



# Illinois State Board of Education

100 North First Street, Springfield, Illinois 62777-0001

ATTACHMENT 1

## Uniform Application for State Grant Assistance

Agency Completed Section		
1.	Type of Submission	<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application
2.	Type of Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation (i.e. multiple year grant) <input type="checkbox"/> Revision (modification to initial application)
3.	Date/Time Received by State <i>Completed by State Agency upon Receipt of Application</i>	
4.	Name of the Awarding State Agency	Illinois State Board of Education
5.	Catalog of State Financial Assistance (CSFA) Number	
6.	CSFA Title	EARLY CHILDHOOD BLOCK GRANT - PRESCHOOL FOR ALL CHILDREN 3-5
Catalog of Federal Domestic Assistance (CFDA)		<input checked="" type="checkbox"/> Not applicable (No federal funding)
7.	CFDA Number	
8.	CFDA Title	
9.	CFDA Number	
10.	CFDA Title	
Funding Opportunity Information		
11.	Funding Opportunity Number	
12.	Funding Opportunity Title	PRESCHOOL FOR ALL
13.	Funding Opportunity Program Field	EARLY CHILDHOOD
Competition Identification		<input checked="" type="checkbox"/> Not Applicable
14.	Competition Identification Number	
15.	Competition Identification Title	

**Uniform Application for State Grant Assistance  
Illinois State Board of Education**

**Applicant Completed Section**

APPLICANT NAME (District Name and Number, if applicable)		REGION COUNTY DISTRICT TYPE CODE
16.	Legal Name (Name used for DUNS registration and grantee prequalification)	
17.	Common Name (DBA)	
18.	Employer/Taxpayer Identification Number (EIN, TIN)	
19.	Organizational DUNS Number	
20.	SAM CAGE Code	
21.	Business Address (Street, City, State, County, Zip Code + 4)	
<b>Applicant's Organizational Unit</b>		
22.	Department Name	
23.	Division Name	
<b>Applicant's Name and Contact Information for Person to be Contacted for <i>Program</i> Matters involving this Application</b>		
24.	First/Last Name	
25.	Suffix	
26.	Title	
27.	Organizational Affiliation	
28.	Telephone Number (Include Area Code)	
29.	Fax Number (Include Area Code)	
30.	E-Mail Address	
<b>Applicant's Name and Contact Information for Person to be Contacted for <i>Business/Administrative Office</i> Matters involving this Application</b>		
31.	First/Last Name	
32.	Suffix	
33.	Title	
34.	Organizational Affiliation	
35.	Telephone Number (Include Area Code)	
36.	Fax Number (Include Area Code)	
37.	E-Mail Address	

**Uniform Application for State Grant Assistance  
Illinois State Board of Education**

**Applicant Completed Section (Continued)**

**Areas Affected**

40.	Areas Affected by the Project (cities, counties, state-wide) <i>Add Attachments (e.g., maps), if needed</i>	
41.	Legislative and Congressional Districts of Applicant	
42.	Legislative and Congressional Districts of Program / Project <i>Attach an additional list, if needed</i>	

**Applicant's Project**

43.	Description Title of Applicant's Project <i>Text only for the title of the applicant's project.</i>	
44.	Proposed Project Term	Start Date: <u>July 1, 2020</u> End Date: <u>June 30, 2023</u>
45.	Estimated Funding (Include all that apply)	<input checked="" type="checkbox"/> Amount Requested from the State: \$ _____ <input type="checkbox"/> Applicant Contribution (e.g., in kind, matching): \$ _____ <input checked="" type="checkbox"/> Local Contribution: \$ _____ <input type="checkbox"/> Other Source of Contribution: \$ _____ <input type="checkbox"/> Program Income: \$ _____ <div style="text-align: right;"><input checked="" type="checkbox"/> Total Amount: \$ _____</div>

**Applicant Certification:**

By signing this application, I certify (1) to the statements contained in the list of certifications\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001)

(\*) The list of certification and assurances, or an internet site where you may obtain this list is contained in the Notice of Funding Opportunity.

☒ I agree

**Authorized Representative**

46.	First/Last	
47.	Suffix	
48.	Title	
49.	Telephone Number (Include Area Code)	
50.	Fax Number (Include Area Code)	
51.	E-Mail Address	
53.	Signature of Authorized Representative	
54.	Date Signed	



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

ATTACHMENT 2

FY 2021  
PRESCHOOL FOR ALL

## APPLICANT OVERVIEW

**DIRECTIONS:** Complete the following Proposal information for the designated administrative agent. Include information specific to this application only.

### PROPOSED PRESCHOOL FOR ALL PROGRAM INFORMATION

<u>80</u>	Number of children requested to be served in this Preschool for All application	<u>2.5</u>	Number of teaching staff with PEL and Early Childhood Endorsement
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Are you applying for Preschool for All Expansion (separate proposal)?	<u>2</u> <u>0</u>	Number of paraprofessionals
<u>0</u> <u>320,000 / year</u>	Number of children served in local Head Start (ECAM Data)		Number of instructional leaders
\$ <u>4000</u>	Dollar amount requested in this application	<u>0</u> <u>0</u>	Number of family educators
\$	Cost per child requested in this application		Number of clerical staff
	(Dollar amount of proposal divided by Number of children served.)		Other: _____
			Other: _____
		<u>5</u>	Total number of staff

Will children in this application be in a:

- ☒ Half Day Session  
☐ Full Day Session

What setting will the children in this application be served:

- ☒ Classroom  
☐ Family Child Care Homes

What other funding do you receive to support the children in this application:

- ☐ Child Care Assistance Program (CCAP) ☐ Other \_\_\_\_\_  
☐ Head Start (HS)

TYPE OF AGENCY (Check only one)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> School District     | <input type="checkbox"/> Child Care Center – Not-for-Profit |
| <input type="checkbox"/> Regional Office of Education   | <input type="checkbox"/> Child Care Center – For-Profit     |
| <input type="checkbox"/> Higher Education               | <input type="checkbox"/> Faith – Based Organization         |
| <input type="checkbox"/> Community – Based Organization | <input type="checkbox"/> Other _____                        |

Is this application written by an external grant writer (not employed by applicant)? ☐ Yes ☒ No

(Check one) ☒ Agency Staff ☐ Independent Contractor

Grant Writer

Superintendent/Authorized Agency Official

\_\_\_\_\_  
Typed Name of Grant Writer  
\_\_\_\_\_  
Signature of Grant Writer  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of Superintendent or Authorized Agency Official  
\_\_\_\_\_  
\_\_\_\_\_  
Date



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

ATTACHMENT 3

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FY 2021  
PRESCHOOL FOR ALL

## JOINT APPLICATION

*All joint recipients for funding must complete the joint application form.*

Number of districts  
in Joint Application \_\_\_\_

**DIRECTIONS:** If joint application, enter below the information requested for the participating school districts/entities.

SCHOOL DISTRICT/ENTITY		NAME AND SIGNATURE OF AUTHORIZED OFFICIAL
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____ <i>Original</i> Signature of Authorized Official
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____ <i>Original</i> Signature of Authorized Official
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____ <i>Original</i> Signature of Authorized Official
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REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____ <i>Original</i> Signature of Authorized Official
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REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____ <i>Original</i> Signature of Authorized Official
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____ <i>Original</i> Signature of Authorized Official
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____ <i>Original</i> Signature of Authorized Official
CITY	COUNTY	



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

ATTACHMENT 3

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FY 2021  
PRESCHOOL FOR ALL

## JOINT APPLICATION

**DIRECTIONS:** If joint application, enter below the information requested for the participating school districts/entities.

SCHOOL DISTRICT/ENTITY		NAME AND SIGNATURE OF AUTHORIZED OFFICIAL
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	<hr/> <i>Original</i> Signature of Authorized Official
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	<hr/> <i>Original</i> Signature of Authorized Official
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
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DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	<hr/> <i>Original</i> Signature of Authorized Official
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	<hr/> <i>Original</i> Signature of Authorized Official
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	<hr/> <i>Original</i> Signature of Authorized Official
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		
CITY	COUNTY	<hr/> <i>Original</i> Signature of Authorized Official



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

ATTACHMENT 4

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FY 2021  
PRESCHOOL FOR ALL

## PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)  
XXXX

REGION, COUNTY, DISTRICT, TYPE CODE  
XXXX

**Directions:** Address question 1 in the Program Narrative section of the RFP.

XXXX is located in the XXXX corner of XXXX County with an area of about 25 square miles. XXXX is comprised of 13 schools across 6 different communities in the XXXX suburbs of XXXX: XXXX, XXXX, XXXX, XXXX, XXXX and a small region of XXXX.

The school district overlaps with Illinois Congressional Districts XXXX, and Illinois State Senate Districts XXXX, and Illinois State House Districts XXXX.

The school district serves students from PK (age 3) to 8th grade, representing some 4,500 families. The estimated population of the region is about 135,000, with a wide range of cultures and income levels. As a school district in the state of Illinois, the Board of Education has legal authority to levy property taxes, and as such, is a unit of local government.

The school district currently serves 496 students in its PreK programs; 320 through the Preschool for All Grant awarded in June 2018. 84% of the PFA students are at or below the 200% poverty level. 407 students were screened since June 2019. As of March 14, 2020, 193 students were awaiting screening. An additional 110 children were scheduled to be screened in March and April, but that has been delayed due to the COVID-19 Stay at Home Order.

The number of students in XXXX coming from low income homes has increased significantly during the last two decades, mirroring the state. In May 2019 the overall percentage of students in the school district who qualified for Free or Reduced Lunch (FRL) was 47.42%. On the Illinois Report Card for 2018-2019, the rate was 48.8%. As a district that encompasses several communities of varying economic means, the overall district percentage does not fully illustrate the reality of our schools with the highest concentration of need. In March 2020, three elementary schools exceeded 50% FRL with two more above 47%.

These statistics are echoed in the data made available through the Illinois Early Childhood Asset Map (IECAM). According to IECAM 2017 Estimates, the number of children in our district's attendance area who are age 5 and under is 4,657, and specifically, the number of children 3-4 years of age living in the area served by XXXX is 1,535. Of those 1,535 children, 181 are living below 100% Federal Poverty Level (FPL), 340 between 100% and 185% FPL, 521 below 185% FPL, and 986 below 400% FPL.

The rate of Homelessness as indicated in the IECAM Student and Teacher Characteristics by School District (FY16) was 2.20% statewide and 3.10% within XXXX. On the Illinois Report Card for 2018-2019, the rate was 2%. As of March 2020 the rate in XXXX is 3.32%.



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

FY 2021  
PRESCHOOL FOR ALL

## PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 2 in the Program Narrative section of the RFP.

The number of students in XXXX coming from low income homes has increased significantly during the last two decades. In May 2019 the overall percentage of students in the school district who qualified for Free or Reduced Lunch (FRL) was 47.42%. On the Illinois Report Card for 2018-2019, the rate was 48.8%. As a district that encompasses several communities of varying economic means, the overall district percentage does not fully illustrate the reality of our schools with the highest concentration of need. In March 2020, three elementary schools exceeded 50% FRL with two more above 47%.

The district also serves a high percentage of students from culturally and linguistically diverse backgrounds. As of March 2020, of the 6,304 students currently enrolled in the district, 4814 or 76% have a home language other than English. By far the highest incidence home language is Spanish, with 3,248 or 51.5% of the students coming from a home where Spanish is spoken.

Our schools with the highest rates of poverty are also the schools with the highest percentage of students coming from linguistically diverse homes. For example, our three elementary district schools with the highest percentage of students coming from low income homes (XXXX, XXXX and XXXX), continue to have more than 80% of the students coming from Spanish-speaking homes. Since operating our own PFA program, XXXX has increased the number of PFA teachers with Spanish-bilingual endorsements teaching our students, facilitating language development in both of the students' languages and increasing access to learning pathways for all standards/developmental areas through high-quality instruction in both languages.

Furthermore, of the students with home languages other than English, currently 50.4% of the students in the district qualify as English Learners (increase from 2018 when it was 42.7%). On the Illinois Report Card for 2018-2019, the rate was 12.1%. Again, the schools with the highest concentration of poverty, also have the highest concentration of English Learners at 74-79%.

These statistics are echoed in the data available through the Illinois Early Childhood Asset Map (IECAM). According to IECAM 2017 Estimates, the number of children in our district's attendance area who are age 5 and under is 4,657, and specifically, the number of children 3-4 years of age living in the area served by XXXX is 1,535. Of those 1,535 children, 181 are living below 100% Federal Poverty Level (FPL), 340 between 100% and 185% FPL, 521 below 185% FPL, and 986 below 400% FPL. As INCCRRA indicated "Poverty level has the strongest effect during preschool and early school years."

IECAM 2017 Estimates regarding the number of limited English speaking households within XXXX also indicate that the number of households speaking non-English languages to be 2,292, with 1,700 speaking Spanish at home. These figures confirm a continuing need to provide linguistically relevant and appropriate programming for children ages 3-4. With 51.5% of the XXXX students coming from homes in which Spanish is spoken, our PFA program provides PEL and ELS endorsed bilingual educators who can communicate directly with children and families.

The rate of Homelessness as indicated in the IECAM Student and Teacher Characteristics by School District (FY16) was 2.20% statewide and 3.10% within XXXX. On the Illinois Report Card for 2018-2019, the state rate was 2%. As of March 2020 the rate in XXXX is 3.32%.

In the three demographic areas most applicable to this grant request (English Learners, Low Income and Homelessness), XXXX has a similar (income) or higher (English Learners and Homelessness) percentage of students in need as that the State of Illinois. These three characteristics are considered prime indicators of families in need of educational support during the early years.

Additionally, the number of 3- and 4-year old students requiring special education services in the school district has also increased significantly. As an illustration, 119 prekindergarten students with IEPs were enrolled in district programs during the 2014-2015 school year. By 2016-2017, that number had increased to 154. This represents a 26% increase in two years. As of March 2020, there are 160 students with IEPs enrolled in district PK classes and the remainder of the school year will bring in an additional number of students enrolling directly from Early Intervention on their third birthday.

The number of students transitioning from Early Intervention is also on the rise. The ten year average was 68 students per year in 2017. However, that average is influenced by increased rates over the last several years: the highest being 93 in 2014-2015, followed by 76 in 2015-2016, and 85 in 2016-2017. From 2015 to 2019, the average was 86.8. In March 2020, 94 students had already transitioned from EI into XXXX PreK programs.





# Illinois State Board of Education

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FY 2021  
PRESCHOOL FOR ALL

## PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 3 in the Program Narrative section of the RFP.

### Early Childhood Program Capacity within XXXX-XXXX Geographic Area

The availability of no-cost high-quality pre-kindergarten programs for students in our area is limited. For low income families there is no Head Start program in the XXXX geographic area. The previous program that directly served our area, the XXXX Head Start Serving Suburban XXXX County, closed in June 2016. The closest Head Start sites are offered by XXXX out of XXXX and are located in XXXX (6.79 miles) and XXXX (9.76 miles). While these distances may not seem far to some, to families with limited access to transportation these sites are not close enough. The bottom line is that at this time, there is no readily accessible Head Start space available in the immediate area, as confirmed by the IECAM Early Care and Education Services and Child Population report and Child Care report. Our geographic region is considered an underserved Head Start area.

The only publicly-funded early care and education sites for our school district (listed as XXXX XXXX) listed in the IECAM Early Care and Education Services and Child Population Report (2017) are the 360 PFA slots previously operated by XXXX. XXXX currently holds a PFA grant for 320 slots and is applying for 80 additional slots. This number is influenced by district-measured need and the published ISBE Preschool for All/Preschool for All Expansion, which indicates XXXX has a Slot Gap of 77 to reach 80% of low income children and that translates into 4 classrooms.

IECAM 2017 reports further identify 10 licensed child care facilities, 1 licensed-exempt child care centers (down from 2 on the IECAM 2015) and 3 licensed family child care homes within the XXXX geographic area. While these centers differ in the ages they accept, they do cover the entire gamut from infant care to kindergarten. 2016 estimates cited approximately 1,964 three- and four-year old children and only 247 openings in licensed child care facilities. That means potentially 1,717 children ages 3- to 4-years-old without early childhood opportunities. This discrepancy underscores another reason to support additional PFA opportunities in XXXX.

### Educational Background of Potential Parents

The IECAM graph on educational attainment of Adults age 25 and over (2015 estimates), shows that a large number of individuals in this population have attained some level of college education through degrees beyond a Bachelor's. Yet there is still a significant number of individuals that fall into the group composed of those who have attained only a high school diploma or GED/alternative credential or less education (23.5%). XXXX has offered programs for GED completion in collaboration with XXXX as well as pre-GED classes through Title I. Parent interviews during EC screenings reveal that many parents from other countries have not completed their high school equivalent.

Unemployment for the XXXX geographic area was estimated as 6.04% on the IECAM 2015. A large number of families work in service and factory professions affected by the current pandemic.

XXXX has completed a study on concentrated disadvantage (CD) within all the counties of the State of Illinois. Her results indicate that XXXX County is one of the ten most disadvantaged counties in Illinois. XXXX resides within XXXX County. Her study looked at low and very low birth weights, infant mortality, inadequate prenatal care and teen birth rates. While XXXX is the largest city and may have a large skewing factor in this data, nevertheless it points to the potential and supports the IECAM and XXXX data that XXXX will contain a population of families and children qualifying for PFA programming. XXXX points out in her powerpoint, local data is often "unavailable due to limitations of data sources and surveillance systems" and "unreliable due to small sample sizes." (Source: Illinois Department of Public Health Office of Women's Health and Family Services) Thus, her macro picture in this instance is a better "big picture" approach to determine needs.

According to the Community Demographics and Ranking Document that provides a comprehensive and synthesized view of multiple demographic factors, XXXX County is given a rank of 80, with 1 as the lowest risk and 102 as the indicator of highest risk in the state. Specific to the school district, XXXX is ranked 485, with 1 indicating the lowest risk and 751 as the indicator of the highest risk in the state.

IECAM states, "A disproportionate share of children considered to be at risk come from low-income working families, homeless families, families where English is not the primary language spoken at home or families where one or both parents are teenagers and have not completed high school." The above data has illustrated that within the XXXX geographic area there are sufficient students whose families meet these "at risk" characteristics. However neither a child's membership in a certain group nor a child's family situation alone should determine whether that child is at risk." For this very reason the screening of students to determine eligibility for enrollment in a PFA-funded program is essential.



# Illinois State Board of Education

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Springfield, Illinois 62777-0001

ATTACHMENT 4

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FY 2021  
PRESCHOOL FOR ALL

## PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable) XXXXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXXXX
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**Directions:** Address question 4 in the Program Narrative section of the RFP.

Identifying children and families eligible for the program are established using a weighted eligibility form, allowing the district to determine need and priority based on highest priority and other priority factors. To determine these factors, students will be screened utilizing the DIAL-4 assessment, the district Social and Health Histories filled out by parents, and parent interviews during screening to determine eligibility. Eligibility will be based on the ISBE Eligibility and Weighted Priority Enrollment Form (adapted for our district). No less than 80% of the students served in the program will be identified as at risk. (Currently 100% of the students are at risk and 80% are from low income homes.) Academically at-risk students will be prioritized when making enrollment decisions, with the highest priority placed on serving students coming from low income homes, foster care, McKinney-Vento students, students with learning differences, developmental differences, and English Learners. When all other factors are equal, preference will go to children who are 4-years old in order to ensure students have a preschool experience prior to entering kindergarten.

Family income is categorized according to the IDHS Income Calculation Worksheet and verified through pay stubs, Supplemental Security Income, tax forms and public benefits documents. Public benefit levels to indicate poverty are WIC 185% FPL, Medicaid 138%, SNAP 165%, TANF 50% FPL, CCAP 162%.

At-Risk Educational Characteristics are defined as:

Concepts: Attention/Focus; Processing; Experiential Enrichment; Representation with Materials; Pre-Readiness  
Social/Emotional: Family Systems; Adult/Child/Peer Interactions; Behavior Management; Family/Environmental Factors  
Communication: Primary Language Development; Limited Language Structure; Limited Interpersonal Uses of Language; Phonology; Dysfluency; English Language Learner  
Motor: Fine Motor Skills; Gross Motor Skills; Self Help/Health Skills; Sensory Processing

The following highest priority factors receive 50 points each.

Homeless (McKinney-Vento Homeless Education Assistance Act)  
Current or recent child welfare involvement (Ward of the State, foster care, intact family services, TPSN)  
Child has IEP (for more than itinerant speech services) or is referred for special education evaluation  
Family income at or below 50% FPL and/or receiving TANF

The following are other priority factors and receive 25 points each.

Family income at or below 100% FPL  
Primary caregiver did not complete high school/ no GED  
Teen parent at birth of first child  
Child was born outside of the United States or has one or more parent/caregiver born outside of the United States  
Parent or caregiver primarily speaks a language other than English at home.  
Active Duty Military family  
Screening indicates delays in development but no referral to special education at this time (see above at risk factors)  
Child has not previously participated in a formal early learning program.

Other significant factors that can receive up to 25 points include, but are not limited to

Multiple at-risk educational characteristics as identified by the DIAL-4  
Single parent families  
Other health concerns for child, parent or primary caregiver  
Referrals from other agencies or medical professionals



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FY 2021  
PRESCHOOL FOR ALL

## PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
XXXXX	XXXXX

**Directions:** Address question 5 in the Program Narrative section of the RFP.

XXXX is a Tier II district in our second year of operating a school district-run PFA program to accommodate 320 students. Students in our PFA program attend 2.5 hours per day, 5 days per week, for 165 days. While the school district would like to provide full-day experiences for students in PK, resource limitations (especially facilities limitations) in our schools will not accommodate this desire. Therefore, the district operates a half-day program. Given the limited number of classrooms in our schools, this allows us to provide PK instruction to more students.

The school district currently serves 496 students in its PreK programs; 320 through the Preschool for All Grant awarded in June 2018. 84% of the PFA students are at or below the 200% poverty level. 407 students were screened since June 2019. As of March 14, 2020, 193 students were awaiting screening. An additional 110 children were scheduled to be screened in March and April, but that has been delayed due to the COVID-19 Stay at Home Order.

XXXX is applying for funding to serve 80 additional PFA students. This number is influenced by district-measured need, IECAM data, and the published ISBE Preschool for All/Preschool for All Expansion: Community Classroom Data document, which indicates XXXX has a Slot Gap of 77 to reach 80% of low income children. This translates into 4 classrooms.

Eligibility will be based on the ISBE Eligibility and Weighted Priority Enrollment Form and screenings are conducted utilizing the DIAL-4. No less than 80% of the students served in the program will be identified as at risk. Academically at-risk students will be prioritized when making enrollment decisions, with the highest priority placed on serving students coming from low income homes, students with learning differences, developmental differences, and English Learners. When all other factors are equal, preference will go to children who are 4-years old in order to ensure students have a preschool experience prior to entering kindergarten.

As noted in our response to Question 2, the district serves a high percentage of students from low income homes, a high percentage from linguistically and culturally diverse homes, and an increasing percentage of students with learning difference (IEPs). Furthermore, many students fall within two or more of these categories and the highest priority will be given to those students with the highest number of at-risk factors. For example, the academically at-risk student from a low income home, with a home language other than English who is still developing English proficiency and has an IEP will receive the highest number of points on the weighted scale.

Throughout our early childhood and PFA programs the school district carefully considers the makeup of each classroom. In an inclusive classroom model, we pay close attention to the number of students with Individualized Education Plans (IEPs) and students who are English Learners to ensure that we maintain ISBE recommended class sizes for special populations. Even though 20 students in a classroom with one teacher and one teaching assistant is appropriate, other rules and regulations will limit those ratios in order to meet the specific needs of the student population. For example, a classroom that has 5 students with IEPs will have a class-size cap of 15. A classroom that is exclusively comprised of English Learners, would have a class-size cap of 18 (or 90% of 20) as indicated in state code.

The PFA classrooms will be located in XXXX elementary schools, with priority given to students with the highest number of at-risk factors. Currently the district is not able to serve all 3 and 4-year old students with living in poverty. For example, the district has six elementary schools with schoolwide Title I programs, three of those schools (XXXX, XXXX and XXXX) have 80% of the student population from Spanish-speaking homes and over 70% English Learners. Despite serving 496 3- and 4-year old students in the district's PreK programs (320 through PFA), there are still students waiting to be served. Despite screening multiple times a month, there are students still waiting to be screened.

All students served will be from within the school district boundaries. As a Tier II district, additional funds are needed to enable us to serve more PreK students and open additional classrooms. Currently there is an insufficient number of classrooms to fully serve at least 80 percent of all children and families who potentially could be at risk. This is also supported by the ISBE document entitled Preschool for All/Preschool for All Expansion: Community Classroom Data.



# Illinois State Board of Education

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## PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 6 in the Program Narrative section of the RFP.

A variety of community outreach pathways are used to recruit families for screening year round:

- \* Newsletters to parents in all XXXX schools
- \* MOU Partnerships: XXXX - Early prevention and Clearbrook - Early Intervention
- \* XXXX is a partnership whereby we identify students reciprocally; identifying students who qualify for early prevention (under 3) and preschool (over 3). As students age out of the EP program, we ensure transition to preschool through screening and placement. Information obtained through both programs are shared in order to provide for students and families regarding the identification of homeless, providing of resources, and other needs.
- \* Flyers to XXXX
- \* Partnership with XXXX - distribution of flyers year-round, XXXX Early Childhood staff present at information table at library events, provide information to park district staff, provide referral forms for staff to distribute as needed
- \* XXXX: distribution of flyers year-round, provide information to park district staff, provide referral forms for staff to distribute as needed
- \* School secretaries are asked to engage in conversation with parents about PK programming and distribute flyers to families when parents come to school with younger siblings in tow
- \* Parent-to-parent contacts and posting of program information translated in multiple languages in community gathering areas such as community centers, laundromats, neighborhood grocery stores, rental offices, etc.

Additionally, XXXX currently has put in place the following priorities based on legal requirements:

- \* To screen and provide services for any Early Intervention (EI) student who is exiting the EI system and may continue to need special educational support, these students receive the highest priority for placement in the XXXX Pre-K program. For the 2014-2015 to 2018-2019 school years, there was an average of 86 students exiting from EI per year that were subsequently transitioned and placed in XXXX PreK. As of March 2020, 94 students had already completed their transition from EI to XXXX Pre-K programs.
- \* To provide Child Find and to screen any parent or private school referral based on specific special needs concerns.
- \* To serve and remove barriers to education for any child age 3 or 4 who may qualify for McKinney-Vento assistance and moves into our district or out of our district. This is accomplished by working with the Regional and District's McKinney-Vento Liaison.

XXXX Pre-Kindergarten Screening Flyers are posted in the community, available in all district schools and on the district website. Once a request for screening is received, XXXX EC staff contact the parents to gather more information and schedule a screening. Screenings take place once written parent permission for the screening is received - and parents attend the screening with the children as well.

A lack of toilet training does not impact a student's access to district PK programs.

A minimum of 10 annual community screenings take place each school year, with additional screenings in the summers. At the screening, information about parent income and verification of income are requested as a part of the weighted eligibility process. This screening is not a test, rather it is an opportunity for the XXXX Early Childhood Team to observe and interact with a child in a natural play setting. The Early Childhood/Child Find Team consists of school psychologist, speech-language pathologist, school social worker, early childhood teacher, nurse, and teaching assistant. At least two members of the team are always Spanish proficient. Other staff is brought based on the student's and/or family's language profile.

The research-based tool selected by the district and currently being utilized for screening is the Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4). Each member of the EC Team has a specific role to fulfill in the screening process. The team includes a school psychologist, SLP, social worker, nurse, OT/PT and early childhood teachers with bilingual, ESL and special education credentials.

The data from the Home Language Survey completed by the parent during the screening is used to determine next steps. The Bilingual/ESL Liaison is responsible for follow-up language screening and placement determinations to comply with 23 Ill. Adm. Code 228.10.



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## SITE INFORMATION

APPLICANT NAME (District Name and Number, if applicable)		REGION, COUNTY, DISTRICT, TYPE CODE
<b>Enter below the information requested for all proposed sites. ALL applicants must complete this section for all proposed sites. See Appendix A of the RFP for a list of districts defined as Tier 1 or Tier 2. (Community-based programs should indicate the tier of the school district where the site is located.)</b>		
PROPOSED SITE LOCATION INFORMATION		SITE PROGRAMMING INFORMATION
DISTRICT IN WHICH THIS SITE IS LOCATED XXXX XXXX		Is this proposed site in a Tier 1 or Tier 2 District? i&jYES <input type="checkbox"/> NO
NAME OF SITE XXXX		Attendance Days per Year <u>_1--'6--'5----</u>
CITY XXXX	COUNTY XXXX	Attendance Days of the Week GM GT GW GTh GF
		Program Hours per day <u>2.5</u>
DISTRICT IN WHICH THIS SITE IS LOCATED XXXX XXXX		Is this proposed site in a Tier 1 or Tier 2 District? i&jYES <input type="checkbox"/> NO
NAME OF SITE XXXX		Attendance Days per Year <u>_1--'6--'5----</u>
CITY XXXX	COUNTY XXXX	Attendance Days of the Week GM GT GW GTh GF
		Program Hours per day <u>2.5</u>
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____
CITY	COUNTY	Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
		Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____
CITY	COUNTY	Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
		Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____
CITY	COUNTY	Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
		Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____
CITY	COUNTY	Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
		Program Hours per day _____
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DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____
CITY	COUNTY	Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
		Program Hours per day _____
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CITY	COUNTY	Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
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NAME OF SITE		Attendance Days per Year _____
CITY	COUNTY	Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
		Program Hours per day _____



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Early Childhood Department

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### SITE INFORMATION

APPLICANT NAME (District Name and Number, if applicable)		REGION, COUNTY, DISTRICT, TYPE CODE
Enter below the information requested for all proposed sites. ALL applicants must complete this section for all proposed sites. See Appendix A of the RFP for a list of districts defined as Tier 1 or Tier 2. (Community-based programs should indicate the tier of the school district where the site is located.)		
<b>PROPOSED SITE LOCATION INFORMATION</b>		<b>SITE PROGRAMMING INFORMATION</b>
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
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CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____
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NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
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CITY	COUNTY	Program Hours per day _____
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF SITE		Attendance Days per Year _____ Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F
CITY	COUNTY	Program Hours per day _____





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Early Childhood Department  
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## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
XXXX	XXXX

**Directions:** Address question 7 in the Program Narrative section of the RFP.

As noted previously, the availability of no-cost high-quality pre-kindergarten programs for students in our school district's geographic area is limited. For low income families there is no Head Start program in the XXXX geographic area. The closest Head Start sites are offered by XXXX out of XXXX and are located in XXXX (6.79 miles) and XXXX (9.76 miles). While these distances may not seem far to some, to families with limited access to transportation these sites are not close enough. With no readily accessible Head Start space available in the immediate area (confirmed on the Head Start website and the IECAM Early Care and Education Services and Child Population report and Child Care report), our geographic region is an underserved Head Start area.

The only publicly-funded early care and education sites for our school district (listed as XXXX XXXX) listed in the IECAM Early Care and Education Services and Child Population Report (2017) are the 360 PFA slots previously operated by XXXX. XXXX currently holds a PFA grant for 320 slots and is applying for 80 additional slots. This number is influenced by district-measured need and the published ISBE Preschool for All/Preschool for All Expansion, which indicates XXXX has a Slot Gap of 77 to reach 80% of low income children and that translates into 4 classrooms.

IECAM 2017 reports further identify 10 licensed child care facilities, 1 licensed-exempt child care centers (down from 2 on the IECAM 2015) and 3 licensed family child care homes within the XXXX geographic area. While these centers differ in the ages they accept, they do cover the entire gamut from infant care to kindergarten. 2016 estimates cited approximately 1,964 three- and four-year old children and only 247 openings in licensed child care facilities. That means potentially 1,717 children ages 3- to 4-years-old without early childhood opportunities.

XXXX is a Tier II district and aims to serve 80 additional 3- and 4-year students in 2 additional classrooms serving 20 students in the morning and 20 in the afternoons. The sessions will be 2.5 hours per day, 5 days a week, 165 days a year. Busing will be provided to students to ensure access to the program. Students will receive meals daily. No fees of any kind will be charged to parents.

The funds are requested for 2.5 FTE teachers to serve the students during the school day in an inclusive, blended environment and to conduct home visits, parent education and family engagement activities, and conduct screening. The funds are also requested to provide 2.0 FTE teaching assistants to work in the classrooms. Finally funds are requested for instructional materials for the classrooms.

The school district will provide additional funds for bus transportation and additional instructional materials and family engagement supplies. Likewise the school district will access other funding sources for food service.



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## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 8 in the Program Narrative section of the RFP.

XXXX honors the critical role that parents play in the education of their child. A series of Collective Commitments collaboratively developed by the various constituents of the school district can be found on the district's website. Specifically, within our XXXX preschool mission and vision statement: "It is our belief that parental involvement is critical to the child's development." We believe collaborating with parents will foster a culturally and linguistically responsive approach that encourages families to learn from one another's unique strengths and backgrounds, providing a support system for students that will extend and reinforce their education beyond the classroom. Family Engagement is offered by the district and specifically through the preschool program.

XXXX PFA provides ongoing parent communication as well as parent engagement activities for parents during the day, in the evening and on weekends.

Parent communication includes:

- \* Two-way Home-School Communication Folder for each individual student to send flyers, notes and communication regarding school/district events as well as student information. Parents also use this folder to send notes to school.
- \* Electronic and paper newsletters to communicate the curriculum as well as events specific to the child's classroom or district at large.
- \* Child Observation Record (COR) online system to send videos, photos and anecdotal observations of individual students to parents' emails or cell phones. This feature on our assessment system allows parents to see what their child is doing in the classroom and document progress. This assessment system also provides an electronic or paper copy of the child's portfolio with work samples, anecdotal notes, summaries of child's strengths and child's opportunities for growth (next steps).
- \* Parent teacher conferences: Teachers and parents meet twice a year in October and April/May. At this time, teachers share student's progress through the use of the portfolio and are able to provide parents with a written or electronic copy of the portfolio.

XXXX PFA Family Engagement Days provide opportunities for parents/caregivers and students to participate together at school. In addition to student/parent learning activities, sessions are designed to provide parents/families access to community resources, activities to promote growth and development of preschool students' social and academic skills, and activities to increase positive parenting skills. Family engagement activities include:

- \* Family Engagement Days whereby parents attend class with their child and receive information about the preschool program, developmentally appropriate practices for preschoolers, parenting skills and community resources. Family Engagement Days occur at least 4 times per year and may include:
  - Meet the Teacher - The day in the life of a preschooler: an overview of the daily schedule and types of activities preschoolers experience at each part of their preschool day
  - Science in the preschool classroom and how to promote science skills in the home
  - Mathematics in the preschool classroom, promoting numeracy in the home
  - Literacy development for preschoolers and how to promote literacy in the home
  - Using a daily schedule to promote routines and regulation for preschoolers
  - Providing sensory experiences for the preschooler
- \* End of the year activities
- \* Family Engagement Sessions in the evening (3 times per year): Information and activities regarding child development. Sessions are presented by district staff or outside resources such as StarNet, or the XXXX. Session topics have included Executive Functioning, exploring Science at school and at home, and critical thinking skills.
- \* Saturday Family Engagement sessions are provided through the bilingual/ESL Family Fair. This event, open to PK-8th grade students and their families, provides activities specifically for preschool children, a book fair, community resource staff to answer questions, share services they provide or promote upcoming events (library, early prevention, XXXX, etc). Also at this event are parent sessions related to child development, child safety, and parenting or community resources.
- \* Other opportunities to engage parents or families include:
  - \* A lending library for books, toys, puzzles and art supplies is available for families.
  - \* Home visits allow staff to engage with families in a setting that is comfortable for the family. Home visits also facilitate staff understanding of the funds of knowledge the child brings to school and offers staff the opportunity to celebrate those funds with the families as well.
  - \* Our preschool classrooms also encourage parents to participate in the classroom with their children.

As 83% of the students qualify as English Learners, preschool families are invited to participate in all Bilingual/ESL Parent Advisory Council events. It is the norm within our school district that communication with parents is provided in their home language. Access to information and two-way communication in Spanish, Polish and Russian is always available. The district has staff proficient in Spanish, Polish, Russian, Ukrainian, Korean, Serbian, Gujarati, Urdu and Hindi. For lower incidence languages the district contracts with XXXX.





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## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
XXXX	XXXX

**Directions:** Address question 9 in the Program Narrative section of the RFP.

As a PFA program fully integrated into our district schools, students and families in the XXXX PFA Program benefit from the full Teachers, school social workers and school psychologists work collaboratively to identify student needs. Typically it is the classroom teacher who identifies the need as they are the staff member most closely in contact with children and families. From there, the school psychologist or school social worker may become involved to refer families to the proper agencies. Some agency referrals include but are not limited to:

- \* XXXX Township & XXXX Township Food Pantry
- \* XXXX
- \* XXXX Park District
- \* XXXX
- \* XXXX
- \* XXXX
- \* IL Department of Human Services Family Resource Center
- \* Hospitals and health-related services
  - XXXX
  - XXXX
  - XXXX
  - XXXXX
  - XXXXX
- \* XXXX
- \* XXXX
- \* XXXX
- \* XXXX

Each school is staffed with a principal, instructional coach, information literacy and enrichment teacher, school psychologist, school social worker and speech-language pathologist. Our school psychologists and school social workers have specific training as mental health professionals and collaborate in providing services to children. A health assistant or RN is onsite at each school and 5 Certified School Nurses serve the district schools. District-level resources are also available based on specific student needs. This includes occupational therapy, physical therapy, and assistive/augmented technology.

District nurses provide annual hearing and vision screening for all early childhood students. The district also enjoys an ongoing partnership with XXXX who annually provides free dental exams and cleanings to students in our district. In addition to dental cleaning and completion of the school dental exam requirements, families receive information about follow-up dental care.

XXXX also works in collaboration with XXXX. In addition to XXXX other services it offers as a community-based service provider, XXXX provides counseling services to students in our schools. XXXX provides individual and family counseling to township residents, including both children and adults, at no cost. In the interest of increasing XXXX students and families' access to such community-based counseling services, XXXX has agreed to provide the XXXX a dedicated, private space on XXXX property to allow interested families an opportunity to conveniently access such services during school hours.

The XXXX is a critical partner providing comprehensive prevention services to district families. These services also include access to mental health screening and referrals to community agencies.

The district dedicates a part-time FTE school social worker to serve as the district's McKinney-Vento Liaison. Her role is to: ensure that procedures and systems are in place that comply with state and federal guidelines; work directly with families to connect families with community agencies, face-to-face and through resource fairs; collaborate with social workers to seek resources for students and their families, through local funds, Title I funds, community agencies and through the XXXX; collaborate with the XXXX McKinney-Vento Homeless Advocate and liaisons in other districts.



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APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 10 in the Program Narrative section of the RFP.

Unfortunately there is not currently a Head Start program that serves the children of our school district.

XXXX has entered into an MOU with XXXX to facilitate a Prevention Initiative Home-Based Parents as Teachers Program. This partnership is referenced as the XXXX throughout this grant proposal. XXXX is currently in the second year of this very successful partnership. The XXXX Support Specialist has an office in our administration building in close proximity to our Early Childhood Director. The two maintain close collaboration to provide continuity of services from the PI-Strong Families Pre-natal to Age Three Program to the XXXX Early Childhood Program for ages 3 to 5. Each informs the other when they meet a family with children in the other age group.

Additionally, XXXX collaborates with the XXXX in the following ways.

XXXX Early Childhood Director: Meets monthly with Director of XXXX; Meets weekly with social worker from XXXX to discuss students/families in need; Collaborates with XXXX team to provide parent engagement activities and resources through workshops and written information to meet the needs of families; Collaborates with XXXX of XXXX to provide teacher professional development and student assessment for students who struggle with executive functioning, including teacher training on the Minnesota Executive Functioning Scale (MEFS) assessment and the Pyramid Model

XXXX collaborates with other members of the early childhood community.

The Early Childhood Director: Attends the quarterly ECSE (Early Childhood Special Education) Coordinators' meeting and disseminates information and resources from these meetings to parents and teachers; Attends the Clearbrook Early Intervention LEA meetings to solidify the early intervention transition process; Attends the ISBE sponsored PFA meetings and disseminates information and resources from these meetings to parents, teachers and other EC community members who work with the program.

Additionally:

- \* Program staff utilizes StarNet (through The Center) and Early Choices for parent engagement and professional development needs
- \* Teachers attend StarNet professional development sessions offered through StarNet: ECERS
- \* EC Director, Student Services Administrators and PFA staff collaborate with XXXX from the University of XXXX to provide training for Transdisciplinary Play Based Assessment (TPBA) for teachers, related service providers who will provide this assessment to students who have or may need an individual education plan (IEP).
- \* Ongoing collaboration with XXXX Park District and the XXXX

Special Education

The Early Childhood Director ensures that services for prekindergarten students address the needs of children with identified or suspected learning differences and/or physical and medical needs. This occurs through intentional alignment of structures, processes and program delivery for students ages 3 to 5, beginning with the coordination of transitions from Early Intervention Services. A special diagnostic team has been created for early childhood to help with the transition of students from Early Intervention program to preschool. This team completes the transition process from the initial transition meeting, evaluation process to placement. Additionally, Special education teams, which includes the psychologist, classroom teachers and related service providers, at all PFA sites work collaboratively to provide services for all students. In addition to providing related services to those students who have IEPs the team collaborates and works with preschool children in the classroom as part of the MTSS process. When there is a concern, the team collaborates to provide supports, and if necessary, referrals and completion of an evaluation. This team participates in professional development in order to understand the curriculum, assessment and delivery of services to preschool students as well as the processes, delivery of services and best practice of special education.



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APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 11 in the Program Narrative section of the RFP.

The XXXX Early Childhood Director oversees the instructional program. The director holds a current Illinois Professional Educator's License with a General Administration endorsement, endorsements in Early Childhood Education and English as a Second language, and holds Early Childhood Special Education Approval (ECT). The director has successful experience as a classroom teacher for prekindergarten as well as early elementary and previously served as the district's Director of English Language Learning.

The director participates in StarNet professional development including the Early Childhood Special Education Coordinators meetings, professional development sessions and webinars, and ISBE sponsored events (such as Administering Your ISBE Early Childhood Block Grant). Additionally, she collaborates with the ISBE PFA Coach provided by the State to ensure developmentally appropriate practices are implemented in the classrooms. The XXXX Early Childhood Director consults throughout the year with the ISBE PFA Coach on technical matters, classroom visits and walk-throughs, and collaborates with the coach in prioritizing the focus for professional development sessions and coaching.

XXXX PreK programs use the HighScope curriculum, which aligns with the IL Early Learning and Development Standards (IELDS). "The HighScope Preschool Curriculum is based on the principles of active learning and positive interactions with adults and peers. Longitudinal studies show that the HighScope Preschool Curriculum promotes children's development and provides lasting benefits into adulthood." HighScope is a comprehensive model that addresses all areas of development through 8 content areas (Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies) containing 58 key developmental indicators (KDIs). Each KOi is connected to and reinforced by scaffolding strategies to support and gently extend children's learning.

While learning in these content areas prepares children for later schooling, HighScope takes the learning process beyond traditional academic subjects by applying methods that promote independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving in young children." Teachers have been trained in the HighScope curriculum, both online and in person. Additionally, professional development is provided for targeted lesson planning, both during professional development sessions as well as small group and individual coaching sessions. The lesson plan design was created by the teachers in alignment with the best practices related to lesson planning (provided by the Early Childhood Division and StarNET).

XXXX Early Childhood Staff also have created a crosswalk between the IELDS and the COR Advantage. The resulting Illinois Early Learning & Development Standards / COR Advantage Alignment document serves as a meaningful tool for educators as they plan instruction and assessments - and as they collect data for portfolios. In addition, the COR Advantage aligns with the KIDS assessment providing a continuum of assessment from PreK to Kindergarten. All early childhood students who are entering kindergarten and who are English Learners are invited to participate in the Summer English Language Academy at the school they will attend kindergarten in the fall. This experience allows students to acclimate to the expectations, routines and layout of the building while there are less students in the school.

Our early childhood educators also design the learning environments of their classrooms based on the Early Childhood Environment Rating Scale (ECERS). Each classroom has a copy of All About the ECERS-R as well as the ECERS-3 in order to guide the organization of the classroom as well as the materials and content components of centers and other instructional areas. Our educators utilize ECERS to inform instructional practices, practices that coincide naturally with HighScope Curriculum. Centers invite students into learning, promote choice, honor learning strengths and interests, and include materials in the languages of the students in the room. This supports curricular best practices and high quality education.

Teacher's lesson plans include connections with the benchmarks from the IELDS and/or the Key Developmental Indicators (KDIs) from the HighScope Curriculum for each part of the day (small group, large group, work time/uninterrupted play) using either key phrases from the IELDS or the KDIs. Lesson plans meet individual child's needs (at least 25% of the children per week with individualizations for all children in the class within each month.) Teacher's individual lesson plans are based on the Child Observation Record (COR Advantage) assessment data, with teacher using the data to target groups of students and individual students based on the Key Developmental Indicators outlined in the HighScope Curriculum. XXXX PFA does not include worksheets as part of the curriculum (nor does HighScope) because it is not developmentally appropriate practice (NAEYC OAP Resources).

XXXX PFA also utilizes the WIDA Early English Language Development Standards since the majority of the children in our preschool classrooms are English learners. These standards are used to guide teachers in lesson planning to ensure the varying linguistic needs of students are met. All current EC staff are trained in the WIDA Early English Language Development Standards (E-ELD) and the PK bilingual staff are trained additionally in the Early Spanish Language (E-SLD) Development Standards. Classrooms are provided with materials that are culturally relevant for students and that develop language and literacy in all languages. Services fulfill the requirements of TBE/TP1.



# Illinois State Board of Education

Early Childhood Department  
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FY 2021  
PRESCHOOL FOR ALL

## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
XXXX	XXXX

**Directions:** Address question 12 in the Program Narrative section of the RFP.

The Child Observation Record (COR Advantage) is a research based authentic assessment system aligns with the curriculum and is used to inform instruction of each student. Data collection includes anecdotal observations and student work samples that are scored on a scale. The data collection is housed in an online assessment system that allows teachers to record observations through videos, photos and anecdotal notes. These samples are scored and saved for each checkpoint period (Fall, Winter and Spring). The online system allows teachers to analyze the data to look at all skills for groups of students and individual students through the use of benchmarks, growth over time and school readiness. It allows teachers to identify individual student's strengths and opportunities for learning (next steps).

In conjunction with the COR Advantage, each child will have a portfolio created to measure progress over time, and involves regular, ongoing observations that reflect children's involvement in typical daily classroom activities. The portfolio collections reflect the IELDS as well as the HighScope key developmental indicators {that are aligned to the IELDS.) The portfolio will target two items in each content area: Language and Literacy, Mathematics, Social-Emotional Development, Science, Social studies, Physical Development and Health, The Arts, and, when applicable, to English language learning/home language development. All students will have two robust pieces of evidence tied to each of the targeted items (9 areas, 18 items) for each reporting period.

Language and Literacy COR Items:

M. Listening Comprehension  
Q. Book enjoyment and Knowledge

Mathematics COR Items:

S. Number and counting  
V. Patterns

Social Emotional Development COR Items:

D. Emotions  
F. Building relationships with other children

Science COR Items:

BB. Observing and classifying  
CC. Experimenting, predicting, and drawing Conclusions

Social Studies COR Items:

FF. Knowledge of self and others  
K. Personal Care and Healthy Behavior

Physical Development and Health COR Items:

I. Gross Motor Skills  
J. Fine-motor Skills

The Arts COR Items:

X.Art  
AA. Pretend Play

English language Learner/ Home Language Development COR Items:

II. Listening to and Understanding English  
JJ. Speaking English

Portfolios will be utilized to show growth, identify area(s) of need, and to report progress with parents. Teachers will include a narrative summary based on the assessment data collected and include next steps for the student.



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## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 13 in the Program Narrative section of the RFP.

Per XXXX Board Policy 5:10 Equal Employment Opportunity & Minority Recruitment, XXXX shall provide equal employment opportunities to all persons regardless of protected status, including but not limited to race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; and citizenship status provided the individual is authorized to work in the United States. Additionally XXXX Board Policy 5:30 Hiring Process & Criteria assures that the District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment.

All staff shall hold a Professional Educator's License from the State of Illinois in Early Childhood Education, as well as endorsements in English as a Second Language (ESL) and/or Bilingual Education. When hiring additional staff for the PFA program, only teachers with ISBE early childhood credentials will be considered. Teachers with Spanish bilingual credentials will be preferred in order to match the linguistic profile of our students and families. Priority will also be given to candidates who also hold an Early childhood special education endorsement (ECT) or LBS1.

Currently, all XXXX preschool certified classroom teachers have an Early Childhood certificate with an endorsement of ESL or Bilingual Education. 6 of the 9 PFA teachers and 7 of the 7 district preschool teachers also have their Early Childhood Special Education (ECT) endorsement.

Currently all bilingual (Spanish) students in our current Pre-K program are provided instruction in their native language and English by teachers who are properly licensed and hold the bilingual (Spanish) endorsement and/or paraprofessionals. Receiving this grant would allow us to expand the Pre-K programming to ensure that additional students from low-income homes and who exhibit at-risk traits which might lead to academic failure are receiving native language instruction by a properly endorsed teacher.

### Paraprofessionals

All teaching assistants hold the Educator License with Stipulations - Paraprofessional Educator Endorsement (ELS-Para). New paraprofessionals hired would be required to meet the same standards.

Teaching assistants work under the immediate supervision of the special education teachers and related services personnel with whom they collaborate to support student learning.

The early childhood director and building principal provides administrative supervision and evaluates the teaching assistant.

Teaching assistants receive professional development along with the teaching staff in their schools on school improvement days, non-attendance days and at staff meetings.

Teaching assistants also receive professional development designed specifically for them at district Institute Days.

### EC Administrators

The EC Director holds Professional Educator License that includes her General Administration endorsement and the ECE Early Childhood Endorsement as well as Elementary Education and English as Second Language (ESL) endorsement. Furthermore, her licensure carries an ECT Early Childhood Special Education approval. She worked formerly in the district's PreK and elementary TPI program.

The EC Director collaborates with the building principals where PFA classes are housed, both in our elementary schools and at the XXXX. The XXXX Principal holds a Professional Educator License includes Endorsements for General Administrative, ESL, Elementary Education. The Director of Early Childhood and the XXXX Early Childhood Principal attend STAR NET meetings and professional development as does the district's Student Services Coordinators. Early Childhood staff attend STAR NET professional development as well.

All Early Childhood staff in the district (administrators, teachers, teaching assistants and integrated services staff) have received annual HighScope Training, COR Advantage assessment training, WIDA ELD training, and ECERS training. (see Question 14 detailing staff development plans in further detail.)

The XXXX will utilize PFA funds to employ 2.5 teachers and 2 teaching assistants. Salaries follow the current collective bargaining agreement for the school district.



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**PRESCHOOL FOR ALL**

## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
--	---

**Directions:** Address question 14 in the Program Narrative section of the RFP.

All XXXX staff are involved in an annual individual professional growth system based on the work of XXXX. It follows the State outlined guidelines for non-tenured and tenured staff. The XXXX Professional Appraisal System includes 2 components: observation cycles and individual professional goal setting and action planning for professional growth. All PFA staff are formally and informally observed. The individual professional goal setting and action plan is utilized by all PFA staff members, including teachers and teaching assistants, and includes a self-reflection to determine professional needs and interests.

Decisions about priorities for professional development at the school and program level stem from the district's work as a Professional Learning Community (PLC). In conjunction with District Improvement Plans and School Improvement Plans, the Preschool program staff engages in data analysis and reflection on areas of strength and areas needing improvement. As these are determined, a critical component of action plans is always the establishment of comprehensive and sustained professional development in order to improve teaching and learning in the district.

Specifically, PFA professional development includes:

### Curriculum: HighScope Training

After the Early Childhood Program Reviews of 2012-2013 and 2013-2014, the committee and staff confirmed our commitment to the use of the HighScope Curriculum within the XXXX Early Childhood Programs. HighScope's constructivist approach to early learning best matches the district's priorities for education and best matches the characteristics of our earliest learners. Since that decision was reached, we have continually provided professional development through HighScope to improve instruction. HighScope training with district staff includes local presenters, online modules and/or HighScope consultants. Trainings are provided for teachers, teaching assistants and related service staff in the areas of curriculum, resources, differentiation and assessment (COR Advantage.).

### Student Services Training

The XXXX Preschool Program is committed to providing services to all students, including students with IEPs in the least restrictive environment. A blended setting is preferred and provided whenever possible. Training to support all learners in a blended classroom setting include: Inclusionary Practices in a preschool classroom presented by XXXX Student Services Coordinators and Assistant Superintendent for Support Services; Procedures and best practice for writing and administering Individual Education Plans; Training of the Embrace IEP software program for the management of IEPs; Early Choices Early Childhood Outcome training module; StarNET ECSE coordinator's meetings

### PFA Developmentally Appropriate Practices in early childhood training:

Ongoing training to ensure staff is following the guidelines for best practice in an early childhood program, including ECERS: ECERS training through StarNET; Lesson Planning and Delivery to increase interaction opportunities and literacy in the preschool classroom with XXXX Director of Early Childhood and ISBE PFA coach; ECERS training and coaching through district staff and ISBE PFA Coach; StarNET webinars

### Early Childhood Screening Training (annual):

DIAL-4 Training: Participants included Teachers, TAs, SLPs, Psychologists, OT/PT, SW, Principal; Dial-4 test administration best practice; Scoring of the Dial-4 and writing reports for parents; General screening procedures

### Professional Development for English Learners:

Annual training to administer PrelPT to students who have a home language other than English: Now online, required each September for classroom teachers, psychologists, Speech/Language Pathologists, and Director/Principal who will administer the PrelPT; Annual review to administer the WIDA MODEL screener to kindergarten bound students; March of each year to classroom teachers, psychologists, Speech/Language Pathologists, and director who will administer the MODEL assessment..

Serving English Learners: Review English Language Development Standards for PreK, discuss and practice ESL strategies, create lessons/activities appropriate for English learners in Early Childhood classrooms, and add an ESL component to our lesson plan format.;

Bridging: Making the Language Connection for cross linguistic transfer in preschool  
Participants in professional development include teachers, TAs, SLPs, Psychologists, OT/PT, administrators





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PRESCHOOL FOR ALL

## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
XXXX	XXXX

**Directions:** Address question 15 in the Program Narrative section of the RFP.

XXXX has a commitment to train staff to strengthen understanding of ACEs research and trauma-sensitive school to impact student academic and social outcomes, to foster a change in school culture and classroom climate, focused on creating a community of care. We work to integrate social emotional learning within the school culture and classroom practice. Staff explore possibilities to strengthen resilience and executive function skills in classroom instruction.

Professional Development for social emotional development, child trauma and cultural diversity/sensitivity include:

- \* September Institute Day Guest Speaker, Doug Bolton, PhD: Empowering educational teams to create school communities that foster resilience for our most vulnerable students
- \* Pete Hall, Keynote "Trauma is a Word, Not a Sentence" at Districtwide Institute Day March 2020
- \* Executive Functioning Assessment and Strategies Training: presented by XXXX.
- \* ACES training (school level) and school Resilience Teams
- \* Social emotional learning and Erin's Law Curriculum training
- \* McKinney-Vento Training with the district MV liaison: Supporting students who qualify for McKinney-Vento

### Social Emotional Learning Curriculum

As a critical component of the district's Health Curriculum, XXXX has developed curriculum frameworks for grade-level spans in order to meet the ISBE Social Emotional Learning Standards. The curriculum identifies the Essential Understandings, Guiding Questions, and Critical Content that will help guide students to meeting the 3 SEL Goal Areas:

- \* Develop self-awareness and self-management skills to achieve school and life success. (Goal 1)
- \* Use social-awareness and interpersonal skills to establish and maintain positive relationships. (Goal 2)
- \* Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts. (Goal 3)

Social Emotional learning is integrated throughout the day in whole group, small group and as individually needed. Staff applies whole/small group lessons to individual student situations in order for students to transfer skills to their practice (i.e., identifying emotions, zones of regulation, student interactions).

Correlated to the district's Social Emotional Learning Curriculum is the district's approach to discipline situations. These are outlined in district administrative procedures: Promoting Positive School Climate and Responding to Student Discipline Situations. The goal of student discipline is to teach students to conduct themselves in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful. Our district approach is based on a growth mindset. When major discipline situations arise, our responsibility as a school system is to develop a Teaching and Support Plan (see attached) for students, and in some cases a Safety Plan. Our approach is fully aligned with SB100. PFA students will not be expelled or suspended.

### Erin's Law

Another critical component of the district's Health Curriculum related to Abuse Prevention is the Erin's Law Curriculum, implemented in grades PK-8.

### Health and Physical Education

In alignment with the PFA requirements of gross motor/physical movement, teachers provides 30 minutes daily of gross motor time outdoors (weather permitting) or indoors with developmentally appropriate equipment to practice locomotor and non-locomotor movements and coordinate gross-motor movements in throwing, catching, kicking, bouncing balls and other like movements. Additionally, body awareness, personal care, and healthy behavior are areas of our curriculum that develop health and physical education.





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## OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
XXXX	XXXX

**Directions:** Address question 16 in the Program Narrative section of the RFP. ***Applies only to non-school district applicants and joint agreement applicants.***



# Illinois State Board of Education

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PRESCHOOL FOR ALL

## PROPOSAL EVALUATION DESIGN

DISTRICT NAME AND NUMBER (if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
XXXX	XXXX

**Directions:** Address question 17 in the Program Narrative section of the RFP.

XXXX Early Childhood Program is evaluated by reviewing various indicators and evaluation strategies. Indicators include a review of staff qualifications, evaluation of teachers' practice, observation and evaluation of teaching assistants' performance, instructional delivery, student progress, environment, parent engagement, and systems and procedures.

Staff qualifications - All Early Childhood and PFA Staff hold valid licenses as required by ISBE to teacher early childhood students.

The XXXX includes two components: formal observation cycles and an individual professional goal setting and action planning for professional growth. All PFA teachers are formally and informally observed through the use of the Danielson rubric as well as the ECERS rubric. PFA teaching assistants are observed and evaluated by the Early Childhood Program Director through a parallel tool also based on Danielson's Domains. The individual professional goal setting and action plan is utilized by all PFA staff members, including teachers and teaching assistants, and includes a self-reflection to determine professional needs and goals. The plan is developed in the beginning of the year, revisited mid-year and a final review is conducted at the end of the year to determine progress as well as next steps for continued professional growth.

Instructional delivery is assessed through the HighScope Preschool Program Quality Assessment (PQA-R). The PQA-R is a comprehensive assessment of preschool classroom quality that informs program improvements, guides teacher training, and increases student outcomes. Preschool PQA-R will assess physical aspects, learning opportunities, and adult-child interactions in programs and classrooms. It includes items for family engagement, literacy, math, and also includes a materials checklist to help collect information about classroom materials.

### Data:

Student growth is evaluated through the use of the Child Observation Record (COR) data. Teachers look at student data individually, as a class and as a program. Teachers are able to review data daily when planning, with team members monthly as part of the MTSS process, and at the benchmark periods (portfolio periods) The Child Observation Record (COR) app allows us to pull up reports by student, classroom, school, or district as a whole. We can use the various reports at different times of the year for different purposes. Data can be analyzed by category or area (language and literacy, math, etc) as well as the individual COR items that are linked to specific key developmental indicators (KOIs).

### Ongoing-

Teachers review data for instructional planning using observational data related to the key developmental indicators (KDIs). Teachers review students' scores/levels to determine individual student's needs and the need for additional instruction to support student's current levels as well as offering a gentle extension in a particular KOI or area. Looking at class data allows teachers to strategically plan lessons based on key developmental indicators (KDIs) needing to be addressed and at what level. Teachers look at students' performance as a group by item and can target skills and differentiate instruction accordingly.

September: Looking at the year long curriculum and expectations for 3-, 4- and 5-year old students in each developmental area, teachers use the data from the previous year, particularly of the returning students to determine starting points. Teachers create benchmark goals for key areas to ensure adequate growth will be achieved.

November, February, and May: At each benchmark reporting period, teams review data at the class and team level (all PK in elementary and XXXX) to look at students who are below, meeting or above expectations, which students are making adequate growth and determining areas that are areas of need or areas of strength. Next steps in developing strategies to meet these areas are determined.

May/June: Teams review data for progress overview for each area and KOI. We review the areas of strengths and analyze how we achieved these successes. We review areas needing more support and determine strategies or materials needed to strengthen the particular area or specific KOI. Professional development needs are also determined.

Environment - In addition to the PQA-R, which looks at the physical environment, we also use the ECERS-3 checklist to ensure the classroom environment aligns with the PFA compliance checklist.

Parent Engagement practices are evaluated through parent surveys. Parents are surveyed regarding preschool parent engagement activities and events as well as the effectiveness of preschool for their child.



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## PROPOSAL EVALUATION DESIGN

DISTRICT NAME AND NUMBER (if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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**Directions:** Address question 18 in the Program Narrative section of the RFP.

The director and program staff engage in data analysis and reflection annually to inform changes needing to be made toward continuous improvement.

Student growth is evaluated through the use of the Child Observation Record (COR) data. Teachers look at student data individually, as a class and as a program. Teachers are able to review data daily when planning, with team members monthly as part of the MTSS process, and at the benchmark periods (portfolio periods). The Child Observation Record (COR) app allows us to pull up reports by student, classroom, school, or district as a whole. We can use the various reports at different times of the year for different purposes. Data can be analyzed by category or area (language and literacy, math, etc) as well as the individual COR items that are linked to specific key developmental indicators (KDIs).

Teachers will complete a reflection form at the end of the year to analyze the goal setting progress and next steps. These include next steps for instruction, program delivery and professional development.

Instructional delivery is assessed through the HighScope Preschool Program Quality Assessment (PQA-R). The PQA-R is a comprehensive assessment of preschool classroom quality that informs program improvements, guides teacher training, and increases student outcomes. Preschool PQA-R will assess physical aspects, learning opportunities, and adult-child interactions in programs and classrooms. It includes items for family engagement, literacy, math, and also includes a materials checklist to help collect information about classroom materials.

The PQA-R is used to

- \* Inform changes in the physical environment, improve teaching and increase interaction, and increase parent engagement.
- \* Inform purchasing for the coming school year
- \* Inform PD for the coming school year

Surveys from parents will be used to plan

- \* Future parent engagement sessions based on interest and needs
- \* Analyze participation and times/days of higher participation
- \* Services available to parents based on needs/interest

☒ Initial Budget  
☐ Revised Initial Budget

☐ Amendment No. \_\_\_\_\_  
☐ Multi-district Application

ILLINOIS STATE BOARD OF EDUCATION

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

FY 2021 PRESCHOOL FOR ALL  
STATE BUDGET SUMMARY AND PAYMENT SCHEDULE

Use whole dollars only. Omit Dollar Signs, Commas, and Decimal Places, e.g., 2536

ISBE USE ONLY	Please check: <input type="checkbox"/> COMPLETED Notice of State Award (NOSA) <input type="checkbox"/> COMPLETED Uniform Grant Agreement (UGA)	
	PROGRAM APPROVAL DATE AND INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	CURRENT FUNDS
	BEGIN DATE	END DATE

FISCAL YEAR <b>21</b>	SOURCE OF FUNDS CODE <b>0 -00</b>	REGION, COUNTY, DISTRICT, TYPE CODE	SUBMISSION DATE (mm/dd/yyyy) <b>04/15/2020</b>
DISTRICT NAME AND NUMBER			
CONTACT PERSON		TELEPHONE NUMBER (Include Area Code)	
E-MAIL ADDRESS		FAX NUMBER (Include Area Code)	

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)	PAYMENT SCHEDULE
1	1000	Instruction	217093	83892		19015				320000	
2	2110	Attendance & Social Work Services									July-August
3	2120	Guidance Services									10000
4	2130	Health Services								0	September
5	2140	Psychological Services									39098
6	2150	Speech Pathology & Audiology Services									October
7	2210	Improvement of Instruction Services								0	30098
8	2220	Educational Media Services									November
9	2230	Assessment & Testing									30098
10	2300	General Administration								0	December
11	2400	School Administration									30098
12	2510	Direction of Business Support Services									January
13	2520	Fiscal Services									30098
14	2530	Facilities Acquisition and Construction									February
15	2540	Operation & Maintenance of Plant Services								0	30108
16	2550	Pupil Transportation Services								0	March
17	2560	Food Services								0	30108
18	2570	Internal Services									April
19	2610	Direction of Central Support Services									30098
20	2620	Planning, Research, Development & Evaluation Services									May
21	2630	Information Services									30098
22	2640	Staff Services									June
23	2660	Data Processing Services									30098
24	2900	Other Support Services									July-August
25	3000	Community Services								0	
26	3700	Nonpublic School Pupil Services									TOTAL
27	4000	Payments to Other Districts or Government Units								0	\$ 320000
28	5000	Debt Services								0	
29	Total Direct Costs		217093	83892	0	19015	0	0	0	320000	
30	INDIRECT COSTS (Direct Cost X _____ %) *										
31	TOTAL BUDGET									320000	

\* Contact the GATA Department for indirect cost restrictions.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Original Signature of Superintendent or Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Original Signature of ISBE Division Administrator

**FY 2021 PRESCHOOL FOR ALL  
BUDGET SUMMARY BREAKDOWN**

APPLICANT NAME (District Name and Number, if applicable)
REGION, COUNTY, DISTRICT, TYPE CODE

**Directions:** Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements and Procedures" handbook that can be accessed at [https://www.isbe.net/Documents/fiscal\\_procedure\\_handbk.pdf](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
1000	Instructional Salary Cost for 2.5 Teachers and commensurate benefits (Board health, life, dental, disability, TRS, Medicare, THIS, TRIP)	150249	43352						193,601
1000	Instructional Salary Cost for 2.0 Teaching Assistants and commensurate benefits (Board health, life, dental, disability, IMRF, Medicare, FICA)	66844	40540						107384
1000	Instructional Materials (needed for initial set up of 2 new PK classes for instructional centers for literacy, science, math, art, dramatic play, etc.)				19015				19015
<b>TOTAL</b>		<b>217093</b>	<b>83892</b>		<b>19015</b>				<b>320000</b>



# Illinois State Board of Education

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## PROGRAM-SPECIFIC TERMS OF THE GRANT

1. Subcontracting: No subcontracts or sub-grants are allowed without prior written approval of the State Superintendent of Education. If subcontracts or sub-grants are allowed, then all project responsibilities are to be retained by the grantee to ensure compliance with the terms and conditions of the grant. All subcontracts and sub-grants must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts and sub-grants shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracts/sub-grants are to be utilized:
  - Name(s) and address(es) of subcontractor(s)/sub-grantee(s);
  - Need and purpose for each subcontract/sub-grant;
  - Measurable and time specific services to be provided;
  - Associated costs (i.e., amounts to be paid under each subcontract/sub-grant);and
  - Projected number of participants to be served.

The grantee may not assign, convey or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.
2. Collaboration with Head Start: PA 96-0119 requires that school districts and other entities receiving preschool grants enter into agreements with local Head Start programs. The purpose of the agreement is to assure that the preschool program collaborates with the local Head Start program. The agreement can be as simple as a general statement of intent to collaborate in the coming year or as complex as a formal agreement template delineating the specific targeted areas of collaboration. The collaboration agreement must be signed by preschool and Head Start administrators, and be in place in order to receive funding in each fiscal year. Preschool programs will keep the agreement on file for monitoring purposes.
3. Prior to final funding approval, each grantee must:
  - a present evidence Teachers of children ages 3 to 5 years must hold a professional educator license endorsed in early childhood education or an educator license with stipulations endorsed in early childhood and one of the following endorsements: provisional educator, alternative provisional educator, resident teacher or visiting international educator. (See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1. Appendix A.) and
  - b Paraprofessional staff employed to assist in instruction provided to children ages 3 to 5 years shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(b) (Endorsement for Paraprofessional Educator) or hold an approval for paraprofessional educator received in accordance with Section 25.15(a)(2)(J) (Types of Licenses; Exchange)and
  - c Teachers of children ages 3 to 5 years who are assigned to a transitional bilingual program or a transitional program of instruction that is administered by a school district, either in an attendance center or a non-school-based facility, shall meet the requirements set forth in 23 Ill. Adm. Code 228.35 (Transitional Bilingual Education), asapplicable.
4. If the Early Childhood Block Grant program is operated in or by a child care center subject to the licensure requirements of the Illinois Department of Children and Family Services (DCFS), then that child care center must hold the appropriate licensure in accordance with rules promulgated by DCFS (see 89111. Adm. Code 403 (Licensing Standards for Group Homes), 405 (Licensing Standards for Day Care Agencies), 406 (Licensing Standards for Day Care Homes), 407 (Licensing Standards for Day Care Centers) and 408 (Licensing Standards for Group Day Care Homes)).
5. Financial Reports: Grant recipients with an approved state and/or federal grant program are required to submit quarterly expenditure reports. The quarterly reports are due twenty days following the end of the reporting quarter (e.g. September 30 expenditure report is due at ISBE on or before October 20). Failure to submit the report by the due date will result in scheduled payments being withheld until the required report is received. Expenditure Reports must be filed electronically to the Division of Funding and Disbursement Services four times a year.

Report	Cumulative Through	Due in ISBE Office
1	September 30, 2020	October 20,2020
2	December 31, 2020	January 20, 2021
3	March 31, 2021	April 20, 2021
Final	June 30, 2021	July 20, 2021

6. Reporting: All grantees must report the following to the Illinois State Board of Education.
- a. All grantees must enroll each PRESCHOOL FOR ALL student in the ISBE Student Information System (SIS) by November 15 of each year. This reporting activity is continuous throughout the year. All grantees must exit each PRESCHOOL FOR ALL student at the end of the year or when the child leaves the program.
  - b. All grantees must submit the following data to the Illinois State Board of Education (ISBE), via the ISBE Web Application Security (IWAS) system, for the PRESCHOOL FOR ALL project for which the grantee is funded:
    - i. Student Information System (SIS) Early Childhood Data
    - ii. Student Health Data - Immunization
    - iii. Employment Information System (EIS) Teacher, Administrator, and Other School Personnel Data (continuous reporting throughout the year)
    - iv. Early Childhood Outcome (for children with IEP's)
    - v. Any similar program-related information that the State Superintendent of Education may request upon 30 days' written notice.
7. Each grantee funded to serve primarily at-risk children is required to have 80 percent or more of the enrolled children identified as at risk; prioritize at-risk students over non-at-risk students when making enrollment decisions; and take specific, proactive measures to ensure that parents in the community with children who are potentially at risk be made aware of the availability of the opportunity for preschool education through the program.
8. Any grantee that fails to enroll the required percentage of at risk children (80 percent) in the particular prioritization category for which the proposal was funded (i.e., at-risk status or income levels) will have its grant award reduced proportionate to the decrease in percentage of such children enrolled.
9. Any grantee that has a waiting list of children to be served must first enroll all children determined to be at risk of academic failure before enrolling other children.
10. School district grantees with programs serving homeless children must comply with all applicable provisions of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). Non-school district grantees should, to the extent possible, ensure that homeless children enrolled in their programs receive the support necessary for successful and continued participation, including, without limitation, arranging for appropriate transportation when necessary.
11. Beginning in the 2019-20 school year, each grantee that operates a preschool education program funded under this Part shall participate in ExceleRate Illinois (see <http://www.exceleRateIllinois.com> and click on "Information for Providers"). ExceleRate Illinois is the State's quality rating and improvement system that emphasizes continuous quality improvement for early learning and development programs and uses a consistent set of standards organized into four domains of teaching and learning; family and community engagement; leadership and management; and qualifications and continuing education.
12. Each program shall be monitored on site at least once every four years to determine the extent to which it is complying with all operational requirements and to assess the quality of the developmental and/or educational components offered.
13. Each program shall receive a monitoring report with the results of the operational compliance checklist and the quality assessment. Using those results, the program shall complete a continuous quality improvement plan addressing operational compliance and a continuous quality improvement plan addressing the quality assessment. Each continuous quality improvement plan shall, at a minimum, address:
- a. the specific issue or indicator for which a deficiency was noted;
  - b. the actions to be taken to remedy the deficiencies and, as applicable, the resources and professional development that will be targeted towards improvement efforts; and
  - c. The person responsible and the timelines in which the deficiencies are expected to be corrected, provided that no continuous quality improvement plan shall be in effect for more than two school years.

The continuous quality improvement plan shall be signed by the person legally authorized to submit the plan, shall bind the applicant to its contents, and shall be electronically submitted to the State Board of Education not later than 30 days after the program's receipt of the monitoring report.

For each year in which the continuous quality improvement plan is in effect, the program shall submit a progress report to the State Board of Education that describes the progress the program has made relative to remedying the deficiencies identified. The progress report shall be submitted electronically no later than June 1 of each year.

A program that fails to reach the goals of the continuous quality improvement plan within the timelines specified in the plan shall be subject to additional sanctions, including, but not limited to, removal of grant approval.

14. Fiscal Monitoring: All activities are subject to an audit at the local, state and federal level. Staff from ISBE may conduct a financial review of your program to audit records and offer technical assistance. This review will ascertain on a sample basis whether or not such records are adequately and properly maintained on a current basis.

The purpose of this review is to determine if the project meets legal requirements and to verify the eligibility of expenditures by examining sample documentation for the following:

- a. funds disbursed to the grant recipient were received and properly recorded in separate accounts/general ledger;
- b. payments reported by the grant recipient were actually made to vendors, contractors and employees and that they conform to applicable laws and regulations, including procurement requirements and support the program intent;
- c. refunds, discounts, etc., were properly credited to specific expense classifications as reductions of the gross expenditure;
- d. payments are supported by adequate evidence of the delivery of goods or performance of services;
- e. obligations included in the report of expenditures were actually incurred during the budget period for which the expenditures were claimed and upon liquidation were properly adjusted;
- f. the same item is not reported as an expenditure for two or more years, e.g., encumbrance is one year and payment in another; items are properly recorded in the program year
- g. all expenditures that were claimed were made for the approved project and are easily identifiable with this project;
- h. all books and materials obtained with the grant funds are plainly marked with appropriate identification;
- i. all inventory items have been allocated an inventory number and the number has been plainly affixed on each piece of equipment and plainly labeled;
- j. an inventory register has been maintained of those items required to be inventoried which shows:
  - i. description;
  - ii. serial number or other identification number;
  - iii. funding source for purchased property;
  - iv. who holds title;
  - v. acquisition date and cost;
  - vi. location, use and condition of property;
  - vii. disposition date
- k. Inventory items moved from one location to another have been duly authorized in writing and that the transfer has been re-recorded in the inventory register, and each item of equipment purchased was listed in the approved budget breakdown and is being used solely for authorized purposes;
- l. prorated expenditures, such as salaries (supported by time and effort documentation), travel, etc., are divided correctly between two or more accounts and that the basis of such division can be substantiated as reasonable and equitable (the auditor will compare actual expenditures with the approved budget and note variations);
- m. unexpended state funds advanced or overpaid were promptly returned to the Illinois State Board of Education;
- n. payments to an administrator who is employed by the Board of Education under the terms of the contract covering a twelve-month period of service were not included in administrative expenses;
- o. obligations were liquidated within 90 days after the end of the budget period and adjusted to the amount finally paid; and,
- p. expenditures were incurred for activities in addition to those that have been provided previously for public and non-profit private school students and teachers.

***Transfer: The Illinois State Board of Education reserves the right to transfer equipment if the grant activities cease to exist for the grant recipient for which the equipment was originally acquired.***

15. Supplanting: Funds received under the PRESCHOOL FOR ALL 19 Program shall be used to supplement, and not supplant, funds that would otherwise be used for the proposed activities. (Sections 2-3.71 and 2-3.89 of the School Code)
16. No fees will be charged of parents or guardians and their children who are enrolled and participate in PRESCHOOL FOR ALL 19 programs.
17. Applicants should be aware that grant awards may not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization; assist, promote, or deter union organizing; finance, directly or indirectly, any activity designed to influence the outcome of an election for any public office; or impair existing contracts for services or collective bargaining agreements.



18. No funds may be used to help support or sustain any institution controlled by any church or sectarian denomination (Article 10, Section 3 of the Illinois Constitution; 111., Const. 1970, Art. X, Sec. 3).
19. Grant recipients are not allowed to begin an activity, obligate or expend funds that will be charged to a state or federal grant until a substantially approvable initial application has been received at ISBE. Grant recipients that submit a state or federal initial application prior to the program begin date (usually July 1) will be granted an appropriate project begin date for the following fiscal year unless state appropriation authority has not been approved. Grant recipients that submit a state or federal initial application after July 1 will be assigned a project begin date no earlier than when the initial application was received at ISBE or the program begin date (whichever is later). Grant recipients of a state competitive program should not begin any activity, obligate or expend funds until ISBE provides formal approval of the application and grant amount. Grant recipients that submit a state or federal budget amendment between the project begin and end date are not allowed to begin an activity, obligate or expend funds prior to the date of receipt at ISBE provided the scope or intent of the approved project has not changed. If the scope or intent of a project significantly changes through an amendment, ISBE programmatic approval should be obtained prior to the obligation of funds for the new activities provided in the amendment.
20. Each grantee which operates a program in a facility licensed by the Illinois Department of Children and Family Services (DCFS), shall require all employees and volunteers who are persons subject to background checks, as defined by Section 385.20 of Title 89 of the Illinois Administrative Code [89 IAC 385.20] to authorize DCFS to perform a Child Abuse and Neglect Tracking System (CANTS) background check. Required individuals shall execute an Authorization for a background check, as defined by Section 385.20 of Title 89 of the Illinois Administrative Code and shall submit the Authorization to DCFS for completion of the CANTS background check. Evidence of completion of required CANTS checks for all persons subject to background checks shall be maintained by the grantee and copies of the same shall be provided to the administrator of the DCFS-licensed facility. The requirement applies to any paid or unpaid individual, including any certified teacher employed by a school district or other entity but working in the facility, who is used to perform essential staff duties as evidenced by being counted in the staff-child ratio or being allowed to be alone with children in a licensed child care facility outside the visual or auditory supervision of facility staff.
21. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or other cost objective will be supported by appropriate time distribution records/cost allocation plans.
22. A Cost Allocation Plan (CAP) is a document that states how a grant recipient will identify, accumulate and distribute certain allowable administrative costs in grants and identifies the allocation methods used for distributing the costs. A written plan for allocating joint costs is required to support the distribution of those costs to the grant program. When a grant recipient completes a grant application/amendment, it must determine to either utilize its restricted indirect cost rate as calculated by ISBE or utilize a CAP which must then be documented via personnel time and effort information as well as formal accounting records according to generally accepted governmental accounting principles to substantiate the propriety of the eventual charges. All applicable documentation must be available for review upon request by a local auditor or ISBE auditor.
23. Joint Applications for Funding: Grantees participating in a joint application are advised that the member grantees are individually and jointly responsible to the Illinois State Board of Education for compliance with all of the terms and conditions of the grant agreement. The administrative agent is responsible to the participating grantee and is the agent designated to receive funds and submit reports.
24. Travel expenses, including transportation costs and, when overnight stay is required, lodging and per diem, are subject to the State rates published by the Governor's Travel Control Board for State employees and posted at <http://www.illinois.gov/cms/employees/travel/pages/travelreimbursement.aspx>.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the terms of the grant set forth above on behalf of the applicant.

\_\_\_\_\_  
Name of Applicant/Entity

\_\_\_\_\_  
Date

\_\_\_\_\_  
Original Signature of Authorized Official

\_\_\_\_\_  
Title



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

ATTACHMENT 11

FY 2021  
PRESCHOOL FOR ALL

## GRANT APPLICATION CERTIFICATIONS AND ASSURANCES

### APPLICANT'S NAME: \_\_\_\_\_

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): *(Check one)*

☐

Individual

☐

Corporation

☐

Partnership

☐

Unincorporated association

☒

Government entity

Region/County/District/School Code or Federal Employer Identification Number, as applicable. Individuals or other entities with neither of the foregoing, include Social Security Number.

The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

### DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

### LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards  
[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

Illinois 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 <http://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

### NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.



## PROJECT

4. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
5. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

## GENERAL CERTIFICATIONS AND ASSURANCES

8. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
9. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
10. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
11. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bidding or bid-rotating.
12. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
13. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
14. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
15. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

16. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
17. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

## **JOINT APPLICATIONS – ADMINISTRATIVE AND/OR FISCAL AGENT**

18. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
19. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
  - (a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
  - (b) Maintain separate accounts and ledgers for the project;
  - (c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
  - (d) Properly post all expenditures made on behalf of the project;
  - (e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - (f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
  - (g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
  - (h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - (j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education; and

## **DRUG-FREE WORKPLACE CERTIFICATION**

20. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.



The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:
  - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace
  - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
    - (A) Abide by the terms of the statement; and
    - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

*The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the above Certifications and Assurances on behalf of the applicant. Further, the undersigned certifies under oath that all information contained herein is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.*

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**Original** Signature of Authorized Official

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Title

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Date

---

Name of Authorized Official (Type or Print)



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

ATTACHMENT 12

FY 2021  
PRESCHOOL FOR ALL

## DEMONSTRATION OF NEED

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

**Directions:** Select the option you are using to demonstrate need for an early childhood block grant program within your community per program narrative and objectives and activities sections of RFP.

- A letter(s) from the local program (Head Start, Early Head Start or current ECBG programs) which demonstrates a need for additional services in the community (attach to proposal).
- Completion of Attachment 13 to indicate gap in slots compared to eligible population.
- IECAM data showing a gap in services and the need for additional slots in the community (Reflected in Program Narrative section, #2 and #7).
- Information from the programs community needs assessment showing a gap in services and the need for additional slots in the community (Reflected in Program Narrative section, #2 and #7).



# Illinois State Board of Education

Early Childhood Department  
100 North First Street, E-225  
Springfield, Illinois 62777-0001

ATTACHMENT 13

FY 2021  
PRESCHOOL FOR ALL

## SLOT GAP ANALYSIS

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

**Directions:** Complete all questions below. Information can be requested from IECAM. Other resources can be utilized, such as census information.

Question	Response
How many children ages 3 and 4 are located within the service area (Census Data)?	1535
If you are currently serving students through Preschool for All and/or Preschool for All Expansion, how many children are you funded to serve?	320
What is the capacity for enrollment at the local Head Start (IECAM Data)?	0
What is the capacity for enrollment for other community based programs serving children ages 3 and 4 (i.e. private preschools, park district programs, faith based programs, other preschool for all or preschool for all expansion programs)?	
How many children are located within district boundaries aged 3 and 4 with FPL less than 100% (IECAM Data)?	
How many children are located within district boundaries aged 3 and 4 with FPL 100-200% (IECAM Data)?	
How many children are located within district boundaries aged 3 and 4 with FPL 200-400% FPL (IECAM Data)?	
Taking in to consideration number of children in the area needing to be served and the number of community slots currently available, how many students are still in need of services?	80
How many children is your program requesting to serve?	80

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