

Early Childhood Block Grant - Preschool for All Expansion



**FY19 OPEN, COMPETITIVE TECHNICAL
ASSISTANCE WEBINAR**



**Illinois
State Board
of Education**



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State Board
of Education



**Early Childhood Block Grant
Preschool for All Expansion
3 to 5 Years**

FY19 Open, Competitive Technical Assistance Webinar

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Purpose of the PFAE Grant



- The Preschool for All Expansion program (PFAE) focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure
- The competitive grant is for programs to implement the Preschool Expansion model beginning in FY 19
- The grant period will begin no sooner than July 1, 2018, and will extend from the execution date of the grant until June 30, 2019
- Funding in the four subsequent years will be contingent upon state grant-making rules, a sufficient appropriation for the program, and satisfactory progress in the preceding grant period

Who is Eligible to Apply?



- Regional Office of Education
- Public school districts
- University laboratory schools approved by the Illinois State Board of Education (ISBE)
- Charter schools
- Area vocational centers
- Public or private entities with experience in providing educational, health, social and/or child development services to young children and their families

Competitive Grant Awards



- Preschool for All requirements apply to this grant, in addition to the PFA Expansion components
- ISBE anticipates making individual grant awards depending on information included in the proposal including, but not limited to, the types of services provided, including the length of program, high-quality components, and transportation
- Awarded funding will reflect the cost of operating a program for a minimum of 165 student attendance days per year
- Applicants should request additional funds to facilitate services to the most at-risk families

ECBG Funding Priorities



- Prioritizing high-need communities
- Serving more children from priority populations
- Increasing the number of slots that meet the Preschool Expansion model (full-day, comprehensive services)
- Encouraging/supporting community collaborations.
- Building birth to third-grade continuum of high-quality services

Funding Priorities



- First priority: Applicants that propose to serve primarily children who have been identified as being at risk of academic failure
- For purposes of this RFP, “programs serving primarily at risk children” are defined as those programs which:
 - Have 80% or more of the enrolled children identified as at risk;
 - Prioritize at risk students over those not at risk when making enrollment decisions; and
 - Have taken specific, proactive measures to ensure that parents/guardians of potentially at risk children in the community are aware of the opportunity for preschool education through the program.

Additional Funding Priorities



Additional requirements for PFAE Grant are pursuant to the state matching requirements outlined in the federal Preschool Expansion Grant:

- **75% or more of the children who are enrolled** must be 4 years old by September 1st and **at or below 200% of the federal poverty level**. Children have multiple risk factors or 1 highest priority selection factor.
- The highest priority selection factors for the program are:
 - Homelessness, child welfare involvement, disability (child has Individual Education Plan [IEP] for more than itinerant speech services or has been referred for special education evaluation), and family income at or below 50% of the FPL.
 - Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.

Federal Poverty Guidelines



- Weighted eligibility criteria should include review of income using the federal poverty guidelines
- Family income does not have to be determined if poverty status has been established by proof of receipt of public benefits
- Poverty guidelines are issued each year in the Federal Register by the Department of Health and Human Services (HHS)
- <https://www.gpo.gov/fdsys/pkg/FR-2017-01-31/pdf/2017-02076.pdf>

Calculating Poverty Levels



Persons in Family or Household	50% of Federal Poverty Level	100% of Federal Poverty Level	200% of Federal Poverty Level
1	\$6,030	\$12,060	\$24,120
2	\$8,120	\$16,240	\$32,480
3	\$10,210	\$20,420	\$40,840
4	\$12,300	\$24,600	\$49,200
5	\$14,390	\$28,780	\$57,560
6	\$16,480	\$32,960	\$65,920

PFAE Grant - Additional Required Components



- Full day and full school year (1st grade equivalent)
- Qualified staff and salary parity
- Recruitment of the most at-risk
- Birth to 3rd Grade alignment
- Comprehensive services
 - Medical and Dental Homes
 - Collaborative Partnerships
 - Mental Health Services

Required Components (cont.)



- Instructional leadership
- Family Support
 - Family assessment
 - Resource Referral
 - Goal Setting
 - Follow-up and documentation
- Family Engagement
 - Parent Advisory Council
 - Family Education Opportunities

Proposal Narrative



IECAM DATA



- The Illinois Early Childhood Asset Map website <http://iecam.illinois.edu/> should be used to assist in finding data needed to complete the proposal
- Applicants must refer to the Community Demographics and Ranking Document found on the Early Childhood Division RFP webpage under FY 19 RFP resources before developing and submitting proposals. This document must be used when referring to “Population to be Served”

Statement of Need



- Document the need for the PFA Expansion program in the service community
- Need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside
- A list of possible community characteristics to be used in the description are listed in the RFP

Head Start



- Describe the process used to determine the need for the Preschool for All Expansion program in the community in relation to other similar services including Head Start programs that may be operating in the same geographic area
- Please include the number of children served by Head Start programs that are operating in the same geographic area and how program will ensure that services are not duplicated

Priority Populations



Highest Priority Populations:

- Children from homeless families
- Children involved in the child welfare system
- Children with developmental delays and disabilities
- Children from families below 50% FPL

Priority Populations



Additional Priority Populations:

- Children from families 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(s) or caregiver(s) 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
- Child has not previously participated in a formal early learning program

Communities may identify additional risk factors to apply to their weighted eligibility criteria.

Population to be Served



- Proposals must describe the population to be served, including:
- A description of the comprehensive recruitment strategy, including how:
 - program will actively seek out and enroll children with special needs, how program will maintain a clear, written process for referral/assessment of children with suspected special needs, and how program will provide comprehensive support to parents during the assessment process;
- An estimated number of children to be served
- Specific geographic area to be served

ECBG Preschool for All Expansion Program Requirements



- This section includes requirements for each Preschool for All Expansion program component
 - Consists of Preschool for All requirements with added expansion requirements
- The requirements are found in the “Meets Standard” column of the scoring rubric
- In addition, this section includes recommended practices for implementing Preschool for All Expansion
- The recommended practices are found in the “Exemplary” column of the scoring rubric

Screening



PFA Expansion applicants must provide a description of the procedures to be used to screen all children and their families to determine their need for services. Must include:

- Research based screening instrument
- Parent interview
- Vision and hearing screening
- Parental permission
- Home language survey
- Teaching staff involved and screening results available to teaching staff
- Community based risk factors
- No exclusion for not being toilet trained

Screening



- Weighted eligibility criteria developed by the state should be used to prioritize children
- Additional factors selected should reflect the community to be served
- Children must have multiple risk factors or one highest priority selection factor;
- Proof of family income to determine eligibility and priority points

ADDITIONAL EXPANSION REQUIREMENTS

- Actively seek out and enroll children with special needs.

Educational Program



- Language and literacy component
- Collaboration with community
- 1 adult to 10 children
- 20 children max per class
- Individualized assessment profile
- 7 developmental domains addressed
- Language development support for English learners
- Progress assessed over time
- Parents aware of progress
- Individual student files maintained

Educational Program



- Must be full-day program, meeting 5 days per week
- Minimize interruptions to the balanced schedule
- Children with disabilities participate
- Native language material provided
- Transportation provided for children from homeless families
- Minimal pulling students out of classroom
- No charges or fees to families

Educational Program



ADDITIONAL EXPANSION REQUIREMENTS

- The program meets for a full day equivalent to a first grade classroom, and no less than five hours per day
- Program follows a social-emotional model or curriculum
- Daily schedule includes at least 60 minutes of physical activity per day
- The program provides a nutritious breakfast, lunch, and an afternoon snack for participating children, at no cost to families

Educational Program



ADDITIONAL EXPANSION REQUIREMENTS

- Comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health
 - Each child receives a dental and health screening.
 - Mental health services are provided to children and families through a contracted, qualified mental health provider or consultant. The program ensures that each child receives a mental health screening.
- IEP services are provided to children within the classroom setting

Family Education and Involvement



- Communication between home and the Preschool for All Expansion program should be two-way, meaningful, and when appropriate, in the families' native language. Parenting skills are promoted and supported
- Opportunities for family education are provided
- Families play an integral role in assisting student learning
- Families are welcome in the program and their support and involvement are sought. Families are encouraged to volunteer in the classroom
- Family activities such as workshops, field trips and child/family events are provided to engage in cultural and social enrichment

Family Education and Involvement



- Families are full partners in the decisions that affect children and families
- Families, staff members, and community representatives cooperatively develop a mission statement based on shared beliefs
- The program establishes partnerships with families to promote the development of children and their families
- The program provides information to families on the educational rights of their children experiencing homelessness

Family Education and Involvement



ADDITIONAL EXPANSION REQUIREMENTS

- Hire Family Educator to support parent engagement
- Program staff works with families to provide referrals, resources and services that address the needs of families
- Workshops and trainings are offered to families on a regular basis
- Families educated about kindergarten transition
- Align to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family and Community Engagement Framework
- Parent Advisory Council formed that encourages parents to participate.

Community Collaboration



- Written plan with members of community
- Signed Memorandum of Understanding (MOU) with Head Start
- MOU should be attached with the application
- Written transition plan for into and out of the program

Community Collaboration



ADDITIONAL EXPANSION REQUIREMENTS

- Partnership with the local Head Start
- Program actively participates in local collaboration groups
- Program has an active partnership and regular communication with regional DCFS and McKinney-Vento liaisons
- Program maintains active linkages to community social service resources

Staff Requirements



- Teachers hold a Professional Educator License (PEL) endorsed in early childhood education
- Blended teachers must hold a current PEL with ECE endorsement and ECSE approval
- Paraprofessionals hold an approval for paraprofessional educator
- English Learners are provided instruction by a teacher with the proper licensure
- Child care center directors must hold a child development or early childhood education bachelor degree or equivalent and an Illinois Director Credential Level II or III
- Administrators must hold a PEL endorsed for principal or general administration

Staff Requirements



ADDITIONAL EXPANSION REQUIREMENTS

- Teaching staff salaries comparable to local K-12 teaching staff salaries
- Employ at least one Instructional Leader
- Employ at least one Family Educator
- Classroom teachers and school/center-level leadership participate on the Parent Advisory Council

Professional Development



- Needs and interests for each staff member determined
- Annual written plan of professional needs for each staff member
- Plans created collaboratively
- Ongoing professional development activities provided

Professional Development



ADDITIONAL EXPANSION REQUIREMENTS

- Teaching staff members receive training annually on screening tools, curriculum, and assessment tool
- Instructional leader provides embedded professional development

Evaluation



PFA Expansion Programs must have a written, annual program evaluation and continuous quality improvement plan that meets the following requirements:

- Provides measurable outcomes for participating children's development using appropriate screening, the IELDS and authentic assessment
- Includes measurable outcomes for parent and family participation
- Includes assessment of the effectiveness of native and English language instruction

Budget



Budget



- Budget summary is complete and accurate
- Budget breakdown explains sufficient explanation of expenditures
- Expenditures are consistent for the scope and purpose of the project
- Requested funding level is reasonable for the number to be served and the services to be provided
- Indirect and administrative costs are limited so maximum amount possible to program activities can be provided

What is GATA?



The Illinois Grant Accountability and Transparency Act (GATA) is state legislation requiring the adoption and implementation of a comprehensive set of standards that mandate accountability and transparency throughout the entire life cycle of a grant.

- GATA provides a single, authoritative, statewide, comprehensive source of financial assistance program information. State agencies have populated the **Catalog of State Financial Assistance (CSFA)** with federal, federal pass-through and state awards received. The CSFA also records grantee awards under each CSFA number.
- The public can search the CSFA for agencies with active grant programs, currently funded grants, current funding opportunities, and registered grantees.

GATA Registration Process



- (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx>.
- Grant applicants are required to complete a FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2019 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system, when they become available. Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

GATA Resources



- ISBE GATA internet webpage includes links & resources (www.isbe.net/gata).
- GATU website includes links & background materials.
<https://www.illinois.gov/sites/gata/Pages/default.aspx>
- Illinois Grant Accountability & Transparency Act (GATA) (30 ILCS 708/)
<http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

GATA Resources Continued



- Illinois Administrative Code Part 7000 – Grant Accountability and Transparency Act (44 Ill. Adm. Code Part 7000)
<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>
- 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

Submission & Review



Intent to Apply



- Intent to apply can be found on the ISBE Early Childhood website
- <https://www.isbe.net/Pages/RFPs.aspx>

Proposal Format



- Each proposal must be submitted in the format described in the RFP
 - Paper format with digital file on an USB drive
- Use appropriate attachments
 - Duplicate attachment forms as needed
- Use the list provided in the RFP as a checklist in assembling your completed proposal
- Make sure that your authorized official has signed in all the appropriate places. Original signatures on all forms are required

Scoring



- Scores are totaled and ranked using a rubric which can be found on the ISBE Early Childhood website
- Grants will be scored as follows using the rubric:
 - **Population to be served-possible 30 points**
 - **Quality of proposed program-possible 40 points**
 - **Experience and qualifications-possible 20 points**
 - **Budget-possible 10 points**
 - **Priority Points**

Scoring



- Priority Points are given to those programs that are identified as highest needs on the IECAM Community Demographics document
- Grant applications will be reviewed by an evaluation committee, with a minimum of three members reviewing each application

Submission Deadlines



Application Deadline: Proposals must be received no later than 4:00 p.m. on January 12, 2018

Mail the original and an electronic copy of the proposal on a USB flash drive to ISBE Early Childhood Division, 100 North First Street, E-225, Springfield, IL 62777

Submission Deadlines



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

Springfield Office

Reception Area

1st Floor

100 North First Street

Chicago Office

Reception Area

Suite 14-300

100 West Randolph St.

No late proposals, facsimile proposals, or electronic submissions will be accepted. Incomplete proposals will not be considered for funding.

Helpful Resources



- <https://www.isbe.net/Pages/Early-Childhood.aspx>
- RFP resources
- Illinois Preschool for All Implementation Manual
- Preschool Expansion model
- Illinois Early Learning and Development Standards
- Budget Information including Budget Worksheets and FAQs
- Instructions & Guidance for Completing the Budget Detail
- ISBE Fiscal Policy and Procedures Manual
- Accountability Information including Compliance Checklist and ECERS
- Head Start Collaboration – MOU information
- Early Childhood Block Grant Administrative Code, Part 235

In Conclusion



- Read through the RFP in its entirety
- Include all grant requirements - be thorough
- Provide only what is listed in the RFP
- Use ISBE links and resources for questions and more information
- Proposals must be received no later than 4:00 p.m. on **January 12**

Questions and Answers



For more information please visit the division website <http://www.isbe.net/earlychi/>

Or call the Early Childhood Division
217-524-4835