




Illinois State Board of Education

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Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

January 22, 2020

TO: Eligible Applicants
FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

SUBJECT: NOTICE OF FUNDING OPPORTUNITY (NOFO)/REQUEST FOR PROPOSALS (RFP): Fiscal Year 2021 Prevention Initiative for Birth to Age 3 Years

CSFA Number: 586-18-0520
CSFA Title: Fiscal Year 2021 Early Childhood Block Grant-Prevention Initiative for Birth to Age 3 Years

Eligibility and Application Information

Eligible Applicants: Currently funded and new Early Childhood Block Grant (ECBG) 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 Prevention Initiative program for prenatal mothers and children birth to age 3 and their families.

Programs that score fewer than 60 points will not be funded. The number of programs that are awarded will be determined by the number of applications received and the amount of funds available to award to programs. **ISBE reserves the right to determine the number of slots awarded based on community needs. As a result, applicants may not be awarded for the full number of slots requested.**

Currently funded FY 2019 and FY 2020 cohorts do not have to complete this application to maintain current funding. However, entities may apply for additional slots under this application.

Entities that 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 NOFO/RFP.

A Prevention Initiative 0-3 program operated in or by a facility subject to licensure

requirements of the Illinois Department of Children and Family Services (DCFS) 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. Family child care homes are eligible to apply in joint applications with an administrative agent from a Local Education Agency (LEA) or other eligible applicant. A school district or other eligible applicant can participate in only one proposal for a Preventive Initiative program.

A separate appropriation has been awarded to the City of Chicago School District #299 for the initiatives funded under the ECBG Prevention Initiative program. Applicants proposing to provide services for children and families within the Chicago city limits must apply for funds through Chicago Public 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. ISBE does not fund entities in 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 2021 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 2021 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and an FY 2021 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2021 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 <https://www.sam.gov>;
- (ii) Provide a valid DUNS number in its application <https://fedgov.dnb.com/webform>; and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through, or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192:

Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>.

This grant is subject to the provisions of:

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

Merit-Based Review and Selection Process for Competitive Grants: 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: Total amount of funding available for Prevention Initiative grant is contingent on appropriation by the Illinois General Assembly. ISBE anticipates making individual grant awards depending on information included in the proposal. Applicants must request funds to facilitate services to children who are in most need of services. It is anticipated that the average awards will be approximately \$5,182 per child for home visiting and \$14,570 per child for center based. **ISBE reserves the right to determine the number of slots awarded based on community needs. As a result, applicants may not be awarded for the full number of slots requested.**

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 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 (e.g., 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 2020 Evidence-Based Funding \(EBF\) Distribution Quick Facts](#)

Proposals shall be separated into the following three funding categories:

- 1) Proposals serving children who are at risk 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.
- 2) Proposals serving primarily children whose families meet income guidelines.
- 3) All other proposals

Additional funding information can be found under Funding Information on page 13.

Proposals that score fewer than 60 points will not be funded.

Proposals scoring 60 or more 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.

The number of programs awarded that score 60 or above will be determined by the amount of funds available. As a result, all programs that score more than 60 may not be awarded funding. **ISBE reserves the right to determine the number of slots awarded based on community needs. As a result, applicants may not be awarded for the full number of slots requested.**

Grant Period: The grant period will begin no sooner than July 1, 2020 and will extend from the execution date of the grant until June 30, 2021. Funding in the two subsequent years will be contingent upon sufficient appropriation for the program and satisfactory progress in the preceding grant period.

FY21 Early Childhood Block Grant RFP Deadline -Extended until April 15, 2020 4:00 p.m.

Due to the recent COVID-19 school closures, the Illinois State Board of Education is extending the FY21 RFP submission deadline until April 15, 2020. We understand that potential applicants are currently handling other issues in relation to the COVID-19 pandemic and may not be able to meet the previous due date of March 23. As a result, all applications are now due via electronic or US mail on April 15, 2020 at 4:00 p.m.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager or received via U.S. Mail no later than April 15, 2020 at 4:00 PM. Late proposals will not be accepted. Directions for each submission method are found below. Only proposals submitted using official ISBE RFP attachments will be considered. **Additional documents and attachments 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 FY21 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 April 15, 2020 at 4:00 PM. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

Due to the closing of State buildings as a result of the COVID-19 pandemic ISBE is not able to offer the option of hand delivered applications.

Applicants who already submitted their FY21 ECBG application in response to this RFP may revise, amend and resubmit their applications by the extended submission deadline of April 15, 2020 at 4:00 p.m.

Proposals received at 4:01 p.m. on April 15, 2020. are considered late and will not be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of Award from the State Superintendent 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.**

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. See <https://www.isbe.net/Pages/RFPs.aspx>.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to 4 p.m. April 8, 2020 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 (217) 524-4835 or 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 8 years of age. Appropriate early childhood programs, practices, and services are defined as those that:

- 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.

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 8 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 3 through 8 years.
3. Make prekindergarten programs available for all Illinois children identified who would benefit from the services offered in the Prevention Initiative program 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 3 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; and share resources, services and accountability.
7. Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.

Program Description:

The ECBG Prevention Initiative (PI) provides intensive, research-based, and comprehensive child development and family support services for expectant 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:

1. Fund successful grantees to implement quality PI programming as defined by goals one through nine under “Program Objectives” found on page 9 and the [Illinois Administrative Code 235](#).
2. Fund successful PI grantees to fulfill Section 2-3.89 of the School Code, which requires PI grantees to implement research-based, comprehensive, and intensive prevention services to expecting parents and families with children birth to age 3 who are at risk of academic failure. [Early Childhood Block Grant Prevention Initiative Compliance Checklist](#)

The ISBE ECBG funds a continuum of services for children from birth through age 5 and their families. A portion of the block grant funds is set aside exclusively for programs serving families with infants and toddlers who are at risk. This program is called Prevention Initiative. Section 1C-2 of the School Code was amended in FY 2016 to state, “At least 25 percent of any additional Early Childhood Education Block Grant funding over and above the previous fiscal year's allocation shall be used to fund programs for children ages 0-3. Once the percentage of Early Childhood Education Block Grant funding allocated to programs for children ages 0-3 reaches 20 percent of the overall Early Childhood Education Block Grant allocation for a full fiscal year, thereafter in subsequent fiscal years the percentage of Early Childhood Education Block Grant funding allocated to programs for children ages 0-3 each fiscal year shall remain at least 25 percent of the overall Early Childhood Education Block Grant allocation. However, if, in a given fiscal year, the amount appropriated for the Early Childhood Education Block Grant is insufficient to increase the percentage of the grant to fund programs for children ages 0-3 without reducing the amount of the grant for existing providers of preschool education programs, then the percentage of the grant to fund programs for children ages 0-3 may be held steady instead of increased.”

Section 2-3.89 of the School Code requires PI grantees to implement research-based, comprehensive, and intensive prevention services to expecting parents and families with children birth to age 3 who are at risk of academic failure.

Examples of the research-based models include, but are not limited to:

- Home visiting services that adhere to the requirements of Baby Talk™, Early Head Start, Healthy Families America®, Parents as Teachers™, or another evidence-based approved program model. [Prevention Initiative Program: Home Visiting, Center-Based Criterion](#)
- Child care center-based services that adhere to the requirements of the Department of Children and Family Services and [Prevention Initiative Program: Home Visiting, Center-Based Criterion](#).

PI programs must identify as either a home visiting or child care center-based program. [Prevention Initiative Program: Home Visiting, Center-Based Criterion](#)

For the purpose of Prevention Initiative, “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, determined as a result of screening procedures, to be at risk. Additionally, at risk may be indicated by their families’ high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators (e.g., school district's rate of dropouts, retention, truancy, teenage pregnancies, and students experiencing homelessness; high rates of infant mortality, birth trauma, low birth weight, or prematurity; and high rates of child abuse or neglect).

The program should be in a community where there is an insufficient number of other programs and services to fully serve all children and families who need services. Priority will be 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 the need for additional services in the community.

Specific requirements of implementing the Prevention Initiative grant can be found within the [compliance checklist](#) and the [Illinois Administrative Code 235](#). Items on the compliance checklist are required of all programs administering the PI grant. More information on the Prevention Initiative program can be found <https://www.isbe.net/Pages/Birth-to-Age-3-Years.aspx>. ISBE is committed to working with its partners at the Illinois Department of Human Services (IDHS) and Governor's Office of Early Childhood Development to develop new approaches to allowing center-based programs to more gradually increase quality, but it is expected that Prevention Initiative center-based programs will meet all program requirements within the first year of implementation.

Program Background History:

The Prevention Initiative program, which was established in 1988, is authorized by Sections 1C-2 and 2-3.89 of the School Code. It is one of two programs currently funded under the Early Childhood Block Grant. The ECBG is a birth to age 5 years grant program that includes PI and the Preschool for All programs. The ECBG's purpose is to provide early, continuous, intensive, and comprehensive evidence-based child development and family support services to help families prepare their young children for school success.

The vision adopted by the Early Learning Council in Illinois is for every child to enter kindergarten safe, healthy, eager to learn, and ready to succeed. Illinois has prioritized equitable access, effectiveness of services, and sustainability and stability of services and the system as a whole in the effort to achieve this vision. Illinois’s goal is for 80 percent of all children to be fully ready for

kindergarten by 2021.

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 (e.g., racial, economic, geographic, etc.) in "readiness" at kindergarten entry and in achievement by third grade.

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

Applicants are encouraged to review related information found at the [Early Childhood Department website](#). These documents summarize activities and other considerations found in successful early childhood programs. The Illinois Early Childhood Asset Map (IECAM) website at <http://iecam.illinois.edu/> can also be used to assist in finding data needed to complete a proposal. Specific data requests can also be made to IECAM through the website.

The U.S. Department of Health & Human Services poverty guidelines will help in determining income verification.

2020 HHS Poverty Guidelines

Persons in Family or Household*	Poverty Level	4 Times Poverty Level
1	\$12,760	\$51,040
2	\$17,240	\$68,960
3	\$21,720	\$86,880
4	\$26,200	\$104,800
5	\$30,680	\$122,720
6	\$35,160	\$140,640
7	\$39,640	\$158,560
8	\$44,120	\$176,480

SOURCE: *HHS Poverty Guidelines for 2020:* <https://aspe.hhs.gov/poverty-guidelines> The 2020 poverty guidelines went into effect on January 15, 2020.

ISBE Board Goal(s):

- **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Program Objectives:

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

- A weighted eligibility criteria form will need to be developed and implemented by each program to determine that children and their families most in need of services are being served. Information from the parent interview form and the child's score from a published, research-based screening instrument (as applicable) indicating risk of academic failure will be used to complete the weighted eligibility form prior to enrollment in the program.

Goal 2: Families will receive intensive, research-based, and comprehensive prevention services. Programs will, at minimum, implement the following:

- The proposed PI DCFS-licensed center-based program must comply with the following:
 - Provide center-based infant/toddler care to improve the growth and development of children before they transition to Preschool for All or Head Start by providing early, continuous, intensive, and comprehensive child development and family support

- services.
- Children will be enrolled in a program that is a minimum of 2.5 hours, five days a week. The program must have set hours for PI program child care center-based services.
- Programs are required to document that the site is working toward [ExceleRate Illinois](#) Quality Recognition and Improvement System until they reach the Gold (Exemplary) Circle of Quality, as applicable.
- Programs will be expected to meet at least [ExceleRate Illinois](#) Silver Rating (State of Illinois DCFS licensing standards on ratios and group size) within the first year of program implementation and by 2024 meet Gold Circle of Quality for adult/child ratios.
- The program must be embedded in a child care center that is licensed and meets all of the licensing standards of the [Illinois Department of Children and Family Services](#) for center-based child care.
- Meet [Early Head Start requirements](#), when applicable.
- The DCFS-licensed center-based program will implement a minimum of two home visits per program year (beginning and end of year) with families in order to support parent education, provide crisis intervention, and support the parent and child relationship. Additional home visits may be offered to families on an as-needed basis.
- Implement a research-based, family-centered assessment and develop an Individual Family Goal Plan.
- The child care center-based program will offer at least quarterly parent education activities during the first year of implementation and monthly parent education activities by 2023 (i.e., parent-child activities or parent trainings).
- Implement a research-based, child-centered curriculum.
- Implement a research-based parent/family-centered curriculum for parent meetings workshops and trainings.
- The program must provide a snack, in the case of a half-day program, or a meal, in the case of a full-day program, for participating children. The program will provide food service as applicable.
 - Food and beverages provided in programs located in a licensed child care center or other community setting shall meet DCFS standards set forth at 89 Ill. Adm. Code 407.330 (Nutrition and Meal Service).
- Home visiting programs will implement an evidence-based home visiting program model.
- All services must be aligned with the [Illinois Birth to 5 Program Standards](#).
- PI programs will maintain a policy for prohibiting expulsion and suspension of children and families.
- A research-based curriculum must be implemented:
 - Home visiting programs must implement a research-based, parent/family-centered curriculum for parent education that aligns with the [Illinois Early Learning Guidelines for Children Birth to Age 3 Years](#).
 - Child care center-based programs must implement a research-based, child-centered curriculum for classroom programming and a research-based, parent/family-centered curriculum for parent education. Both must align with the [Illinois Early Learning Guidelines for Children Birth to Age 3 Years](#).

- All PI programs will adhere to the following program requirements:
Each PI Birth to Age 3 program must meet at least one of the criteria listed under Prevention Initiative Program in the [Prevention Initiative Program: Home Visiting, Center-Based Criterion](#).
 - Supplemental services must be integrated into the evidence-based home visiting program model or center-based services, as well as complement and align with the research-based curriculum, in the [Illinois Early Learning Guidelines](#) and [Birth to 5 Program Standards](#). Supplemental services, such as Doula, Fussy Baby Network®, Abriendo Puertas/Opening Doors™ and Touch Points™, must not be offered in isolation of the center-based or home visiting model.

Goal 3: Children’s developmental progress will be regularly monitored to inform education and to ensure identification of any developmental delays or disabilities.

Goal 4: Families will receive services that address their identified goals, strengths, and needs.

Goal 5: Families will receive comprehensive, integrated, and continuous support services through a seamless and unduplicated system.

Goal 6: Families will be engaged in the program and community systems for infants and toddlers will be strengthened.

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

Goal 8: Staff will have the knowledge and skills needed to create partnerships to support the development of infants and children. Classroom staff must meet at minimum the Illinois Department of Children and Family Services qualifications for early childhood teachers and assistants and hold or be working toward obtaining an Illinois Gateways Infant Toddler Credential level 2 or beyond.

- Center-based programs will obtain the necessary licensure through the Department of Children and Family Services, adhering to all requirements set forth in the Illinois Administrative Code Title 89: Social Services Chapter III: Department of Children and Family Services Subchapter e: Requirements for Licensure Part 407 Licensing Standards for Day Care Centers, and participate in ExceleRate™ Illinois.
- Home visiting programs will maintain appropriately qualified personnel who meet the requirements of the home visiting evidence-based program model. A home visiting program will maintain a staffing structure that will provide sufficient support to direct service providers, which includes at least one supervisor. PI programs must maintain enough full-time equivalency (FTE) hours to maintain a reasonable caseload, defined by this NOFO/RFP and/or the chosen program model. A home visiting program must maintain at least three FTE home visitors. Home visitors must be at least .50 FTE. PI programs need to implement one program model for parent education/home visiting (e.g., Baby TALK, Early Head Start, Healthy Families America, Parents as Teachers).

Goal 9: Staff will continue to gain skills and knowledge based on current research and best practices to improve outcomes for families.

Policy Requirements:

All Prevention Initiative programs shall meet the requirements of the [Early Childhood Block Grant Administrative Rules, Part 235](#).

Performance Measures:

One hundred percent of families enrolled have been determined to be at risk of academic failure according to program eligibility weighted criteria form and 100 percent program enrollment for

families as defined in the Early Childhood Prevention Initiative 0-3 electronic grant. The program is conducting ongoing and regular screenings to meet eligibility requirements.

Targets:

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

- The program maintains 100 percent capacity for enrollment of children and families as defined in the Early Childhood Prevention Initiative 0-3 electronic grant.
- The program conducts ongoing and regular screenings to meet eligibility requirements.
- Number of pregnant women to be served as indicated in the electronic grant.
- Number of children to be served as indicated in electronic grant.
- Number of families to be served as indicated in the electronic grant.
- Number of pregnant women enrolled in the program.
- Number of children currently enrolled in the program.
- Number of families currently enrolled in the program.
- Number of children on waiting list.
- Number of children screened.
- Continuous quality improvement plan activities/goals that program staff engage in, complete, or implement

Performance Standards:

The program maintains at least 80 percent enrollment for families as defined in the Early Childhood Prevention Initiative 0-3 electronic grant and 100 percent of children have been determined to be at risk. The applicant conducts ongoing, regular screenings to meet enrollment requirements.

Deliverables and Milestones:

Complete and submit a PI Grant Periodic Performance Report at least quarterly in the Grant Periodic Reporting System. The report can be found at <https://www.isbe.net/Pages/Early-Childhood.aspx>.

Funding Information

Introduction:

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. Funding can be used to meet our new requirement that staff in community-based programs must receive compensation on par with what they would make working for the local school district. It is anticipated that funding will be awarded at approximately \$14,570 per child for center-based and \$5,182 for home visiting. **ISBE reserves the right to determine the number of slots awarded based on community needs. As a result, applicants may not be awarded for the full number of slots requested.**

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 the U.S. Department of Education. 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 FY 2020 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 the U.S. Department of Education.

- 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 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 percent 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 percent default rate described at 34 CFR 76.564.

- Colleges and universities will be limited to a maximum indirect cost rate of 8 percent 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

Complete and submit a report regarding the enrollment of families in the program quarterly, at a minimum, in the [Grant Periodic Reporting System](https://www.isbe.net/Pages/Early-Childhood.aspx). Reports can be found at <https://www.isbe.net/Pages/Early-Childhood.aspx>.

Expenditure Reports:

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

REPORT	CUMULATIVE THROUGH	DUE IN ISBE OFFICE
1	September 30, 2020	October 20, 2020
2	December 31, 2020	January 20, 2021
3	March 31, 2021	April 20, 2021
Final	June 30, 2021	July 21, 2021

Program Reports:

All grantees must submit the following data to ISBE via the IWAS system for the Prevention Initiative project for which the grantee is funded:

- Student Information System (SIS):
- Birth to 3, Caregiver Demographic Data, and Prenatal
- 0-3 Prevention Initiative - Parent Questionnaire
- 0-3 Prevention Initiative - Outcomes Questionnaire
- Reporting per Public Act 100-105 Enrollment Reports:

All grantees must enroll and exit each Birth to 3 child in ISBE 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 FY21 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 NOFO/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 name, address, telephone and fax numbers, and email of the entity; 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. Applicant Overview (Attachment 2):** All program information, data and signatures on the Applicant Overview page must be completed. Include other funding (e.g., include child care assistance program, Head Start, and Early Head Start, as well as other state and federal funding, etc.) the applicant has that will be used to serve the children in this application, if applicable.
- 3. Joint Application (Attachment 3):** If applicable, must include site information and signature from each Joint Applicant participant.
- 4. Program Narrative (Attachment 4):** Use only the forms provided. See Program Narrative on page 16 for questions that require a response.
- 5. Site Information (Attachment 5) (Sites serving children must be outside the Chicago city limits.)**
- 6. Objectives and Activities (Attachment 6):** Use only the forms provided. See Objectives and Activities on page 16 for questions that require a response.
- 7. Proposal Evaluation and Design (Attachment 7):** Use only the forms provided. See Proposal Evaluation and Design on page 18 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 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 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 Summary Breakdown (Attachment 9):** The Budget Summary Breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The Budget Summary 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 proposed ECBG program per Program Narrative and Objectives and Activities sections of the NOFO/RFP.
- 12. **Slot Gap Analysis (Attachment 13):** Complete this form if using to document service gap.

Program Narrative Requirements

Specific requirements of implementing the Prevention Initiative grant can be found within the [compliance checklist](#) and the [Illinois Administrative Code 235](#). Items on the compliance checklist are required of all programs administering the Prevention Initiative grant. More information on the Prevention Initiative program can be found on the [compliance checklist](#) at <https://www.isbe.net/Pages/Birth-to-Age-3-Years.aspx>.

Program Narrative

1. Describe the area to be served as 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 Prevention Initiative program by providing the following:
 - 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 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 program will meet their funded enrollment by the fall SIS deadline and maintain that enrollment throughout the year ensuring that all vacancies are filled within 30 days.

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 documenting 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 intensity of services in the proposed program and how they align to the budget and are cost-effective in relation to the numbers to be served.
 9. Describe the intensity of services and how the child and family activities are designed to enhance child development and family effectiveness and, ultimately, school readiness.
 10. Describe the program's plan for coordination of services and funds from other educational programs serving young children and their families, including, but not limited to, the local Early Head Start program (e.g., community-based child care programs that receive Childcare Assistance Program funds from the IDHS Early Intervention Program).
 11. Describe how the proposed program is built upon effective research about early childhood education and is aligned to the [Illinois Early Learning Guidelines for Children from Birth to Age 3 Years](#) and the [Illinois Birth to Five Program Standards](#).
 12. Describe how the proposed program implements a research-based family needs assessment tool, which will be conducted and used to implement a written individual family service plan for each family served in the program.
 13. Describe how the proposed program implements a referral system that ensures that 3-year-old children are placed into other early childhood education programs that meet their specific developmental needs and the services to be provided ensure a successful transition into those other programs.
 14. Describe how the program will ensure racial equity in recruitment and hiring practices and ensure staff members to be hired possess the applicable licenses and endorsements for each position, along with qualifications and experiences necessary to successfully implement a high-quality early childhood program.
 15. Describe how the staff development plan will adequately address the needs of the program staff, along with preparing staff to work with children from various racial and ethnic backgrounds.
 16. 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. These experiences must include, but not be limited to, trainings on social-emotional development, child trauma, and cultural diversity/sensitivity.
17. The following applies only to non-school district applicants AND joint agreement applicants.
 - a. **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 the Early Childhood Block Grant. Describe a successful track record with similar grants or contracts.
 - b. **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.

Proposal Evaluation and Design

18. Describe the evaluation strategies and how they will include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.
19. Describe how the program will utilize data that is collected to ensure equity in programming and 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 that 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 indicates 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.

The number of programs awarded that score 60 or above will be determined by the amount of funds available. As a result, all programs that score 60 or above may not receive funding. **ISBE reserves the right to determine the number of slots awarded based on community needs. As a result, applicants may not be awarded for the full number of slots requested.**

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 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 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 Prevention Initiative 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 the program’s 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 (risk factors) 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 program 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 are enrolled in the program located in a district where there exists a need. (See Program Narrative section, #6)					5
Section 2: Quality of Proposed Program (40 Points)					Possible Points
Specific requirements of implementing the Prevention Initiative grant can be found within the compliance checklist and the Illinois Administrative Code 235. Items 1-26 (as applicable) on the compliance checklist are required of all programs administering the Prevention Initiative grant.					
Describe how the proposed program activities align to budget and will sufficiently meet the identified needs of the population to be served. Specifically, populations with high levels of poverty that demonstrate need documented by a letter from the local program or completion of Attachments 12 and 13 or IECAM data or information from the program’s needs assessment that indicate there is a need for additional services in the community. (See Objectives and Activities section, #7, 8, Prevention Initiative Compliance Checklist, PI5)					5
Describe the intensity of services and how the child and parent activities are designed to enhance child development and parent effectiveness and, ultimately, school readiness. (See Objectives and Activities section, #9, Prevention Initiative Compliance Checklist, CB3, CB7, CB8, PI9, HV4, HV5, HV6, HV7)					5

The program has a plan for coordination of services and funds from other educational programs serving young children and their families, including, but not limited to, the local Early Head Start program (e.g., community-based child care programs that receive Childcare Assistance Program funds from IDHS). (See Objectives and Activities section, #10, Prevention Initiative Compliance Checklist, PI9, PI5)	5
The proposed program is built upon effective research about early childhood education and is aligned to the Illinois Early Learning Guidelines for Children from Birth to Age 3 Years and the Illinois Birth to Five Program Standards . (See Objectives and Activities section, #11, Prevention Initiative Compliance Checklist, HV1, CB2)	5
The proposed program implements a research-based family needs assessment tool, which will be conducted and used to implement a written individual family service plan for each family served in the program. (See Objectives and Activities section, # 12, Prevention Initiative Compliance Checklist, PI7)	5
The proposed program implements a referral system that ensures that 3-year-old children are placed into other early childhood education programs that meet their specific developmental needs and the services to be provided ensure a successful transition into those other programs. (See Objectives and Activities section, #13, Prevention Initiative Compliance Checklist, PI9)	5
The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program. (See Proposal Evaluation and Design section, #18, Prevention Initiative Compliance Checklist, PI10)	5
The program will utilize data that is collected to inform the continuous quality improvement plan. (See Proposal Evaluation and Design section, #19, Prevention Initiative Compliance Checklist, PI10)	5
Section 3: Experience and Qualifications (20 Points)	Possible Points
Proposed staff hold the appropriate educator and/or professional licenses for their positions and have the qualifications and experience necessary to successfully implement a quality early childhood program. (See Objectives and Activities section, #14)	5
The staff development plan adequately addresses the needs of the program staff. (See Objectives and Activities section, #15)	5
The proposed 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, #16)	5
<p>Applicants other than a school district AND joint agreement applicants must include:</p> <ul style="list-style-type: none"> • 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 the Early Childhood Block Grant program. • Describe a successful track record with similar grants or contracts. <p>Joint Agreement Applicants:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	5

section, #17)	
Section 4: Priority Consideration (15 Points)	Possible Points
Applicant proposes to serve children located within at least one Tier 1 or Tier 2 district community as determined by EBF. FY 2020 EBF Distribution Quick Facts (Points will be awarded for community-based programs based on the tier of the school district where the site is located.)	5
Entities have documented a local gap in service provision in their area. (Letters from other providers or IECAM data or completion of Attachment 13 or information from the program's community needs assessment documenting there is a need for additional slots in the community.)	5
Entities propose to provide center-based Prevention Initiative services.	5