



January 17, 2023

TO: Eligible Applicants

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

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO)/REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2024 Preschool for All/Preschool for All Expansion Training and Technical Assistance:
Three to Five Grant

CSFA Number: 586-44-2565

CSFA Title: Early Childhood Block Grant: Early Childhood-PFA/PFAE Training and Technical Assistance

Program Overview

Eligibility and Application Information

Eligible Applicants: Public school districts, university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, area vocational centers, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and other not-for-profit entities with experience in providing comprehensive professional development on best practices in early childhood education are eligible to submit a proposal for the Preschool for All/Preschool for All Expansion Training and Technical Assistance: Three to Five Grant.

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 2024 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal, an FY 2024 Organizational Risk Assessment through the ISBE Web Application Security (IWAS) system, and the FY 2024 Programmatic Risk Assessment that is found within the electronic Grant Management System budget. Grant awards will not be executed until the FY 2024 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. 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: One grant award will be awarded in FY 2024 in an amount not to exceed \$1.9 million. The annual grant award amount in Years 2 and 3 (FY 2025 and FY 2026) is also expected to be \$1.9 million. The three-year total of the award will not exceed \$5.7 million. No cost sharing or matching funds are required for this grant.

Additional Funding Information is on page 9.

Grant Period: The grant period will begin no sooner than July 1, 2023 and will extend from the execution date of the grant until June 30, 2024. Successful applicants may reapply via continuing application for up to two additional year(s). Funding in the subsequent years will be contingent upon compliance with federal and state law, state grant-making rules, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. No promise or undertaking made in this NOFO/RFP is an assurance that a grant agreement will be renewed, nor does this NOFO/RFP create any right to or expectation of renewal.

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manager no later than 4 p.m. on March 3, 2023. Completed proposals should be scanned into PDF with all supporting documents and required signatures and submitted. Choose "Early Childhood RFP" from the dropdown menu in Receiver Information. Submit the application using the button at the bottom of the page. See [ISBE Attachment Manager](#). Choose "Early Childhood RFP" from the dropdown menu in Receiver Information. Submit the application using the button at the bottom of the page.

Late proposals 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: Technical assistance will be offered via email. Questions can be directed to earlychi@isbe.net.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to February 17, 2023, on the ISBE [Funding Opportunities webpage](#). Applicants are advised to check the site before submitting a proposal. If technical assistance is received via email, an FAQ will be posted on the ISBE Early Childhood [Request for Proposals \(RFP\) Information page](#).

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact the Early Childhood Department at 217-524-4835 or earlychi@isbe.net. NOFO/RFP documents are only available electronically.

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 Preschool for All/Preschool for All Expansion Training and Technical Assistance: Three to Five 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 (see Subpart A) and offer other professional development opportunities that include, but are not limited to, evidence-based program models, job-specific training, 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 and posted at <http://learningforward.org/> (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 Preschool for All (PFA) and Preschool for All Expansion (PFAE) 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 Standards for Professional Learning and align PD opportunities to these standards put forth by [Learning Forward: The Professional Learning Association](#), as well as maintain compliance with the [ISBE Professional Educator Licensure requirements for PD providers](#).

Program Background/History:

ISBE's commitment to early childhood education is outlined on the ISBE Early Childhood Care and Education Position Statement found on page 1 of the [PFA/PFAE Implementation Manual](#). The 105 ILCS Section 5/2-3.89 of the School Code provides for grants through the Early Childhood Block Grant (ECBG) to establish programs that offer coordinated services to families that have children ages 3-5 years who are identified to be at risk of academic failure. These programs are commonly referred to as Preschool for All and Preschool for All Expansion. 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 PFA/PFAE programs is to provide voluntary, continuous, intensive, research-based, and comprehensive early childhood education and family-support services for children from ages 3 to 5 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 professional development and technical assistance to the recipients of PFA and PFAE grants.

Professional development has been provided to PFA programs since FY 2008 and to PFAE programs since 2015. Applicants submitting a proposal for this grant are encouraged to think strategically about providing PFA and PFAE programs with PD that supports programmatic and job-specific responsibilities. PD will assist PFA and PFAE program personnel in complying with the statutory mandate to implement an evidence-based, research-based

curriculum that aligns with the Illinois Early Learning and Development Standards (IELDS). Applicants are also advised to review information posted on ISBE's Early Childhood webpage and [23 Illinois Administrative Code 235](#) - Early Childhood Block Grant, Subpart B: Training and Technical Assistance. The awardee of this grant offered 62 webinars during FY 2022 with a total of 2,422 participants. It launched an on-demand professional learning course on the Early Childhood Environment Rating Scale-3rd edition, which had 928 registrations and 178 completions by the end of the fiscal year. It also provided 265 Pyramid Model online modules to state-funded programs. Early Childhood Professional Learning renewed its membership with WIDA Early Years, which allowed ongoing free access to the WIDA online modules and resources. The coaching project utilized an application process due to impacts of the pandemic; 20 programs were accepted as well as carryover programs from the previous year. It reached 253 teachers through 11 coaches. Program support specialists provided technical assistance to 89 PFAE programs

Program Objectives:

The following goals and objectives are carried out in consultation with and guidance from the ISBE Early Childhood Department.

GOAL 1

Training (Universal Foundations)

PFA and PFAE grantees will be provided with racially and culturally responsive professional development opportunities, resources, and support that align with the [Illinois Professional Teaching Standards](#) and the [Standards for Professional Learning](#) and that support the [Illinois Early Learning and Development Standards](#) to ensure high-quality programming and quality outcomes as defined by the [PFA/PFAE Compliance Checklist](#), the [Early Childhood Environment Ratings Scale-3 \(ECERS-3\)](#), and research-based best practices in early childhood education.

GOAL 2

Technical Assistance and Coaching

Targeted PFA and PFAE programs will receive ongoing support on the implementation of best practices and high-quality programming through participation in a PFA Coaching Project or PFAE Program Support Project.

GOAL 3

Communities of Practice (Targeted Supports)

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

GOAL 4

State and National Representation

PFA and PFAE programs 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 opportunities for PFA and PFAE programs and staff.

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

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

Performance Measures:

- Forty webinars and workshops offered annually.
- Two thousand participants attended webinars and workshops annually.
- Coaching supports provided to 40 programs annually.
- Four hundred WIDA Early Years modules completed by early childhood educators.

Targets:

- Ten webinars offered each quarter.
- Five hundred participants attended webinars and workshops each quarter.
- Coaching supports provided to every participating program each quarter.
- One hundred WIDA Early Years modules completed by early childhood educators each quarter.

Performance Standards:

- Twenty webinars and workshops offered annually or five webinars or fewer offered each quarter.
- One thousand participants attended webinars and workshops annually or 250 or fewer participants attended webinars or workshops each quarter.
- Coaching supports provided to 20 programs annually.
- Two hundred WIDA Early Years modules completed by early childhood educators or fewer than 50 per quarter.

Deliverables and Milestones:

GOAL 1

Training (Universal Foundations)

The successful applicant will:

- 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 PFA/PFAE grantees.
- Create and offer professional development opportunities to support programs in meeting the requirements as outlined on the PFA and PFAE Compliance Checklist.
- Provide a schedule and description of monthly planned professional development activities to the ISBE Early Childhood Department for review prior to dissemination to programs.
- Create professional learning offerings that are responsive to aggregated data collected during PFA/PFAE 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.
- Align training and professional learning experiences to the [Illinois Birth to Five Program Standards](#), [Illinois Early Learning Guidelines for Children Birth to Age Three](#), and the Standards for Professional Learning promulgated by [Learning Forward: The Professional Learning Association](#). In addition, implement professional learning aligned with the concepts and strategies of Adult Learning Theory.
- Maintain compliance with the ISBE Professional Educator Licensure requirements for professional development providers.
- Engage in a variety of outreach strategies to PFA/PFAE programs and staff to assess their needs and to communicate and disseminate information about professional learning opportunities.
- Train and maintain a cadre of trainers capable of providing trainings on research-based curriculum and assessment, social-emotional development, family engagement, ECERS-3, Pyramid Model, mental health, multi-tiered system of supports, multilingual learners, comprehensive services, and other topics.
- Purchase Pyramid Model modules as needed for PFA and PFAE programs, including those participating in Pyramid Model cohorts.

- Provide targeted professional learning opportunities and technical assistance for PFA and PFAE staff that support their roles and responsibilities as teachers, administrators, instructional leaders, and family educators.
- Provide ECERS training onsite or virtually by request to individual PFA/PFAE programs as time allows in the most cost-effective manner.
- Provide professional learning approved for Administrator Academy credit through the Illinois Principals Association and other formats as approved by ISBE.
- 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 PFA/PFAE staff and reflects current research, issues, and trends in early childhood education.
- Plan and coordinate an annual administrator forum in collaboration with ISBE Early Childhood Department that will be held at the beginning of the grant period/school year.
- Ensure that professional development offerings are registry-approved and align to the Gateways levels of learning.

GOAL 2

Technical Assistance and Coaching

The successful applicant will:

- Coordinate with the ISBE Early Childhood Department to develop, maintain, and revise as needed a PFA Implementation Handbook that outlines requirements and best practices for implementing the grant.
- Coordinate with the ISBE Early Childhood Department to develop, maintain, and revise as needed a PFA Coaching Project Handbook and a PFAE Program Support Specialist Handbook that outline required education and experience, responsibilities, professionalism, reporting requirements, compensation, policy on technology software and hardware, and other information relevant to the positions of coach and support specialist.
- With guidance from the ISBE Early Childhood Department, offer a PFA Coaching Project that supports both teachers and administrators. Identify PFA programs for participation in the PFA Coaching Project through a program needs assessment and application process.
- Provide technical assistance and/or coaching to new programs 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 PFAE programs through assignment of a PFAE program support specialist. Identify the levels of support needed through a program needs assessment.
- Oversee scheduling of PFA and PFAE program visits/contacts for all programs participating in the PFA Coaching Project or PFAE programs. Provide a balance of in-person, phone, and virtual communication with programs based upon their needs and ISBE Early Childhood Department guidance.
- Align technical assistance and coaching to the [Illinois Birth to Five Program Standards](#), [Illinois Early Learning Guidelines for Children Birth to Age Three](#), and the Standards for Professional Learning promulgated by [Learning Forward: The Professional Learning Association](#). In addition, implement professional learning that is aligned with the concepts and strategies of Adult Learning Theory.
- Train PFA coaches and program support specialists on the online reporting portal agreed upon by the ISBE Early Childhood Department. Include guidance on submitting regular, objective, and timely reports, and monitor regularly to assure up-to-date and accurate reporting. Document the contacts, goals, and ongoing progress of each participating program.
- Enlist professional development providers to support social justice and equity for all children, racial literacy, cultural responsiveness, and anti-bias strategies.

GOAL 3

Communities of Practice (Targeted Supports)

The successful applicant will:

- Provide role-specific Communities of Practice (COPs) that offer PFA/PFAE personnel the opportunity to network together and engage in shared learning.
- Partner with ISBE to provide COPs related to PFA/PFAE compliance and ECERS-3.
- Provide COPs related to the Pyramid Model modules.

GOAL 4

State and National Representation

The successful applicant will:

- Provide representation for statewide committees.
- Partner and collaboratively work with ISBE staff to represent early childhood at the local, state, and national levels.

GOAL 5

Collaboration and Coordination

The successful applicant will:

- Develop and maintain positive relationships with other Illinois training and technical assistance providers, mental health consultation providers, and other Illinois professional development/learning organizations. See Appendix A for division of responsibilities for ISBE early childhood professional development providers.
- Coordinate with other Illinois organizations that provide training and expertise in areas related to the implementation and management of high-quality preschool age 3-5 programs.
- Maintain partnership with WIDA Early Years through the purchase of an annual state membership to provide supports to PFA/PFAE programs working with multilingual learners. Such supports include the WIDA Early Years modules.
- Participate in a professional development collaboration group with Support and Technical Assistance Regional Network (STAR NET) regions, Early CHOICES, and other professional development partners as needed on a regular and consistent schedule
- Attend one statewide PD and collaboration meeting annually as budgets allow. The responsibility for planning the statewide meetings is rotated on an annual basis among the regional STAR NET projects, with support from the Early CHOICES and Preschool Training Assistance grantees as determined annually in conjunction with ISBE staff.
- Under the guidance of ISBE, plan and oversee the activities of the Multi-Tiered System of Support Early Childhood Committee. Align the work of the committee to professional development offerings.
- Participate in regularly scheduled meetings with the ISBE Early Childhood Department either biweekly or as determined by ISBE. Maintain regular and ongoing planning and communication with the department on all deliverables.

GOAL 6

Data, Evaluation, and Continuous Quality Improvement

The successful applicant will:

- Conduct ongoing evaluation to ensure that the professional development system meets the needs of PFA/PFAE staff throughout the state. Analyze and utilize data collected to adjust professional development offerings and resource allocation in consultation with the ISBE Early Childhood Department.
- Annually submit a grant periodic programmatic report to measure progress on deliverables. A template for the report will be developed by the ISBE Early Childhood Department. In addition, an end of the year summative report will be submitted.
- Develop a system for maintaining records of participation in professional development, technical assistance, and utilization of library resources. Collect and provide data to the ISBE Early Childhood

Department, as requested, regarding number and type of trainings, technical assistance, number of participants, demographic data, and trends in utilization of PD and resources.

GOAL 7

Qualified Staff and Organizational Capacity

The successful applicant will:

- Maintain the organizational capacity to provide professional development to all PFA and PFAE programs and staff implementing either a PFA model and/or PFAE model.
- Hire professional development 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 a professional teaching license, certification, credential, or accreditation that aligns with the specific content they will be providing.
- Maintain a cadre of trainers to provide both core trainings and other professional development as determined by PFA and PFAE program needs and ISBE Early Childhood Department recommendations.
- Hire and train staff to manage the PFA Coaching Project, the PFAE Program Support Specialists Project, and the WIDA Early Years partnership.
- Recruit, hire, and train a sufficient cadre of qualified PFA coaches to meet the needs of all PFA programs identified for coaching. Provide comprehensive and ongoing professional development specific to their role, including professional learning, networking opportunities, and reflective supervision.
- Recruit, hire, and train a sufficient cadre of qualified PFAE program support specialists to meet the needs of all PFAE programs identified for technical assistance. 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, record keeping, correspondence, evaluation, and scheduling.
- **Maintain a sufficient budget for professional development/learning for project staff to stay current in the early childhood field as well as provide professional development.** 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.

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. It can be found at <https://www2.illinois.gov/cms/Employees/travel/Pages/default.aspx>.

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.

In accordance with 23 Ill. Adm. Code 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 23 Ill. Adm. Code 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 4) in the year previous to the continuation application, the applicant complied with the terms and conditions of the grant.

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

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

Funding Restrictions:

Unrestricted indirect cost rate is applicable.

Reporting Requirements

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed annually via the IWAS system. Additional reporting requirements are listed below.

Annual programmatic reports are due to the ISBE Early Childhood Department on the following schedule:

REPORT	CUMULATIVE THROUGH	DUE IN ISBE OFFICE
1	July 1 through June 30	July 30

Annual reports will be completed using an ISBE created template that will be issued via email. The report must include the following information:

- Complete attendance and evaluation records for all professional development events offered, as required by [ISBE Professional Development Provider](#).
- Names, titles, education, roles, and responsibilities of all staff and contractors paid for by grant, updated as needed.
- Number, topic, and description of professional development events offered, including, but not limited to, trainings, webinars, on-demand PD, and modules.
- Number/duration and topic of professional learning communities offered and number of participants.
- Number of PFA and PFAE staff who participated in professional development events.
- Number/duration of PFA coaching contacts/visits with program administrators.
- Number/duration of PFA coaching contacts/visits with teachers.
- Number/duration of PFAE program support specialist contacts/visits with program administrators/program staff.
- Information, as required by ISBE Professional Educator Licensure for [ISBE professional development providers](#), including the forms for new trainings offered.
- Number of Pyramid Model and ECERS-3 trainings/modules provided.
- Data on website to include, but not be limited to, usage, resources added/updated, and use of data for improvements.
- Number, description, and participants in collaborations with other Illinois or national professional development providers.

- m. Self-evaluation data and description of efforts to imbed social justice, equity, and racial and cultural responsiveness into professional development system to include, but not be limited to, hiring, training, webinars, website, 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.

Content and Form of Application Submission

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

- 1. Uniform Application for State Grant Assistance (Attachment 1):** Include the name, address, and 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, Activities and Evaluation**
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 1-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 2A):** 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 2B):** 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.

Program Narrative Requirements

The Program Narrative will be completed via Word document. It must address each narrative requirement 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 1-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. **Experience**
 - 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.

- 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 programs serving multilingual learners.

2. **Program Planning (Goals 1-7)**

- a. Describe how the professional learning needs of local PFA and PFAE 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.

3. **Program Description (Goals 1-7)**

- a. Describe how activities will be targeted to meet the professional development needs of PFA and PFAE grantee staff, including teachers, administrators, instructional leaders, family educators, and support staff, to assist them in complying with [Administrative Rules Part 235](#), the [PFA/PFAE Compliance Checklist](#), [Birth-5 Program Standards](#), and [Illinois Early Learning & Development Standards](#).
- b. Describe the range of services to be provided, including, but not limited to, trainings, webinars, technical assistance, coaching, administrator forums, provision of resources, website offerings, professional learning communities, and by-request ECERS 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, program support specialists, collaboration partners, and grantee staff. Provide examples.

4. **Cost-Effectiveness of the Proposed Activities (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 full-time equivalency (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.

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 program narrative requirements in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria 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.

Selection criteria and point values are as follows:

Not Provided	Very Limited	Somewhat Limited	Moderate	Strong	Very Strong
0	1	2	3	4	5
Proposal requirements are absent.	Proposal provides very few details to meet the project outcomes.	Proposal is unclear and lacks enough evidence to meet project outcomes.	Proposal provides moderate detail and conveys potential to meet project outcomes.	Proposal provides good detail and strong evidence to meet project outcomes.	Proposal exceeds expectations and provides a solid plan to meet project outcomes.

<p>Section 1: Experience 30 Points This section would meet the “capacity” definition as defined under Review Criteria.</p>	Possible Points
<p>The applicant demonstrates sufficient knowledge and experience regarding educational, health, social, and child development services to young children and their families. (Program Narrative Requirements, 1 a.)</p>	5
<p>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. (Program Narrative Requirements, 1 b.)</p>	5
<p>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. (Program Narrative Requirements, 1 c.)</p>	5
<p>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. (Program Narrative Requirements, 1 d.)</p>	5
<p>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. (Program Narrative Requirements, 1 e.)</p>	5
<p>The applicant demonstrates prior successful experience in providing support for programs serving multilingual learners. (Program Narrative Requirements, 1 f.)</p>	5
<p>Section 2: Program Planning 15 Points This section would meet the “need” definition as defined under Review Criteria.</p>	Possible Points
<p>The proposal presents a plan for assessing the professional learning needs of local PFA and PFAE grantee staff and describes the process of planning that will be used to implement the goals and objectives of the grant. (Program Narrative Requirements, 2 a.)</p>	5
<p>The proposal sufficiently explains how the applicant will coordinate and collaborate with the ISBE Early Childhood Department to plan professional learning based on the self-assessment, evaluation, and CQIP. (Program Narrative Requirements, 2 b.)</p>	5
<p>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, use of resources, and other services as outlined in this NOFO/RFP. (Program Narrative Requirements, 2 c.)</p>	5
<p>Section 3: Program Description 30 Points This section would meet the “quality” definition as defined under Review Criteria.</p>	Possible Points

The proposed activities are targeted to meet the professional development needs of PFA and PFAE grantee staff, including teachers, administrators, instructional leaders, family educators, and support staff, to assist them in complying with Administrative Rules Part 235, the PFA/PFAE Compliance Checklist, Birth-5 Program Standards, and Illinois Early Learning & Development Standards. (Program Narrative Requirements, 3 a.)	5
Describe the range of services to be provided, including, but not limited to, trainings, webinars, technical assistance, coaching, administrator forum, provision of resources, website offerings, professional learning communities, and by-request trainings. (Program Narrative Requirements, 3 b.)	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. (Program Narrative Requirements, 3 c.)	5
The proposal describes how training topics will be determined and scheduled. (Program Narrative Requirements, 3 d.)	5
The proposal describes the collaboration and coordination, including ongoing communication with the ISBE Early Childhood Department, to be utilized to provide services. (Program Narrative Requirements, 3 e.)	5
The proposal describes the policies and procedures that will inform and guide trainers, coaches, program support specialists, collaboration partners, and grantee staff. (Program Narrative Requirements, 3 f.)	5
Section 4: Cost-Effectiveness of the Proposed Activities 25 Points	Possible Points
The proposed staffing level is sufficient to assure that the proposal’s activities and services will be provided in an effective and efficient manner. (Program Narrative Requirements, 4 a.)	5
Describe the organizational capacity to provide the scope of work in this grant. (Program Narrative Requirements, 4 b.)	5
Indicate the positions and the corresponding job descriptions, including the FTE and salaries, that will be paid for with the grant. (Program Narrative Requirements, 4 c.)	5
Describe the qualifications, including education and relevant experience, of the staff (paid and unpaid) responsible for the activities and services. (Program Narrative Requirements, 4 d.)	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. (Program Narrative Requirements, 4 e.)	5

**Appendix A:
Outline of Professional Development Project Responsibility**

	STAR NET	Early CHOICES	Preschool for All/ Preschool for All Expansion Training and Technical Assistance
Focus of Training Activities	Support programs in the area of early childhood special education.	Support programs in implementing and improving least restrictive environment.	Support PFA and PFAE programs in compliance and quality.

<p>Examples of Training Activities</p>	<p>Align to Council for Exceptional Children Division of Early Childhood (DEC) Recommended Practices.</p> <p>Support Indicators 6, 7, and 12 of the State Performance Plan.</p> <p>Support program staff in supporting children with disabilities.</p>	<p>Align to DEC Recommended Practices.</p> <p>Support Indicators 6 and 7 (as related to Indicator 6) of the State Performance Plan.</p> <p>Support program staff in preparing, implementing, and improving inclusive classrooms.</p>	<p>Align to IELDS.</p> <p>Support Compliance Checklist for PFA and PFAE programs.</p> <p>Support high-quality environments as defined in ECERS-3.</p>
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