




Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

100 N. First Street • Springfield, IL 62777 • isbe.net

October 30, 2023

TO: Eligible Applicants

FROM: Tony Sanders 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2025 Prevention Initiative Training and Technical Assistance: Birth to 3 Years

CSFA Number: 586-00-1534

CSFA Title: State Programs: Prevention Initiative Training and Technical Assistance: Birth to 3 Years

Program Overview

Eligibility and Application Information

Eligible Applicants: School districts, university laboratory schools approved under 23 Ill. Adm. Code 452 (public university laboratory schools and charter schools authorized by Article 27A of the School Code [105 ILCS 5/Art. 27A]), area vocational centers, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and other not-for-profit and for-profit entities with experience in providing training and technical assistance (T&TA) about educational, health, social, and child development services to young children and their families are eligible to apply.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete prequalification requirements before applying for any grant. This includes completion of the Grantee Registration and prequalification process through the [Illinois GATA Web Portal](#). Grant applications must be submitted by the application deadline indicated in this NOFO/RFP. Applicants are advised to complete the prequalification requirements well in advance of the NOFO/RFP deadline

Successful grant applicants will be required to complete an FY 2025 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, an FY 2025 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY 2025 Programmatic Risk Assessment that is found within the electronic Grant Management System budget. Grant awards will not be executed until the FY 2025 ICQ, Organizational Risk Assessment, and Programmatic Risk Assessment are completed.

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;
- (ii) Continue to maintain an active SAM registration with current information at all times during which it has an active state award or an application or plan under consideration by a federal or state awarding agency. The Illinois State Board of Education (ISBE) may not consider an application for a state award to an applicant until the applicant has complied with all applicable SAM requirements.

[Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192](#)

This grant is subject to the provisions of:

- [Grant Accountability and Transparency Act \(GATA\), 30 ILCS 708/1 et seq.](#)
- [Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000](#)

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. Applicants are advised to refer to the [ISBE Merit-Based Review Policy](#).

Grant Award/Cost Sharing or Matching: An annual grant will be awarded in FY 2025 in an amount not to exceed \$1.9 million. The annual grant award amount in Years 2 and 3 (FY 2026 and FY 2027) also is expected to be \$1.9 million.

There is not a matching requirement associated with this grant.

Additional information pertaining to funding can be found under Funding Information on page 11.

Proposals that score under 75 points will not be funded.

Grant Period: The grant period will begin no sooner than July 1, 2024 and will extend from the execution date of the grant until June 30, 2025. 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 or emailed no later than **December 15, 2023**. Directions for each submission method are found below.

Electronic Submission: Completed proposals sent electronically should be scanned into PDF with all supporting documents and required signatures and submitted via the [ISBE Attachment Manager](#). Choose Early Childhood RFP from the drop-down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Email: The proposal may be emailed to earlychi@isbe.net.

Proposals received at 4:01 p.m. or after on December 15, 2023, 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.

Technical Assistance Session: A technical assistance session will be not be held.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to **December 8, 2023** on the [ISBE Funding Opportunities webpage](#). 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 Background and Description

Program Purpose:

ISBE is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. To that end, ISBE issues this NOFO/RFP to identify an applicant for the Prevention Initiative Training and Technical Assistance: Birth to Age Three Years Grant. According to [Administrative Rules](#) 235.100 a), this grant is intended

to 1) provide training, technical assistance, and high-quality supports to recipients of funding under the Early Childhood Block Grant (ECBG) (see Subpart A) and offer other professional development opportunities that include, but are not limited to, evidence-based program models, job-specific training, and support for mental health consultation and research-based curricula, as applicable to the early childhood program offered (i.e., Preschool Education or Prevention Initiative); 2) align training and technical assistance opportunities to the Standards for Professional Learning (2011) promulgated by [Learning Forward](#), 504 South Locust Street, Oxford, OH 45056 (no later additions to or editions of these standards are incorporated); 3) ensure that each provider of professional development meets the requirements set forth in 23 Ill. Adm. Code 25. Subpart J (Renewal of Professional Educator Licenses) to award credit for professional development for educator license renewal purposes; and 4) support programs, leaders, and teachers to continuously improve practice and student outcomes.

Program Description:

Applicants will conduct ongoing evaluation to ensure that the training and PD being developed and implemented meet the needs of the local Prevention Initiative programs and staff. Due to the nature of the work that is required, prior successful experience with activities similar in scope as 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 [Administrative Rules Part 235](#), [ISBE Professional Educator Licensure](#), [Professional Learning Standards \(Learning Forward: The Professional Learning Association\)](#), [Illinois Early Learning Guidelines](#), [Illinois Birth to Five Program Standards](#), [PI Compliance Checklist](#), and [Gateways® to Opportunity Registry Levels of Learning](#).

Program Background/History:

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 PI 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 PI grants. Training and technical assistance have been provided to PI programs since FY 2008. There are two types of PI 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, web-based services, and support for mental health consultation. A total of approximately 150 programs, many with multiple site locations throughout the state, were eligible for training and technical assistance services in FY 2023. In FY 2022, the recipient of this grant offered 154 in-person trainings, 44 webinars, 16 self-paced online trainings, 190 learning communities, eight mental health consultation groups, and one conference. The grantee served 932 participants (unduplicated) in training and 721 participants (unduplicated) with technical assistance and coaching.

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 [Administrative Rules Part 235](#).

Program Objectives:

GOAL 1

Training

Prevention Initiative grantees will be provided with racially and culturally responsive professional development and learning opportunities, resources, and support that align with the [Standards for Professional Learning](#) and that support the [Administrative Rules Part 235, Illinois Birth to Five Program Standards, Illinois Early Learning Guidelines for Children Birth to Age Three](#) to ensure high-quality programming as defined by the [PI compliance checklist](#), the [quality tools](#) (Home Visiting Rating Scale [HOVRS] and Infant/Toddler Environment Rating Scale [ITERS]) used for PI monitoring, and research-based best practices in early childhood education. ISBE reserves the right to change the tools used to assess quality during PI monitoring.

GOAL 2

Individualized Technical Assistance and Coaching

Targeted PI grantees will receive individualized ongoing support on the implementation of best practices and high-quality programming through participation in PI technical assistance or coaching.

GOAL 3

Communities of Practice (Targeted Supports)

PI administrators and supervisors will be provided culturally and racially responsive professional development and learning opportunities, resources, and supports that target their role as leaders of programs and specifically address the skills and knowledge needed to administer a PI program.

GOAL 4

State and National Representation

PI grantees will be represented locally (state level) and nationally by the successful applicant.

GOAL 5

Collaboration and Coordination

Applicant will collaborate and coordinate with other early childhood professional development providers and organizations to maximize and streamline professional development and learning opportunities for PI grantees.

GOAL 6

Data, Evaluation, and Continuous Quality Improvement

Applicant will implement an evaluation system that will provide critical data to be used for a Continuous Quality Improvement Plan (CQIP) and provide information and data to the ISBE Early Childhood Department.

GOAL 7

Qualified Staff and Organizational Capacity

PI program staff will receive high-quality professional development and learning, supports, and resources from qualified providers and trainers with relevant education and experience, knowledge of PI program requirements and research-based best practices in early childhood education, and knowledge of racially and culturally responsive practices.

Policy Requirements:

[105 ILCS Section 5/2-3.89](#) of the School Code

[Early Childhood Block Grant Administrative Rules, Part 235](#)

Performance Measures:

1. 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.
2. Implement at least 300 professional development or learning events annually (e.g., in-person trainings, webinars, self-paced online trainings, professional learning communities of practice, mental health consultation groups).
3. Provide coaching to at least 30 PI grantees annually.
4. Serve at least 800 unduplicated PI program staff annually.

Targets:

1. 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.
2. Implement at least 75 professional development or learning events each quarter (e.g., in-person trainings, webinars, self-paced online trainings, professional learning communities of practice, mental health consultation groups).
3. Provide coaching supports to every participating program each quarter.
4. Serve at least 200 unduplicated PI program staff quarterly.

Performance Standards:

1. Implement at least four 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.
2. Implement at least 150 professional development or learning events annually (e.g., in-person trainings, webinars, self-paced online trainings, professional learning communities of practice, mental health consultation groups).
3. Provide coaching to at least 10 grantees annually.
4. Serve at least 300 unduplicated PI program staff annually.

Deliverables and Milestones:

GOAL 1: Training

The successful applicant will:

- Be expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood staff.
- Provide a schedule and description of planned professional development activities to the ISBE Early Childhood Department for review prior to dissemination to grantees.
- Maintain compliance with the [ISBE Professional Educator Licensure](#) requirements for professional development providers.
- Maintain a registry of trainings and professional learning opportunities that meets the needs of the educational backgrounds and experiences of diverse PI grantee personnel. 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.
- Conceptualize and implement an integrated system to ensure that training is more than a series of unrelated events, is culturally and racially responsive, and meets the programmatic needs of PI grantees.
- Create and offer professional development and learning opportunities to support PI grantees in meeting the requirements as outlined on the PI Compliance Checklist.
- Create professional learning offerings that are responsive to aggregated data collected during PI monitoring and based on current and emerging issues and research in early childhood education.
- Create a range of professional development offerings to include in-person, distance, web-based, and hybrid options, as applicable.
- Implement professional learning that is aligned with the concepts and strategies of Adult Learning Theory.
- Provide core and ongoing trainings that meet the requirements of PI home visiting and DCFS-licensed center-based education services. Home visiting evidence-based program models, include, but are not limited to, Baby TALK (BT), Healthy Families America (HFA), and Parents as Teachers (PAT). If ISBE approves other models, such as Nurse Family Partnership (NFP) and Early Head Start (EHS). The successful applicant will provide equitable ongoing support to PI grantees.
- Provide training that is aligned with the PI program types (home visiting and DCFS-licensed center-based) and models (BT, EHS, HFA, NFP, PAT), [Administrative Rules Part 235](#), [Illinois Early Learning Guidelines](#), [Illinois Birth to Five Program Standards](#), [Standards for Professional Learning promulgated by Learning Forward: The Professional Learning Association](#), [ISBE Professional Educator Licensure](#), [Gateways® to Opportunity Registry Levels of Learning](#), and the [PI Compliance Checklist](#). Training on each type and model will be provided

equitably, based on the needs of PI grantee personnel funded by ISBE. An equitable system of support across PI grantees, staff, and program models must be implemented. Allocate training and professional learning resources for PI grantees 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., BT, HFA, PAT). In addition, maintain and provide doula training to all PI grantees implementing doula services.

- Train and maintain a cadre of trainers capable of providing trainings on research-based curriculum and assessment, social-emotional development, Facilitating Attuned Interactions, family engagement, HOVRS, ITERS, Pyramid Model, mental health, multi-tiered system of supports, multilingual learners, comprehensive services, and other topics. ISBE reserves the right to change the tools used to assess quality during PI monitoring.
- Purchase Pyramid Model modules as needed for PI grantees, including those participating in Pyramid Model cohorts.
- 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.
- 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.
- Conduct an ongoing self-assessment to ensure professional learning opportunities meet the needs of local Prevention Initiative grantee personnel. The data and CQIP will be provided to the ISBE Early Childhood Department.
- Engage in a variety of outreach strategies to PI grantees to assess their needs and to communicate and disseminate information about professional learning opportunities.
- Develop policies and procedures to guide implementation of T&TA providers, coaches, and mental health consultants. Provide the updated policies and procedures guide to ISBE annually.
- Develop and maintain a website that houses an updated calendar of professional learning activities, provides online registration, and links to other early childhood resources and professional development providers and professional resources.
- Maintain a resource library, including both virtual and physical resources, that meets the professional learning needs of ISBE and PI staff and reflects current research, issues, and trends in early childhood education.

GOAL 2: Individualized Technical Assistance, Coaching, and Mental Health Consultation

The successful applicant will:

- Be expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood staff.
- Coordinate with the ISBE Early Childhood Department to develop, maintain, and revise as needed a PI manual that outlines requirements and best practices for implementing the PI program grant. This manual will be posted on the ISBE PI webpage and will be updated annually, as applicable.
- Coordinate with the ISBE Early Childhood Department to develop, maintain, and revise as needed a PI TA/coaching/mental health consultation policies and procedures guide that outline required education and experience, responsibilities, professionalism, reporting requirements, compensation, policy on technology software and hardware, services provided, and other information relevant to the positions of a TA provider or coach. An updated guide will be submitted to ISBE annually.
- With guidance from the ISBE Early Childhood Department, offer PI coaching that supports both direct service providers and administrators/supervisors. Identify PI grantees for participation in PI coaching through a program needs assessment and application process. Oversee scheduling of PI program visits/contacts for all PI grantees participating in PI coaching. Provide a balance of in-person, phone, and virtual communication with grantees based upon their needs and ISBE Early Childhood Department guidance.
- Provide technical assistance and/or coaching, and or mental health consultation to new PI grantees that are awarded through the ECBG NOFO/RFP process. Identify the levels of support needed through a program needs assessment.
- With guidance from the ISBE Early Childhood Department, provide support to all PI grantees through assignment of a PI TA provider. Identify the levels of support needed through a program needs assessment.
- Enlist professional development providers to support social justice and equity for all children, racial literacy, cultural responsiveness, and anti-bias strategies.

- Provide technical assistance/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 CQIP, and 4) implement what has been learned during professional learning experiences of the successful applicant.
- Ensure that all TA is provided by the appropriate early childhood professional (e.g., TA provider, coach, or mental health consultant), depending on the need of the PI grantee.
- Provide a TA/coaching/mental health consultation system that has opportunities for reflection, feedback, and integration of skills that are learned during training.
- Maintain compliance with the [ISBE Professional Educator Licensure](#) requirements.
- 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 types and models and support, as applicable.
- Allocate TA/coaching/mental health consultation resources for PI grantees 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). In addition, provide doula technical assistance to all PI grantees implementing doula services, as applicable.
- Engage in a variety of outreach strategies to PI grantees and staff to assess their needs and to communicate and disseminate information about professional learning opportunities.
- Align technical assistance and coaching to the [Administrative Rules Part 235](#), [Illinois Early Learning Guidelines](#), [Illinois Birth to Five Program Standards](#), [Standards for Professional Learning promulgated by Learning Forward: The Professional Learning Association](#), [ISBE Professional Educator Licensure](#), [Gateways® to Opportunity Registry Levels of Learning](#), and the [PI Compliance Checklist](#). In addition, implement professional learning that is aligned with the concepts and strategies of Adult Learning Theory.
- Conduct an ongoing self-assessment to ensure professional learning opportunities meet the needs of local Prevention Initiative grantee personnel. The data and CQIP will be provided to the ISBE Early Childhood Department.
- Provide TA/coaching/mental health consultation for PI staff that support their roles and responsibilities as home visitors, teachers, supervisors, and administrators.
- Provide HOVRS and ITERS TA onsite or virtually by request to individual PI grantees as time allows in the most cost-effective manner.
- Align mental health consultation to the [Illinois Infant/Early Childhood Mental Health Consultation Model](#).

GOAL 3: Communities of Practice (Targeted Supports)

The successful applicant will:

- Be expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood staff.
- 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 short and long-term outcomes 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.
- 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, and best practices.
- Engage in a variety of outreach strategies to PI grantees and staff to assess their needs and to communicate and disseminate information about professional learning opportunities.
- 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 of communities of practice for TA providers/coaches/mental health consultants. Provide the updated policies and procedures guide to ISBE annually.

- Conduct an ongoing self-assessment to ensure professional learning opportunities meet the needs of local Prevention Initiative grantee personnel. The data and CQIP will be provided to the ISBE Early Childhood Department.

GOAL 4: State and National Representation

The successful applicant will:

- Be expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood (EC) staff.
- Partner with ISBE EC staff to represent PI grantees locally and nationally. For example, an ISBE EC consultant will maintain Illinois state co-leadership for Parents as Teachers 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 grantees at the local, state, and national levels.
- Develop policies and procedures to guide implementation for T&TA providers/coaches/mental health consultants. Provide the updated policies and procedures guide to ISBE annually.
- Conduct an ongoing self-assessment to ensure there is sufficient coordination and collaboration among and between the successful applicant and ISBE. The data and CQIP will be provided to the ISBE Early Childhood Department.

GOAL 5: Collaboration and Coordination

The successful applicant will:

- Be expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood staff.
- Participate in regularly scheduled meetings with the ISBE Early Childhood Department either monthly or as determined by ISBE. Maintain regular and ongoing planning and communication with the ISBE Early Childhood Department on all deliverables.
- Develop and maintain positive relationships with other Illinois training and technical assistance, coaches, 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.
- 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., STAR NET, Early Choices, Illinois Network of Childcare Resource and Referral Agencies). Develop capacity to provide or to connect PI grantees with training and technical assistance, as applicable.
- 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. Provide the updated policies and procedures guide to ISBE annually.

- Conduct an ongoing self-assessment to ensure there is sufficient coordination and collaboration among and between the successful applicant and ISBE.
- Participate in regularly scheduled meetings with the ISBE Early Childhood Department either monthly or as determined by ISBE. Maintain regular and ongoing planning and communication with the department on all deliverables.
- Applicant will implement an evaluation system that will provide critical data to be used for a CQIP and provide information and data to the ISBE Early Childhood Department.

GOAL 6: Data, Evaluation, and Continuous Quality Improvement

The successful applicant will:

- Be expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood staff.
- Conduct ongoing evaluation to ensure that the professional development and learning meets the needs of PI staff throughout the state. The data and CQIP will be provided to the ISBE Early Childhood Department at least quarterly. Analyze and utilize data collected (Goals 1 through 5) to adjust professional development and learning offerings and resource allocation in consultation with the ISBE Early Childhood Department.
- Performance Reporting: In alignment with GATA (Grant Accountability and Transparency Act) requirements and comprehensive year-end performance and data reports regarding progress toward implementation of the program and achievement of the program objectives, reports shall be submitted, at least annually, via the Grant Periodic Reporting System in IWAS. Some programs are required to submit reports more often based on the risk assessment provided to ISBE. Additional programmatic reporting requirements are listed below.
- Programmatic Quarterly Reports and an Annual Report to the ISBE Early Childhood Department in a timely manner. Requirements listed under *Reporting Requirements*.
- Develop a system for maintaining records of participation in professional development and learning. Submit sign-in/attendance and evaluations for all trainings, technical assistance, coaching, and mental health consultation, and communities of practice sessions offered.

GOAL 7: Qualified Staff and Organizational Capacity

The successful applicant will:

- Be expected to achieve the following goals and objectives in consultation and, when applicable, collaboration with ISBE Early Childhood staff.
- Maintain the organizational capacity to provide T&TA, coaching, mental health consultation, and professional learning communities 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, mental health consultation, and professional learning communities 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 staff who have the qualifications outlined in Goals 1 through 3.
- Hire professional development and learning providers/trainers with, at a minimum, a bachelor's degree. They will preferably have relevant experience in early childhood education; knowledge of culturally and racially responsive practices; and maintain the appropriate license, certification, credential, or accreditation that aligns with the specific content they will be providing.
- Maintain a cadre of trainers, technical assistance providers, coaches, and mental health consultants to provide both core trainings and other professional development and learning as determined by PI program needs and ISBE Early Childhood Department recommendations.
- Recruit, hire, and train a sufficient cadre of qualified PI trainers, technical assistance providers, coaches, and mental health consultants to meet the needs of all PI grantees. Provide comprehensive and ongoing professional development specific to their role, including professional learning, networking opportunities, and reflective supervision.
- Maintain a sufficient office staffing structure to manage all aspects of the project, including, but not limited to, registration, data, recordkeeping, correspondence, evaluation, and scheduling.
- Maintain a sufficient budget for professional development/learning for trainers, technical assistance providers, coaches, and mental health consultants to stay current in the early childhood education field. One out-of-state

conference is allowable per fiscal year with approval from the ISBE Early Childhood Department. Additional conferences shall be requested for the purpose of presenting.

- Maintain staff who reflect 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 compliance with the [ISBE Professional Educator Licensure](#) requirements for ISBE professional development providers.
- Maintain and align training and professional learning experiences to the [Administrative Rules Part 235, Illinois Early Learning Guidelines](#), [Illinois Birth to Five Program Standards](#), [Standards for Professional Learning promulgated by Learning Forward: The Professional Learning Association](#), [ISBE Professional Educator Licensure](#), [Gateways® to Opportunity Registry Levels of Learning](#), and the [PI Compliance Checklist](#). In addition, implement professional learning that is aligned with the concepts and strategies of Adult Learning Theory.

Funding Information

Introduction:

The award will not exceed \$5.7 million over the three-year term. 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 overnight stay if 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.

Continuation grant awards will be 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 the scope of activities in each year and the total appropriation for the grant.

As stated in [Administrative Rules](#) 235.130 (a): In order to continue to provide services outlined in the initial grant agreement funded under this Subpart B, a grantee shall electronically submit an application for continuation each year. The application shall include at least the following: 1) a description of activities undertaken to date and any other information required to be reported, demonstrating that the project has been implemented in conformance with the grant agreement; 2) an updated scope of the work that discusses the services and activities for which the funding will be used, as articulated in the application for continuation, and a rationale for the activities to be undertaken; 3) budget summary and payment schedule, as well as a narrative budget description (i.e., a detailed explanation of each line item of expenditure); 4) information about any subcontractors proposed to provide services or conduct activities; and 5) the certifications and assurances referred to in Section 235.110(a)(6) applicable to the renewal period. A program established under this Subpart B shall be approved for continuation, provided that 1) a need continues to exist for the program or services, and the specific services and activities proposed meet the priorities set forth in the application for continuation; 2) the activities and services proposed will be effective in providing high-quality training, technical assistance, and supports or web-based services, as applicable, that meet the needs of Early Childhood Block Grant recipients and other providers; 3) the proposed budget is cost-effective, as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided; and) in the year previous to the continuation application, the applicant complied with the terms and conditions of any grant it received under this Subpart B.

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 ECBG 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:

Cost sharing or matching are not required components 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.

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 annually on the [ISBE Indirect Cost Rate Plan webpage](#). 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% de minimis 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](#).

- 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:

Unrestricted indirect cost rate is applicable.

Reporting Requirements

GATA (Grant Accountability and Transparency Act) reporting should be completed, at least annually, via the Grant Periodic Reporting System in IWAS. Some programs are required to submit semiannual reports based on the risk assessment provided to ISBE. In addition, programmatic reporting requirements are listed below.

Programmatic Quarterly Reports and an Annual Report are due to the ISBE Early Childhood Department on the following schedule:

Quarterly Reports and an Annual Report are due to ISBE Early Childhood Department	CUMULATIVE THROUGH	DUE IN ISBE OFFICE
1	September 30, 2024	30 days after the end of the quarter
2	December 31, 2024	30 days after the end of the quarter
3	March 31, 2025	30 days after the end of the quarter
4	June 30, 2025	30 days after the end of the quarter
Final (annual)	July 1 through June 30	30 days after the end of the 4 th quarter

Programmatic Quarterly Reports and an Annual Report must be submitted to the ISBE Early Childhood Department (earlychi@isbe.net) 30 days after the end of each quarter and include the following information:

- a. Complete attendance and evaluation records for all professional development events offered, as specified on the [ISBE Professional Development Providers webpage](#).
- b. Information, including forms for new trainings offered, that is required by ISBE Professional Educator Licensure for ISBE professional development providers.
- c. Names, titles, education, roles, and responsibilities of all staff and contractors paid for by grant, updated as needed. In addition, include full-time equivalent (FTE), associated PI program type (if applicable), associated PI program model (if applicable), highest level of education, credentials (if applicable), and list of professional learning opportunities the successful applicant staff participated in that are relevant to the work provided under this PI T&TA grant.
- d. Number, topic, and description of professional development/learning events offered, including, but not limited to, in-person trainings, webinars, self-paced online trainings, professional learning communities of practice, and mental health consultation groups. Include, at least, the Gateways to Opportunity Level of Learning, the program model (if applicable), and number of ISBE PI unduplicated participants.
- e. Number of PI program staff who participated in professional development events (duplicated and unduplicated).
- f. Submit information regarding a PI conference, as applicable.
- g. Indicate the total number of PI program staff who were provided services implementing a PI program (home visiting or 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)
- h. Number/duration of PI in-person or virtual coaching contacts/visits with program administrators/supervisors. Indicate the grantee and RCDT codes (provided by ISBE).
- i. Number/duration of PI in-person or virtual coaching contacts/visits with direct service providers (e.g., home visitors, teachers). Indicate the grantee and RCDT codes (provided by ISBE).
- j. Number/duration of PI in-person or virtual TA specialist contacts/visits with PI grantees. Indicate the grantee and RCDT codes (provided by ISBE).
- k. Data on website to include, but not be limited to, usage, resources added/updated, and use of data for improvements.
- l. Number, description, and participants in collaborations with Illinois or national professional organizations that are relevant to this PI T&TA grant. 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 Early Childhood Department (if applicable), and provide updates (as applicable).
- m. Self-evaluation data and description of efforts to imbed social justice, equity, and racial and cultural responsiveness into professional development/learning system to include, but not be limited to, hiring, training, webinars, websites, resource library, and handouts.

- n. Self-evaluation data and description to include information to be collected, measures/methods for evaluation, target goals, and progress toward goals,
- o. CQIP based upon self-evaluation data, participant evaluations, and ISBE feedback.
- p. Describe the outreach strategies to PI grantees and staff to assess their needs and to communicate and disseminate information about professional learning opportunities. (e.g., trainings, professional learning communities, technical assistance, coaching, mental health consultation, etc.).
- q. Provide the policies and procedures guide(s) as indicated in Goals 1 through 5. Highlight additions/changes.

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.

Follow the specifications found under Program Narrative Requirements. The Program Narrative must address each narrative requirement and be provided in the order in which it is presented. The narrative will be limited to 30 pages with a minimum font size equivalent to Arial 11 and one-inch margins. It should be single-spaced and have a header that includes the name of the entity and page number. Information beyond the 30-page limit will not be included in the review process.

- 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; Unique Entity ID number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals. First time applicants without a Region-County-District-Type (RCDT) code must call or email the agency contact to obtain an RCDT code **before** submitting an application.
- 2. Program Narrative**
Follow the specifications found under Program Narrative Requirements below. The Program Narrative must address each narrative requirement and be provided in the order in which it is presented. The narrative will be limited to 30 pages with a minimum font size equivalent to Arial 11 and one-inch margins. It should be single-spaced and have a header that includes the name of the entity and page number. 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 the authorized official sign the form.
- 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. Program Specific Terms of the Grant and Grant Application Certifications and Assurances (Attachments 3 and 4)**

Program Narrative Requirements

The proposal narrative should include the information below in the order in which it is presented. The narrative will be limited to 30 pages with a minimum font size equivalent to Arial 11 and one-inch margins. It should be single-spaced and have a header that includes the name of the entity and page number. Information beyond the 30-page limit will not be included in the review process.

I. Experience (Goals 1-7)

- a. Describe prior knowledge and experience regarding educational, health, social, and child development services to young children and their families.

- b. Describe how knowledge of adult learning theory, early childhood development, early childhood education, health education, and social and emotional education for young children and their families will contribute to the success of this project if awarded the grant.
- c. Describe prior successful experience in providing training and technical assistance activities similar in scope and type to those required under the NOFO/RFP, including, but not limited to, experience with the following: [Administrative Rules Part 235](#), [ISBE Professional Educator Licensure](#), [Professional Learning Standards \(Learning Forward: The Professional Learning Association\)](#), [Illinois Early Learning Guidelines](#), [Illinois Birth to Five Program Standards](#), [PI Compliance Checklist](#), and [Gateways® to Opportunity Registry Levels of Learning](#).
- d. Describe prior successful experience in providing professional learning experiences that includes coaching and is similar in scope and type to those called for in this NOFO/RFP.
- e. Describe prior successful experience in providing professional learning experiences that includes professional learning communities and is similar in scope and type to those called for in this NOFO/RFP.
- f. Describe prior successful experience in providing support for grantees serving multilingual learners.

II. Program Planning (Goals 1-7)

- a. Describe how the professional learning needs of local PI grantee staff will be assessed and utilized to implement the goals and objectives of the grant.
- b. Describe how the applicant will coordinate and collaborate with the ISBE Early Childhood Department to plan professional learning based on self-assessment, evaluation, and a CQIP.
- c. Describe the process for data collection, evaluation, and continuous quality improvement and how data collected through various evaluation efforts will support ongoing reflection and planning for training, coaching, technical assistance, use of resources, and other services as outlined in this NOFO/RFP.

III. Program Description (Goals 1-7)

- a. Describe how activities will be targeted to meet the professional development needs of PI grantee staff, including teachers, home visitors, administrators, and support staff, to assist them in complying with [Administrative Rules Part 235](#), [ISBE Professional Educator Licensure](#), [Illinois Early Learning Guidelines](#), [Illinois Birth to Five Program Standards](#), [PI Compliance Checklist](#), [Professional Learning Standards \(Learning Forward: The Professional Learning Association\)](#), and [Gateways® to Opportunity Registry Levels of Learning](#).
- b. Describe the range of services to be provided, including, but not limited to, trainings, webinars, technical assistance, coaching, mental health consultation, provision of resources, website offerings, professional learning communities, and by-request ITERS/HOVRs trainings. A chart or table may be included.
- c. Describe efforts to support social justice and equity for all children, racial literacy, cultural responsiveness, and anti-bias strategies within professional development offerings.
- d. Describe how training topics will be determined and scheduled.
- e. Describe the collaboration and coordination, including ongoing communication with the ISBE Early Childhood Department, to be utilized to provide these services.
- f. Describe the written policies and procedures that will inform and guide trainers, coaches, TA specialists, mental health consultants, collaboration partners, and grantee staff.

IV. Qualified Staff and Organizational Capacity (Goal 7)

- a. Describe how the proposed staffing level is sufficient to assure that the proposal's activities and services will be provided in an effective and efficient manner.
- b. Describe the organizational capacity to provide the scope of work in this grant.
- c. Indicate the positions and the corresponding job descriptions, including the (FTE and salaries, that will be paid for with the grant.
- d. Describe the qualifications, including education and relevant experience, of the staff (paid and unpaid) responsible for the activities and services.
- e. Describe how the budget will drive the activities and services that will be provided and how it will be cost-effective, as evidenced by the cost in relation to the numbers to be served and the services to be provided.

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.
- Experience is defined sufficient knowledge about educational, health, social and child development services to young children and their families, and 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. This section would meet the “capacity” definition as defined above.
- Program planning is defined as procedures for assessing the staff development needs of the personnel in local ECBG programs and assuring that all stakeholders have a voice in articulating training and technical assistance needs and involvement in evaluation efforts. This section would meet the “need” definition as defined above.
- Program description is defined as proposed activities that are comprehensive, demonstrate a sound approach, are evidence-based, and have a strong likelihood of effectively addressing the staff development needs of ECBG personnel to assist them in complying with the statutory mandate to implement an evidence-based program model (as applicable), research-based curriculum, and the components of the ECBG program. This section would meet the “quality” definition as defined on previous page.
- Cost-effectiveness of the proposed activities is defined as a proposed staffing level that is sufficient to assure that the proposal's activities and services will be provided in an effective and efficient manner and a proposed budget that is consistent with the proposal's activities 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.

Proposals that score under 75 points will not be funded.

Tiebreaker

In the event of a tie, the applicant with the highest score in Section 1, Experience, will be given priority.

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 Early Childhood Department at earlychi@isbe.net.

Follow the specifications found under Program Narrative Requirements. The Program Narrative must address each narrative requirement and be provided in the order in which it is presented. The narrative will be limited to 30 pages with a minimum font size equivalent to Arial 11 and one-inch margins. It should be single-spaced and have a header that includes the name of the entity and page number. Information beyond the 30-page limit will not be included in the review process.

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 provides very	Proposal is unclear and	Proposal provides	Proposal provides good	Proposal exceeds

Proposal requirements are absent.	few details to meet the project outcomes.	lacks enough evidence to meet project outcomes.	moderate detail and conveys potential to meet project outcomes.	detail and strong evidence to meet project outcomes.	expectations and provides a solid plan to meet project outcomes.
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Section 1: Experience 30 Points This section would meet the “capacity” definition as defined under Review Criteria.	Possible Points
The applicant demonstrates sufficient knowledge and experience regarding educational, health, social, and child development services to young children and their families.	5
The applicant demonstrates sufficient knowledge about adult learning theory, early childhood development, early childhood education, health education, social and emotional education, and developmentally appropriate education for young children and their families.	5
The applicant demonstrates prior successful experience in providing training and technical assistance activities similar in scope and type to those required under the NOFO/RFP, including but not limited to experience with the following: Administrative Rules Part 235 , ISBE Professional Educator Licensure , Professional Learning Standards (Learning Forward: The Professional Learning Association) , Illinois Early Learning Guidelines , Illinois Birth to Five Program Standards , PI Compliance Checklist , and Gateways® to Opportunity Registry Levels of Learning .	5
The applicant demonstrates prior successful experience in providing professional learning experiences that includes coaching and is similar in scope and type to those called for in this NOFO/RFP.	5
The applicant demonstrates prior successful experience in providing professional learning experiences that includes learning communities and is similar in scope and type to those called for in this NOFO/RFP.	5
The applicant demonstrates prior successful experience in providing support for programs serving multilingual learners.	5
Section 2: Program Planning 15 Points This section would meet the “need” definition as defined under Review Criteria.	Possible Points
The proposal presents a plan for assessing the professional learning needs of local PI grantee staff and describes the process of planning that will be used to implement the goals and objectives of the grant.	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.	5
The proposal sufficiently explains the process for data collection, evaluation, and continuous quality improvement and how data collected through various evaluation efforts will support ongoing reflection and planning for training, coaching, technical assistance, mental health consultation, use of resources, and other services as outlined in this NOFO/RFP.	5
Section 3: Program Description 30 Points This section would meet the “quality” definition as defined under Review Criteria.	Possible Points

The proposed activities are targeted to meet the professional development needs of PI grantee staff, including teachers, home visitors, administrators, and support staff, to assist them in complying with Administrative Rules Part 235 , ISBE Professional Educator Licensure , Illinois Early Learning Guidelines , Illinois Birth to Five Program Standards , PI Compliance Checklist , Professional Learning Standards (Learning Forward: The Professional Learning Association) , and Gateways® to Opportunity Registry Levels of Learning .	5
Describe the range of services to be provided, including, but not limited to, trainings, webinars, technical assistance, coaching, mental health consultation, provision of resources, website offerings, professional learning communities, and by-request ITERS/HOVRS trainings. A chart or table may be included.	5
The proposal describes efforts to support social justice and equity for all children, racial literacy, cultural responsiveness, and anti-bias strategies within professional development offerings.	5
The proposal describes how training topics will be determined and scheduled.	5
The proposal describes the collaboration and coordination, including ongoing communication with the ISBE Early Childhood Department, to be utilized to provide services.	5
The proposal describes the policies and procedures that will inform and guide trainers, coaches, TA specialists, mental health consultants, collaboration partners, and grantee staff.	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.	5
Describe the organizational capacity to provide the scope of work in this grant.	5
Indicate the positions and the corresponding job descriptions, including the FTE and salaries, that will be paid for with the grant.	5
Describe the qualifications, including education and relevant experience, of the staff (paid and unpaid) responsible for the activities and services.	5
The proposed budget is consistent with the proposal's activities/services 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. (Attachment 2 and Attachment 2A)	5