specify data/information to be collected and the measures, methods, and processes to be used in the evaluation. Progress toward Goals 1 through 8 should be determined. The impact on PI programs and PI grantee staff performance (progress toward goals) should be included in the written evaluation.
 - This self-assessment tool will be developed in consultation with the ISBE EC Department and be provided quarterly and annually, with updates highlighted. The tool will be reviewed at least annually and revised, as needed.
- Provide quarterly reports and an annual report to the ISBE EC Department in a timely manner.
 - Provide a written evaluation (Goals 1 through 8) based on, at least, the self-assessment tool with updates highlighted. The written evaluation must highlight strengths and areas to improve and include a written CQIP that shall, at a minimum, address:
 - The specific issue for which an area of improvement was noted;
 - The actions to be taken to adjust support in the area of improvement and, as applicable, the resources and professional learning that will be targeted toward improvement efforts; and
 - The person responsible and the timelines in which the areas of improvement are expected to show progress.
- Collect and provide data to the ISBE EC Department regarding professional learning (Goals 1 through 8).
- Analyze the data collected and adjust professional learning (Goals 1 through 8) in consultation and coordination with ISBE EC Department staff.
- Collect and analyze data specific to professional learning (Goals 1 through 8) regarding social justice and equity for all children and racial literacy, cultural responsiveness, and anti-bias education.
- Develop a policies and procedures manual to guide implementation of training (Goal 1); technical assistance and coaching (Goal 2); mental health consultation (Goal 3); learning communities (Goal 4); state and national representation (Goal 5); collaboration and coordination (Goal 6); self-assessment (Goal 7) and qualified staff and organizational capacity (Goal 8).

Qualified Staff and Organizational Capacity

Goal 8: Prevention Initiative grantees will be offered professional development/learning opportunities by qualified staff with the appropriate education level, certification, or credential to provide quality T&TA, coaching, and mental health consultation, as applicable. The entity offering such services will have the capacity to fulfill the requirements of this NOFO/RFP and serve at least 146 PI programs, many with multiple sites, that vary in program type and model, size, and scope of work.

Objectives

The successful applicant will:

- Maintain the organizational capacity to provide T&TA, coaching, and mental health consultation to PI grantee personnel who are implementing different types of PI programs (home visiting, DCFS-licensed center-based).
- Maintain the organizational capacity to provide T&TA, coaching, and mental health consultation to PI grantees who are implementing unique home visiting program models (e.g., Baby TALK and Parents as Teachers) or DCFS-licensed center-based programs with individualized curricula, as well as maintain a systemwide, strength-based approach.
- Maintain T&TA and coaches who have the qualifications outlined in Goals 1 and 2.
- Maintain mental health consultants who have the qualifications outlined in Goal 3.

- Maintain staff who are reflective of the PI program grantee staff and the communities they serve and are grounded in culturally and linguistically responsive best practices to ensure equitable outcomes for children and families.
- Hire staff who demonstrate capacity to provide professional learning and development that are grounded in social justice and equity for all children and racial literacy, cultural responsiveness, and anti-bias education.
- Maintain mental health consultants who are grounded in the [Illinois Infant/Early Childhood Mental Health Consultation Model](#) and are able to implement services aligned to this model.
- Maintain a staffing structure that will provide sufficient support to PI direct service providers/grantees. Staff providing training on program models must, at a minimum, have a bachelor's degree and should maintain the appropriate certification, credential, or accreditation required by the specific program model. In addition, trainers should have relevant experience in providing training and professional development opportunities.
- Maintain a sufficient budget for professional development/learning for the successful applicant's T&TA staff to stay current in the early childhood field as well as their specific specialization, program type or model, or mental health consultation responsibilities, as applicable.
- Maintain compliance with the [ISBE Professional Educator Licensure requirements](#) for ISBE professional development providers.
- Maintain and align training and professional learning experiences to the [Illinois Birth to Five Program Standards](#), [Illinois Early Learning Guidelines for Children Birth to Age Three](#), and the Standards for Professional Learning promulgated by [Learning Forward: The Professional Learning Association](#). In addition, implement professional learning that is aligned with the concepts and strategies of Adult Learning Theory.
- Develop policies and procedures to guide implementation for PI program grantees, T&TA providers, coaches and mental health consultants.

Policy Requirements:

There are no policy requirements in this NOFO/RFP.

Performance Measures:

1. One hundred percent of all new PI program staff who contact the successful applicant for model training will complete such training within 120 days.
2. Implement, at least quarterly, learning communities that are aligned to the Standards for Professional Learning promulgated by Learning Forward for PI program types (home visiting and DCFS-licensed center-based). The learning communities must be provided equitably and be available to all PI grantees.
3. Implement, at least quarterly, mental health consultation learning communities that are aligned to the Standards for Professional Learning promulgated by Learning Forward for, at a minimum, PI grantee supervisors.
4. Register 100% of scheduled trainings in the Gateways to Opportunity Registry Authorized Entity Portal.
5. One hundred percent of participants registered in the Gateways System, and who provide valid Registry numbers will have their training verified in the Gateways System.

Targets:

1. The successful applicant will ensure that PI grantee staff who request model training will complete such training within 120 days.
2. The successful applicant will, at least, provide quarterly quality learning communities that are aligned to the Standards for Professional Learning promulgated by Learning Forward for each PI program type (home visiting and DCFS-licensed center-based). The learning communities must be provided equitably and be available to all PI grantees.
3. The successful applicant will, at least, provide quarterly quality mental health consultation learning communities aligned to the Standards for Professional Learning promulgated by Learning Forward for PI grantee supervisors.

Performance Standards:

1. Sixty percent of all new PI program staff who contact the successful applicant for model training will complete such training within 120 days.
2. Implement at least two learning communities that are aligned to the Standards for Professional Learning promulgated by Learning Forward for each PI program type (home visiting and DCFS-licensed center-based). The learning communities must be provided equitably and be available to all PI grantees.
3. Implement at least two mental health consultation learning communities that are aligned to the Standards for Professional Learning promulgated by Learning Forward for, at a minimum, PI grantee supervisors.
4. Register a minimum of 60% of scheduled trainings in the Gateways to Opportunity Registry Authorized Entity Portal.
5. A minimum of 60% of participants registered in the Gateways System, and who provide valid Registry numbers will have their training verified in the Gateways System.

Deliverables and Milestones:

1. Provide information in the quarterly reports and the annual report of all training and professional learning opportunities and indicate the Gateways to Opportunity Levels of Learning. At least 25% of all PI professional learning opportunities must be identified as Level 1 Introductory/Awareness, at least 25% of all PI professional learning opportunities must be identified as Level 2 Intermediate/Application, and at least 25% of all PI professional learning opportunities must be identified as Level 3 Advanced/Mastery as defined by the Gateways to Opportunity Levels of Learning. The remaining 25% of trainings may fall in any Level of Learning.

Provide information in the quarterly reports and the annual report of the number of trainings provided to PI grantee staff of the following: Futures Without Violence; Happy Moms, Healthy Babies Domestic Violence Curriculum; Safe Sleep (SIDS of Illinois); 4P's Plus (NTI Upstream), and I Can Parent, Too.

Funding Information

Introduction:

The grant award will not exceed \$1.75 million. The actual grant amount will be contingent upon the amount of funding available. Grant funds are to be used in the direct provision of services.

Travel expenses, including mileage and where overnight stay is required, lodging and per diem, are subject to the state rates according to the Governor's Travel Control Board as outlined in the Reimbursement Schedule of the Travel Guide for State Employees and any annual changes found therein. The Travel Guide can be found at <https://www2.illinois.gov/cms/Employees/travel/Pages/default.aspx>.

Continuation grant awards be will funded upon successful appropriation by the General Assembly and successful performance in the preceding year. In addition, the annual grant amounts will depend on the needs addressed and scope of activities in each year and the total appropriation for the program.

Allocations are preliminary, and payment under this grant is subject to passage of sufficient appropriation by the Illinois General Assembly. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds for this program.

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)

Cost Sharing or Matching:

No cost matching.

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.

Local Education Agencies

- Local Education Agency (LEA) indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and the U.S. Department of Education (ED). The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published on the ISBE website. The FY 2019 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 ED.

- Newly organized LEAs, ROEs, ISCs, 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 that 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.

Non-LEAs

- 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 Governor's Office of Management and Budget centralized process in which 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/>.

•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:

Indirect costs are unrestricted.

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. Additional reporting requirements are listed below.

Quarterly Reports and an Annual Report are due to ISBE Early Childhood Department:

REPORT	CUMULATIVE THROUGH	DUE IN ISBE OFFICE
1	September 30, 2021	30 days after the end of the quarter
2	December 31, 2021	30 days after the end of the quarter
3	March 31, 2022	30 days after the end of the quarter
4	June 30, 2022	30 days after the end of the quarter
Final	July 1 through June 30	30 days after the end of the 4 th quarter

Provide the following information in the Quarterly Program Reports and Annual Report:

- a. Number of PI grantee staff that contacted the successful applicant for model training.
Number of PI grantee staff that completed model training within 120 days.
- b. Number of professional learning opportunities offered.
Number of professional learning opportunities registered in the [Gateways to Opportunity](#) Registry Authorized Entity Portal.
- c. Number of PI grantee staff that registered in the [Gateways to Opportunity](#) System and provided their Registry Numbers to the successful applicant.
Number of PI grantee staff that had their professional learning opportunities verified in the Gateways System by the successful applicant.
Number of professional learning opportunities attended by PI grantee staff that provided their Registry Numbers.
Number of professional learning opportunities verified in the Gateways System by the successful applicant.
- d. Successful applicant staff names, title, full-time equivalent (FTE), associated PI program type (if applicable), associated PI program model (if applicable), highest level of education, credentials (if applicable), list of professional learning opportunities the successful applicant staff participated in that are relevant to the work provided under this PI T&TA grant.
- e. List the professional learning opportunities provided by the successful applicant. Include, at least, the Gateways to Opportunity Level of Learning, the program model (if applicable), date of training, number of ISBE PI unduplicated participants, and number of other unduplicated participants.
- f. Submit completed attendance and evaluation records for each professional learning opportunity offered by the successful applicant, which is required of an [ISBE professional development provider](#).
- g. Submit information pertaining to ISBE Professional Educator Licensure requirements for [ISBE professional development providers](#), including the forms for new trainings that are offered.
- h. List of all PI grantees with RCDT codes (provided by ISBE). Include, at least, the level of TA or coaching being provided as defined by the successful applicant's Pyramid TA/Coaching Plan, name of successful applicant's provider(s), date(s) services were provided, number of PI grantee staff participants during each TA/coaching session. (Goal 2)
- i. Submit information regarding a PI conference, as applicable.
- j. Indicate the total number of PI grantee staff that were provided services implementing a PI type of (home visiting, DCFS-licensed center-based) and program model (Baby TALK, Early Head Start, Healthy Families America, Nurse Family Partnership, Parents as Teachers, Other/describe), as applicable. (duplicated and unduplicated)
- k. List marketing efforts for professional learning opportunities (trainings, professional learning communities, technical assistance, coaching, mental health consultation, etc.).

- l. List any program model and national representation meetings associated with funds from this PI T&TA grant and the nature of involvement, identify collaboration and coordination with the ISBE EC Department (if applicable), and provide updates (as applicable). (Goal 5)
- m. Indicate coordination and collaboration with other Illinois or national professional learning providers (training, technical assistance, coaching, or mental health consultation providers). List the name of provider and nature of involvement, identify collaboration and coordination with the ISBE EC Department (if applicable), and provide updates (as applicable). (Goal 6)
- n. Describe the successful applicant's self-evaluation tool (Goal 7), which includes the data/information to be collected, measures/methods/processes to evaluate, the target goals, and progress toward goal, as applicable. (Highlight updates, as applicable.)
Make sure to include self-assessment data on provision of social justice and equity for all children and progress made regarding racial literacy, cultural responsiveness, and anti-bias education.
- o. Provide the successful applicant's written evaluation with a Continuous Quality Improvement Plan. (Goal 7). (Highlight updates, as applicable.)

Provide policies and procedure manual as required in PI NOFO/RFP Goal 7 (Goals 1 through 8). (Highlight updates, as applicable.)

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.

- 1. Uniform Application for State Grant Assistance (Attachment 1):** Include the name, address, telephone and fax numbers of the entity; 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. Program Narrative (maximum 30 pages):** Follow the specifications found under “Program Narrative Requirements” on page 17 The proposal narrative should respond to, at least, each narrative requirement and be provided in the order in which it is presented. Limit proposal narratives to 30 pages with a minimum font size equivalent to Arial 11. Information beyond the 30-page limit will not be included in the review process.
- 3. State Budget Summary and Payment Schedule (Attachment 2):** 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 an authorized official 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. Supplies, equipment, contracted services, and professional development should be requested in the month for which the expenditure is anticipated.
- 4. Budget Summary Breakdown (Attachment 2A):** The Budget Summary Breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the State Budget Summary and Payment Schedule. The Budget Summary Breakdown should also include subcontract information, if applicable.
- 5. Certifications and Assurances (Attachments 3 and 4):** Each applicant 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 3)**
 - B. Grant Application Certifications and Assurances (Attachment 4)**
- 6. Optional - Letters of Support or Letters of Intent to Participate:**
Enter Narrative

Program Narrative Requirements

The proposal narrative should include the information below in the order in which it is presented. Limit proposal narratives to 30 pages with a minimum font size equivalent to Arial 11. Information beyond the 30-page limit will not be included in the review process.

- I. Experience (Goals 1 through 8)
 - a. Describe prior knowledge and experience in providing activities similar in scope and type to the ones called for in this NOFO/RFP (Goals 1 through 8).
 - b. Describe how these experiences will contribute to the success of this project if the grant is awarded.

- II. Program Planning (Goal 7)
 - a. Describe how the professional learning needs of local Prevention Initiative grantee staff will be assessed.
 - b. Describe how assurances will be made that all stakeholders, including, but not limited to, the Illinois State Board of Education Early Childhood Department, local Prevention Initiative programs, and other organizations that provide specific curricula training, program model training, or training for implementation and management of high-quality Birth to 3 Prevention Initiative programs have a voice in articulating training, technical assistance, coaching, mental health consultation, and professional learning community needs and have involvement in evaluation and CQI efforts.
 - c. Describe the process for developing a self-evaluation tool and a written evaluation with a CQIP. Provide examples of what specific projected data/information, measures/methods/processes, target goals, and progress will be tracked and evaluated.
 - d. Describe how the self-assessment tool and written evaluation with a CQIP will be used for future professional learning planning.
 - e. Describe how the written self-assessment tool and written evaluation with a CQIP will be shared with the ISBE Early Childhood Department and how the applicant will involve ISBE in the development and process of CQI and professional learning planning.

- III. Program Description (Goals 1 through 8)
 - a. Describe the activities/services (Goals 1 through 6) that will be implemented to meet the professional learning needs of PI grantees and to assist them in complying with the Administrative Rules Part 235, nine Goals of Prevention Initiative, Birth to Five Program Standards, and Illinois Early Learning Guidelines. Include how activities/services will be aligned to the Standards for Professional Learning.
 - b. Describe the activities/services (Goals 1 through 8) and timelines for implementation. A chart/table may be included.
 - c. Describe the written policies and procedures (Goals 1 through 8) that will inform and guide trainers, technical assistance providers, coaches, mental health consultants, as well as PI grantee staff. Provide examples.

- IV. Qualified Staff and Organizational Capacity (Goal 8)
 - a. Describe the organizational capacity to provide the scope of work in this grant (Goals 1 through 7).
 - b. Indicate the positions, including FTE, that will be paid for with the grant and the corresponding job descriptions. Include salaries. In addition, describe the qualifications, including education and relevant experience, of the staff (paid and unpaid) responsible for the activities and services. A chart/table may be included.

Describe in a meaningful way how the budget is reflective of the activities/services that will be provided and the number of PI grantee staff that can be served. Be as specific as possible. What professional learning activities/services will be provided, how many PI grantee staff can be served by each professional learning activity/service, and how much do specific professional learning activities/services cost? Be sure to include

intensive coaching opportunities, as well as other web-based learning, professional learning communities, and technical assistance opportunities.

Review Criteria

Application 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.

Proposals will be reviewed by a panel of reviewers in accordance with the criteria set forth below.

Total possible points are 100.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting the division responsible for issuing the NOFO/RFP. See “Contact Person” under “Program Overview.”

Tiebreaker Statement:

Proposals that score under 75 points will not be funded.

In the event of a tie, the applicant with the higher number of PI staff that can be served within the fiscal year budget will be given priority. (Program Narrative Requirements IV. C.)

Evaluation Criteria

These overall criteria are built into the rubric below. The points for each criterion section as well as the individual criteria are also included in the rubric.

Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting the Early Childhood Department at 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 requirements are absent.	Proposal provides very few details to meet the project outcomes.	Proposal is unclear and lacks enough evidence to meet project outcomes.	Proposal provides moderate detail and conveys potential to meet project outcomes.	Proposal provides good detail and strong evidence to meet project outcomes.	Proposal exceeds expectations and provides a solid plan to meet project outcomes.

Section 1: Experience 30 Points	Possible Points
The applicant demonstrates sufficient knowledge about providing educational, health, social and child development services to young children and their families. (Program Narrative Requirements I., a. and b.)	5
The applicant demonstrates sufficient knowledge about adult learning theory and early childhood development, as well as early childhood education, health education, social and emotional education, and child developmentally appropriate education for young children and their families. (Program Narrative Requirements I., a. and b.)	5
The applicant demonstrates prior successful experience in providing training, technical assistance activities, and high-quality supports similar in scope and type to those required under the NOFO/RFP. (Program Narrative Requirements I., a. and b.)	5
The applicant demonstrates prior success in providing professional learning experiences that include coaching and are similar in scope and type to those called for in this NOFO/RFP. (Program Narrative Requirements I., a. and b.)	5
The applicant demonstrates prior success in providing professional learning experiences that include learning communities and are similar in scope and type to those called for in this NOFO/RFP. (Program Narrative Requirements I., a. and b.)	5
The applicant demonstrates prior success in providing professional learning experiences that include mental health consultation and are similar in scope and type to those called for in this NOFO/RFP. (Program Narrative Requirements I., a. and b.)	5

Section 2: Program Planning 15 Points	Possible Points
The proposal presents a plan for formal policies and procedures for assessing the professional learning needs of local Prevention Initiative grantee staff and assures that all stakeholders have a voice in articulating professional learning (training, technical assistance, mental health consultation, learning community) needs and are involved in evaluation and Continuous Quality Improvement efforts. (Program Narrative Requirements II. a. and b)	5
The proposal describes a self-assessment, evaluation, and Continuous Quality Improvement Plan that will be successful in determining the effectiveness of the approaches taken and the need to revise or update, as necessary. (Program Narrative Requirements II. c. and d.)	5
The proposal sufficiently explains how the applicant will coordinate and collaborate with the ISBE Early Childhood Department to plan professional learning based on the self-assessment, evaluation, and CQIP. (Program Narrative Requirements II. e.)	5
Section 3: Program Description 30 Points	Possible Points
The proposed activities/services are comprehensive, demonstrate a sound approach, and have a strong likelihood of effectively addressing the staff development needs of Early Childhood Block Grant personnel. (Program Narrative Requirements III. a.)	5
The proposed activities/services assist Early Childhood Block Grant personnel in complying with the statutory mandate to implement a research-/evidence-based program model (as applicable), research-based curriculum, and the nine goals/components of the Early Childhood Block Grant program. (Program Narrative Requirements III. a.)	5
The proposal describes how the professional learning opportunities are aligned to research-/evidence-based practices. (Program Narrative Requirements III. a.)	5
The proposal describes reasonable outputs and timelines of the activities/services. Program Narrative Requirements III. b.)	5
The proposal describes the policies and procedures that will inform and guide implementation. (Program Narrative Requirements III. c.)	5
The proposal describes evaluation methods that will be successful in determining the effectiveness of the approaches that are taken. (Program Narrative Requirements II. c., d., e.)	5

Section 4: Cost-effectiveness of the Proposed Activities 25 Points	Possible Points
The proposed staffing level is sufficient to assure that the proposal's activities and services will be provided in an effective and efficient manner. (Program Narrative Requirements IV. a. and b.)	5
Describe the organizational capacity to provide the scope of work in this grant. (Program Narrative Requirements IV. a. and b.)	5
Indicate the positions, include the full-time equivalent, that will be paid for with the grant and the corresponding job descriptions. Include salaries. (Program Narrative Requirements IV. a. and b.)	5
Describe the qualifications, including education and relevant experience, of the staff (paid and unpaid) responsible for the activities and services. (Program Narrative Requirements IV. a. and b.)	5
The proposed budget is consistent with the proposal's activities/services, including intensive coaching opportunities, and appears to be cost-effective, as evidenced by the cost in relation to the numbers to be served and the services to be provided. (Program Narrative Requirements IV. c.)	5