



Illinois State Board of Education


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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

April 12, 2017

TO: Eligible Applicants

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

SUBJECT: NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):

Fiscal Year 2018: Support and Technical Assistance Regional Network (STARNET)

CSFA Number: 586-57-0420

CSFA Title: Support and Technical Assistance Regional Network (STARNET)

Eligibility and Application Information

Eligible Applicants: Public school districts, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), special education joint agreements and cooperatives, not-for-profit entities, public universities, public university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, and area vocational centers with the necessary expertise pursuant to this RFP and demonstrated experience in providing technical assistance (TA) and training in Illinois are eligible to apply. ISBE will award up to six STARNET grants to provide services to the six designated regions of the State.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-award requirements before applying for an FY 2018 grant. This includes completion of the Applicant Registration, Applicant Pre-qualification, and Fiscal and Administrative Risk Assessment (Internal Controls Questionnaire) available at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx> and completion of a Programmatic Risk Assessment through the ISBE Web Application Security system. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

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/portal/SAM/>;
- (ii) Provide a valid [DUNS number](#) in its application; and

(iii) Continue to maintain an active SAM registration with current information at all times during which it has an active Federal, Federal pass-through, or State award or an application or plan under consideration by a Federal or State awarding agency. ISBE may not consider an application for a Federal pass-through or State award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

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

This grant is subject to the provisions of:

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

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

Grant Award/Cost Sharing or Matching: A maximum of six STARNET grants will be awarded commensurate to the six designated regions to be served in the State and as identified in Appendix A: Map of Regions. Applicants may submit a proposal requesting to serve more than one region. If one of those applications is approved, that would reduce accordingly the number of overall awards. Individual grant awards for FY 2018 will be based on an average of \$489,250 per region. Comparable amounts are anticipated for each of the remaining years of the grant. Final grant awards for each year of the grant will be contingent upon the total appropriation for the program. Additional funding information can be found under Funding Information on pages 9-10.

Grant Period: The grant period will begin no sooner than July 1, 2017, and will extend until June 30, 2018 (i.e., FY 2018). Continuation funding is anticipated and will be made available to selected grantees for up to four additional fiscal years (i.e., FY 2019 through FY 2022) contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Submission Dates and Times/Other Submission Requirements: Mail the original proposal and five copies to the ISBE Early Childhood Division, Illinois State Board of Education (ISBE), 100 North First Street, E-225, Springfield, Illinois 62777-0001 to ensure the NOFO/RFP response is in the ISBE offices no later than May 30, 2017, at 4 p.m.

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

Springfield Office
100 North First Street
Springfield, IL

Chicago Office
Suite 14-300
100 West Randolph Street

Chicago, IL

No late proposals, facsimile proposals, or electronic submissions will be accepted.

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

Technical Assistance: A technical assistance session will be held via email. Questions can be directed to earlychi@isbe.net. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to May 19, 2017, at <https://www.isbe.net/Pages/Funding-Opportunities.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 Early Childhood Division at (217) 524-4835 or earlychi@isbe.net.

Program Description

Federal Description:

The purpose of STARNET is to provide training and technical assistance (TA) to Local Education Agencies (LEAs) and special education cooperatives in an effort to improve outcomes for young children with disabilities.

Program Background/History:

The goal of STARNET is to provide a variety of opportunities for personal and professional growth, with an emphasis on children with special needs, for those who touch the lives of young children, ages birth through 8. STARNET provides training, consultation, and resources to the early childhood community in Illinois. STARNET supports family-centered research and evidence-based effective practices in early childhood education and care. The STARNET system works to develop more effective partnerships and linkages among families, professionals, and systems.

STARNET is supported with [Individuals with Disabilities Education Act](#) (IDEA), Part B, Section 619 discretionary funds and supports [ISBE's goals](#) and the Illinois State Performance Plan for IDEA [Part B](#) and [Part C](#). STARNET delivers workshops and training activities on a regional basis to increase awareness, knowledge, and skills of early childhood education professionals and families in supporting the education and development of young children with special needs. Training opportunities are designed to incorporate the [Illinois Early Learning and Development Standards](#) (IELDS) and to provide practical ways for professionals and families to help children meet these standards. Workshops are developed on research-based practices appropriate to the development of young children. In addition to regional workshops, STARNET has provided training and TA in a variety of ways including,

but not limited to, consultations, mentoring, practice-based coaching, program visits, development and dissemination of resources, distance education opportunities, lending library materials, focus groups, study groups, educational fellowships, and mini-grants.

Program Objectives:

The focus of STARNET is to increase knowledge acquisition and facilitate skill application. The following are goals and objectives for the program to be carried out in consultation and, when applicable, collaboration with ISBE Early Childhood staff:

1. Qualified Staff

Goal: Programs will be offered professional development (PD) and other resources by qualified staff with the appropriate education level, certification or credential to provide quality PD and TA.

The successful applicant will:

- Hire a project leader, family resource specialist, and early childhood special education (ECSE) resource specialists to provide training and TA to professionals and families in the region(s) to be served.
- Maintain a staffing structure that provides sufficient support to programs. Staff providing training must, at a minimum, have a bachelor's degree and maintain the appropriate certification, credential, or accreditation required by the specific PD that is being offered. In addition, trainers should have relevant experience in providing training and PD on early childhood education and, ideally, experience with Preschool for All (PFA) and ECSE.
- Hire a project leader. This person will oversee the planning of grant activities, the staff hired through the grant, the budget, and reporting requirements. He/she will serve as a main communicator with ISBE.
 - Project leaders hired under this grant will meet regularly with the ISBE's 619 Coordinator, including attending monthly meetings (in person and via conference call). A schedule will be set at the beginning of the fiscal year for the upcoming year.
 - Project leaders must be qualified content experts and be knowledgeable of evidence-based practices in early childhood/ECSE and adult learning theory.
- Hire ECSE resource specialists, who will assist in developing and presenting PD and TA activities.
 - ECSE resource specialists will collaborate with resource specialists throughout the State in regular meetings (in person and via conference call).
 - Resource specialists must be qualified, be content experts, and be knowledgeable of evidence-based practices in early childhood/ECSE and adult learning theory.
- Hire a family resource specialist, who will provide information, support, and training to families and providers.
 - It is highly recommended the family resource specialist be a parent of a child with special needs.

- Family resource specialists will collaborate with resource specialists throughout the State in regular meetings (in person and via conference call).
 - Resource specialists must be qualified, be content experts, and be knowledgeable of evidence-based practices in early childhood/ECSE and adult learning theory.
- Hire support staff, who will assist in registration, data input, and other administrative functions, as needed.
 - Attend one statewide PD meeting in the fall and one statewide PD meeting in the spring. The responsibility for planning the statewide meetings is rotated on an annual basis among the regional STARNET projects and Early CHOICES grantee.
 - Maintain a sufficient budget for PD for the project leader and resource specialists to stay current in the early childhood field.
 - Select an appropriate staff member to represent the region on statewide committees for early childhood outcomes, least restrictive environment, transition, and others representation as needed.
 - Train and maintain a cadre of trainers capable of providing core trainings in research-based curriculum and assessment, social emotional development and other topics as determined by the ISBE Early Childhood Division.

2. Professional Development and Technical Assistance

Goal: Develop PD training and TA, including workshops, webinars, consultations, fellowships, referrals, and materials loan and dissemination. Identify parent and program staff needs and respond to requests for PD support of staff involved in ECSE.

The successful applicant will:

- Assist the ISBE Early Childhood Division staff with the implementation of other statewide activities, including improvement activities specific to Indicators 6, 7, and 12 of the ISBE, Part B State Performance Plan.
 - Develop and disseminate uniform trainings to be presented across the State and maintain the flexibility to address individual regional needs.
 - PD and TA must focus on providing research-based practices to assist LEAs and other early childhood education and care providers with the inclusion of children with disabilities into regular early childhood education environments with their typically developing peers and with improving outcomes for children with disabilities.
 - PD and TA must be developed and provided in a variety of formats, including, but not limited to, workshops, sustained training, consultations, mentoring, practice-based coaching, webinars, distance learning, social networks, podcasts, and training DVDs.

- Be responsible for establishing an early childhood focus group to be composed of ECSE teachers, related services personnel, supervisors, directors of special education, parents, family advocacy organizations, community preschool providers, Head Start, and other providers of early intervention and preschool services representative of the region(s) being served.
 - Grantees may establish a new committee or assign responsibilities to an existing committee that meets the participation requirements listed above.
 - The charge of the focus group will be to assist in the development of a regional training and TA plan that is informed by evaluation and needs assessment data and provide input on priorities for STARNET activities. The plan must include strategies for delivering training, TA, consultations, and resources to local school districts, special education cooperatives, families, and other early childhood service providers.

- Give priority for trainings to ECSE professionals and families.

- Align PD and TA with the [IELDS](#), the [Illinois Professional Teaching Standards](#), and the [Standards for Professional Learning](#) to ensure high-quality programming. Training should also be aligned with the concepts and strategies of adult learning theory.

- Maintain compliance with the ISBE Professional Educator Licensure requirements for PD providers and establish a system to provide credentialing.

- Embed opportunities for reflection, feedback, and integration of skills learned into PD offerings.

- Establish a regional center for the provision of training and TA to the early childhood community.

- Develop a comprehensive website for information dissemination, registration, etc.

- Develop and maintain a lending library with accessibility, based on regional needs, that includes both virtual and physical resources and that meets the professional learning needs of program staff and reflects current research, issues, and trends in early childhood education.

- Provide fellowship reimbursement funds for educators to attend educational and informative events in the State of Illinois. The fellowships should be awarded via application process to educators residing within the STARNET region.

3. Family Support

Goal: Develop and deliver training and support for parents/guardians and families, including workshops, webinars, consultations, fellowships, and materials loaning and dissemination. Identify needs and respond to requests for support of families involved in ECSE.

The successful applicant will:

- Provide support and assistance for families of children with disabilities and include families in all training and TA opportunities.
- Provide networking opportunities for families.
- Provide parent consultations with family resource specialists.
- Hold family conferences and events based on priorities, concerns, and interests of families.
- Develop and maintain an accessible resource library for parents/guardians and families that is based on regional needs. It should include both virtual and physical resources.
- Provide family fellowship reimbursement funds for parents/guardians/families to attend educational and informative events in the State of Illinois. The fellowships should be awarded via application process to family members living within the STARNET region. Funds may be used for workshop registration, travel expenses/mileage, lodging, or child care costs.

4. Collaboration

Goal: Collaborate and coordinate with other early childhood initiatives, agencies, TA providers, and personnel.

The successful applicant will:

- Maintain regular and ongoing communication with the ISBE Early Childhood Division regarding the PD planning and implementation.
- Develop/coordinate training and TA plans for the region, incorporating local, regional, and statewide PD activities for early childhood education professionals and families in coordination with the regional early childhood focus group.
- Collaborate with PFA training and TA entities to ensure that core trainings are offered regularly in all regions of the State.
- Create a calendar of professional learning opportunities in collaboration with other PD providers.

5. Evaluation

Goal: Implement an evaluation system that will provide critical data used for Continuous Quality Improvement (CQI) and provide information and data to the ISBE Early Childhood Division.

The successful applicant will:

- Utilize the established evaluation system using the STARNET logic model (Appendix B), which guides both formative and summative evaluation efforts. Formative evaluation is undertaken to assess whether a project is proceeding as planned, the fidelity of implementation to project design, and the degree to which changes need to be made. Summative evaluation is conducted to assess whether planned outcomes have been achieved and what impacts have occurred.
 - The evaluation framework and plan will also include strategies for measuring the quality and significance of the T&TA provided. The data elements, measures, methods and processes must be specific and consistent with CQI.
 - Collect and provide data to the ISBE Early Childhood Division regarding trainings, TA, and participants.
 - Analyze the data collected and adjust offerings in consultation with ISBE Early Childhood Division staff.
 - Provide an annual statewide and regional report to the ISBE Early Childhood Division in a timely manner.

- Conduct ongoing evaluation to ensure trainings meet the needs of ECSE professionals, parents/guardians, and families throughout the project region.

Policy Requirements:

STARNET goals and objectives support [IDEA](#).

Deliverables and Milestones:

Deliverables and Milestones are outlined in Program Objectives that start on page 4.

Goals and Measurements (Performance Measures):

Performance Measures are outlined in Program Objectives that start on page 4.

Performance Standards:

One hundred percent of Performance Measures will be completed.

Funding Information

Introduction:

Applicants may apply for funds not to exceed \$489,250 per region. The proposal should include an annual budget for the period of July 1, 2017, through June 30, 2018. Examples of allowable and non-allowable expenditures are listed below. Applicants are advised that these lists are not exhaustive, and all budget items are subject to ISBE approval prior to expenditure.

Allowable Expenditures:

- Salaries of a project leader, early childhood resource specialists, family resource specialists, and other personnel for which a need is clearly demonstrated in the proposal;
- Consultant fees to develop and/or implement training, TA, and evaluation;
- Costs related to project staff travel in providing training and TA;
- Costs related to PD for project;
- Substitute pay for teachers to attend STARNET PD activities;
- Supplies and materials costs associated with the development and provision of training and TA;
- Room/facility rental associated with provision of training;
- Interpreters and language translators at training sites;
- Project evaluation activities;
- Office space rental when grantee does not own the office space;
- Purchase of equipment to support activities of the project;
- Postage, printing, duplicating, telephone, and fax costs;
- Informational announcements of training and TA opportunities;
- Administrative OR indirect costs.

Non-Allowable Expenditures:

- Supplant salaries of existing staff;
- Supplant activities and services funded by other Federal, State, and local sources;
- Office space rental when the grantee owns the office space;
- Cover costs of moving, remodeling, or building.

Cost Sharing or Matching:

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

Indirect Cost Rate:

In accordance with a Delegation Agreement between the U.S. Department of Education and ISBE, and pursuant to its authority under GATA and administrative rules, the Governor's Office of Management and Budget has granted ISBE an exception to the Federal Uniform Guidance and GATA regarding the determination of indirect cost rates that may be utilized by all grantees that receive a State award or Federal pass-through award for grant programs administered by ISBE.

Local Education Agencies (LEAs) may utilize either the indirect cost rate the LEA negotiates annually with ISBE (school districts) or the statewide average indirect cost rate calculated by ISBE (ROEs, ISCs, special education cooperatives, area vocational centers, charter schools, and university laboratory schools approved by ISBE). These LEAs will also utilize the ISBE-established indirect cost rates for State and federally funded grant programs administered by other State agencies.

Not-for-profit agencies, community/faith-based organizations, and for-profit entities may utilize the statewide average indirect cost rate calculated by ISBE for all State and Federal grant programs administered by ISBE. Colleges and universities will be restricted to a maximum indirect cost rate of 8 percent or other indirect cost rate calculated by their cognizant Federal agency, whichever is less, for State and Federal grants administered by ISBE. These non-LEA entities may choose to negotiate a separate indirect cost rate to utilize for State and federally funded grant programs administered by other State agencies.

Funding Restrictions:

Not applicable

For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$2,935,500.

Content and Form of Application Submission

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal. The final proposal should be stapled; do not bind or clip. Proposals should not be submitted in folders, three-ring binders, or with report covers.

- 1. Uniform Application for State Grant (Attachment 1):** Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification Number; DUNS number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
- 2. Proposal Abstract (Attachment 2):** Briefly describe the overall objectives and activities of the project. Not to exceed one page.
- 3. Program Narrative Requirements (Attachments 3-6):** Follow the specifications for the proposal set forth under Program Narrative Requirements below beginning on page 13.
- 4. Objectives and Activities (Attachments 3-6):** The objectives and activities to be implemented to support the STARNET program should be fully described in the Proposal Narrative.
- 5. Evaluation Design (Attachment 7):** The evaluation design to be implemented will be described in the Evaluation section of the Proposal Narrative, Attachment 7.
- 6. Budget Summary (Attachment 8):** The budget MUST be submitted on this form. No other budget form will be accepted. District budgets MUST be signed by the district superintendent. Other applicants should have the official authorized sign the form.
- 7. Budget Breakdown (Attachments 9 & 10):** The budget breakdown MUST include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The budget breakdown should also include subcontract information, if applicable. (See item 6 of the document titled Certifications and Assurances, and Standard Terms of the Grant, Attachment 12.) The Budget Amendment Form (Attachment 10) should NOT be included in the application. It should be kept at the district and will only be used after the final awards are determined during budget negotiations.
- 8. Certifications and Assurances (Attachments 11-16):** Each is required to submit the certification forms attached. 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 11)
 - b. Grant Application Certifications and Assurances (Attachment 12)
 - c. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 13)
 - d. Certificate Regarding Lobbying (Attachment 14)

- e. Disclosure of Lobbying Activities (Attachment 14A-14C)
- f. General Education Provisions Act 427 Notice and 442 Assurances (Attachment 15)
- g. Federal Funding Accountability and Transparency Act (Attachment 16)

Program Narrative Requirements

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

Qualified Staff (Attachment 3)

1. Describe prior experience in providing training and TA. Provide information that demonstrates the applicant's experience and knowledge of Illinois early childhood and ECSE systems.
2. Provide the following information for each position to be employed using grant funds.
 - A. Position to be filled.
 - B. List of project responsibilities assigned to each position.
 - C. The required qualifications for each position, including education and experience.
 - D. Percentage of time based on full-time equivalency that each position will be dedicated to the project and paid with grant funds.
3. Describe how consultants will be identified, utilized, and evaluated. Please include how trainings will be assigned to each staff member and how PD needs will be determined.

PD and Technical Assistance (Attachment 4)

1. Describe the proposed training and TA to early childhood professionals and families, including how training and TA will be tailored to the unique needs of the regional ECSE community. Describe how the project will assist school districts in improvement activities specific to Indicators 6, 7, and 12 of the ISBE Part B State Performance Plan.
2. Describe all methods of training and TA to be utilized, such as study groups, regional library, professional grants, and various uses of technology.
3. Describe how the early childhood focus group will be established and the roles and responsibilities it will take in planning and implementing the training and TA program. Include a description of the proposed process for using the information gathered at the focus group in determining training and TA needs in the identified region(s).

4. Describe how training and TA will be aligned with standards and the adult learning theory.
5. Describe the credentialing system for participants, including how compliance with the [ISBE Professional Educator Licensure requirements](#) will be maintained.
6. Describe how opportunities for reflection, feedback, and integration of skills will be embedded into PD and TA.
7. Describe where the regional center for training will be located, how the lending library will be developed and updated, and the process for professionals to access the lending library.
8. Describe the function of the website and what information will be provided on the website. Describe the online registration process to be used, if applicable.
9. Describe the process of distributing educator fellowship reimbursement funds, including the amount of the budget that will be dedicated to this fund, the application process, and parameters for using the funds. Also explain how the funds will be advertised.

Family Support (Attachment 5)

1. Describe project activities regarding families of children with disabilities. Include a description of how families will be involved in the planning, implementation, and evaluation of the project activities.
2. Describe how the family lending library will be developed and updated and the process for families to access the lending library.
3. Describe the process of distributing family fellowship reimbursement funds, including the amount of the budget that will be dedicated to this fund, the application process, and parameters for using the funds. Also explain how the funds will be advertised.

Collaboration (Attachment 6)

1. Describe how regular and ongoing communication will be maintained with the ISBE Early Childhood Division regarding planning and implementation of activities.
2. Describe how training and TA activities will be coordinated across the region and State with other training and TA entities.

3. Describe how a calendar of professional learning opportunities will be created in collaboration with other training and TA providers.

Evaluation Design (Attachment 7)

1. Describe the development/maintenance of an evaluation data base and plans to participate in the evaluation. Include how data will be maintained at the regional project and process for submitting an annual report
2. Describe how ongoing evaluation of trainings will be completed and how the information will be used toward improvement.

Application Review

Review and Selection Process:

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program;
- Proposals will be evaluated in comparison with other STARNET FY 2018 discretionary grant proposals received by ISBE and conducted by an expert panel of reviewers with experience in and knowledge of early childhood education and ECSE services. Proposals will be scored on the criteria outlined below, ranked by score, and awarded according to rank and region. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the evaluation/review process.

Criteria:

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

Selection criteria and point values are as follows:

1. Experience and Qualifications (30 points)
 - a. The proposal provides sufficient evidence of applicant's experience and knowledge of Illinois early childhood and ECSE systems and demonstrated ability to provide PD training and TA. The proposal provides evidence of the applicant's commitment to employ staff members who possess a wide range of experiences and ability in administering local and national initiatives and training and experience in adult education (Attachment 3).
2. Quality of Proposed Program (40 points)
 - a. The proposal clearly explains how the grantee will develop and deliver in-service training and TA, including workshops, webinars, consultations, fellowships, referrals, and materials loan and dissemination. The proposal explains how the program will identify needs and respond to requests for PD support of staff involved in ECSE (Attachment 4).
 - b. The proposal clearly explains how training and support will be given to families, including workshops, webinars, consultations, fellowships, and materials loan and dissemination. It also explains how family needs will be identified and how the program will respond to requests for support of families (Attachment 5).

- c. The proposal clearly explains how the program will collaborate and coordinate with other early childhood initiatives, agencies, TA providers, and personnel (Attachment 6).

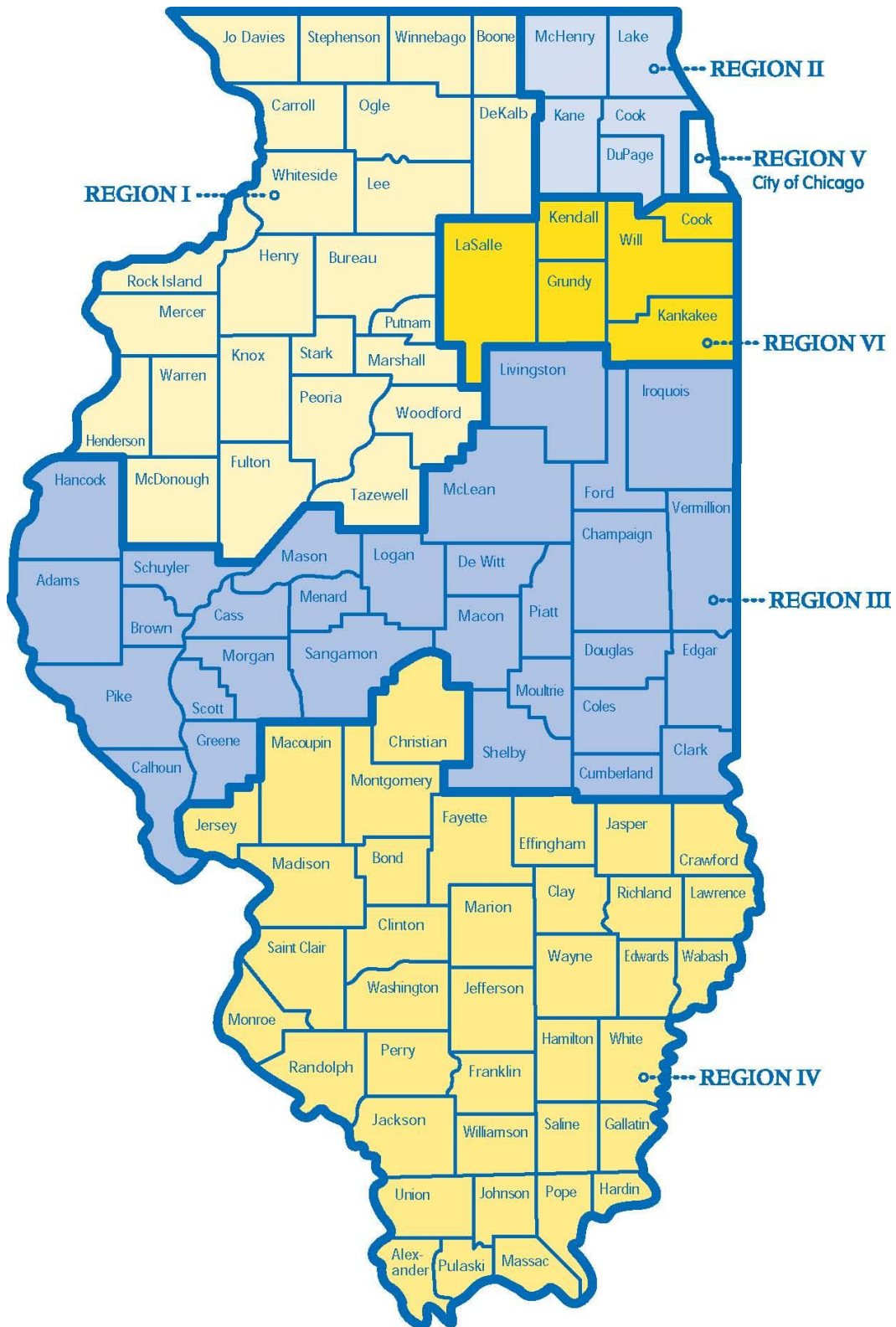
3. Evaluation (20 points)

- a. The proposal explains how the grantee will implement an evaluation system that will provide critical data used for CQI and provide information and data to the ISBE Early Childhood Division (Attachment 7).

4. Budget (10 points)

- a. The proposed budget is consistent with the proposal's activities and appears to be cost-effective in light of the services being provided and number of participants being served (Attachments 8 and 9).

Appendix A STARNET Regional Map



Appendix B

