Instructional Example:

FY2018 Notice of Intent to Submit Proposal – Preschool for All Expansion 3 to 5 Years

The FY 2018 Preschool for All Expansion State RFP has been released. The due date for submittal is 4 p.m. on Sept. 18. The application must be completed in eGMS. Eligible applicants must submit the FY18 Notice of Intent to Submit Proposal – Preschool for All Expansion 3 to 5 Years to access the RFP system in IWAS in order to apply. The intent to apply deadline is Sept. 8. The following entities outside the City of Chicago may apply: Regional Offices of Education, public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing education, health, social, and/or child development services to young children and their families. A separate appropriation has been award to City of Chicago District #299. Questions may be directed to the Early Childhood Division at 217/524-4835 or earlychi@isbe.net.

Illinois State Board of Education

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EXAMPLE FOR INSTRUCTIONAL USE ONLY.

Program Overview

NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP): FY18 PRESCHOOL FOR ALL EXPANSION

Program:	Preschool for All Expansion
Purpose:	To help develop, enhance, and expand preschool programs that are of high quality. Funds will be provided for early childhood and family education programs and services that will help young children enter school ready to learn.
Program Type:	State Competitive
Funding:	NOTE: Allocations and payment under this grant are subject to appropriation action by the Illinois General Assembly or, for federal programs, the U.S. Congress. Obligations of the State Board of Education will cease immediately without further obligations should the agency fail to receive sufficient state, federal, or other funds for this program.
CFSA Number:	586-18-0868
CFSA Title:	Early Childhood Block Grant-Preschool for All Expansion
Funding Opportunity Number and Title:	2018-3507-PE Preschool Expansion State
Funding Opportunity Number and Title:	2018-3705-PE Preschool for All Expansion
GATA Information:	Grant Accountability and Transparency Act (GATA) website GATA Rules GATA Legislation Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200)
Legislation:	Early Childhood Block Grant Legislation
Rules:	Early Childhood Rules, Part 235
Eligible Applicants:	Regional Offices of Education, public school districts, university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families are eligible to submit a proposal for the Preschool for All Expansion program for 3- to 5-year-olds. If the Preschool for All Expansion program is operated in or by a facility subject to licensure requirements of the Illinois Department of Children and Family Services (DCFS), then that facility must hold the appropriate licensure in accordance with rules promulgated by DCFS (see 89 Illinois Administrative Code, Chapter III: Department of Children and Family Services, Subchapter e: Requirements for Licensure at the link below):http://www.ilga.gov/commission/jcar/admincode/089/089parts.html Applicants other than public school districts must provide evidence of existing competencies to provide early childhood education programs, to include the agency's mission statement, goals and policies regarding early childhood programs, a description of the agency's organizational structure, and a list of any early childhood accreditations that have been achieved. Joint applications for funds may be submitted. In each case an administrative agent must be

EXAMPLE

designated, and the joint proposal must have the signature of each district superintendent or official authorized to submit the proposal and agree to participate in the joint agreement. A school district or other eligible applicant can participate in only one proposal for a Preschool for All Expansion initiative.

A separate appropriation has been awarded to the City of Chicago School District #299 for the initiatives funded under the Early Childhood Block Grant (ECBG) Preschool for All Expansion program. Applicants proposing to provide services for children and families within the Chicago city limits must apply for funds through the Chicago school district. More information can be found at: http://www.cps.edu/schools/earlychildhood/pages/earlychildhood.aspx. Programs seeking funding through ISBE must serve children and families outside the city of Chicago.

NOTE: Applicants must register for pre-qualification on the State of Illinois GATA Web Portal before being awarded a FY18 grant. The portal will be accessed at www.grants.illinois.gov. The Portal is now available.

All of the aforementioned registration, pre-qualification, and questionnaire submission must be completed. Applicants must submit their proposal by the application deadline below.

NOTE: Pursuant to the Grant Accountability and Transparency Act, applicants must register for pre-qualification, and must complete and submit both a Fiscal & Administrative Internal Control Questionnaire (ICQ) and Programmatic Risk Questionnaire for FY18. The State must also pass a sufficient appropriation before grants can be awarded. In the meantime, grant applications must still be submitted by the application deadline indicated in this RFP.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM). Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

I. Be registered in SAM before submitting its application. If you are not registered in SAM, this link provides a connection for SAM registration: www.sam.gov.

II. Provide a valid DUNS number in its application; and

III. Continue to maintain an active SAM registration with current information at all times during which it has an active Federal, Federal pass-through, or State award or an application or plan under consideration by a Federal or State awarding agency. ISBE may not make a Federal pass-through or State award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements and, if an applicant has not fully complied with the requirements by the time that ISBE is ready to make a Federal pass-through or State award, ISBE may determine that the applicant is not qualified to receive a Federal pass-through or State award and use that determination as a basis for making a Federal pass-through or State award to another applicant.

EXAMPLE

Grant Award: ISBE anticipates making individual grant awards that range from $8,000 to $10,000 per child depending on the types of services provided, including the length of program and high quality components, and may or may not include transportation. This reflects the cost of operating a program for 180 days per year, the length of the school year. Applicants may request additional funds to facilitate services to the most at-risk families.

Individual grant awards will vary depending on the needs addressed in the approved proposal and the total appropriation for the program.

Grant Period: The grant period will begin no sooner than September 18, 2017, the due date, and will extend from the beginning date of the grant through June 30, 2018.

Application Deadline: **Proposals must be submitted by no later than 4:00pm on Monday, September 18, 2017, and sooner if possible.**

Amendment Due Date: Prior to obligation of funds and not later than 30 calendar days prior to the end of the program

Program Data Reports: All grantees must submit the following data to ISBE via the ISBE Web Application Security (IWAS) system, for the Preschool for All Expansion project for which the grantee is funded (see Specific Terms of the Grant for details):

- Student Information System (SIS) Early Childhood Data
- Student Health Data-Immunization
- Employment Information System (EIS) Teacher, Administrator, and Other School Personnel Data

Enrollment Reports: All grantees must enroll and exit each Preschool for All Expansion student in the ISBE Student Information System (SIS). This reporting activity is continuous through the year.

Technical Assistance: A recorded webinar will be posted to the Early Childhood website approximately two weeks after

	release of the application.ISBE Early Childhood Education
Contact Person:	For more information on this RFP, contact the Early Childhood Education Division at 217-524-4835.
Changes to NOFO/RFP:	ISBE will post any changes made to the NOFO/RFP prior to the due date on the Funding Opportunities web page and the division web page at the links below. Applicants are advised to check the sites before submitting a proposal. https://www.isbe.net/Pages/Funding-Opportunities.aspx https://www.isbe.net/Pages/Early-Childhood.aspx

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Early Childhood Care and Education Position Statement

The State Board of Education believes that the educational development and success of all Illinois children can be significantly enhanced when children participate in early childhood programs and services.

For the purposes of this position statement, early childhood is defined as the period in a child's life from birth through eight years of age. Appropriate early childhood programs, practices and services are defined as those which:

* are founded on research-based knowledge about child development;
* promote the child's emotional, physical, mental, and social well-being; and
* support and nurture families.

The Illinois State Board of Education (ISBE) is actively committed to develop, deliver, and support early childhood programs, practices, and services that will enable all children to be successful students and responsible citizens. ISBE will give particular attention to the following actions:

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1. Emphasize the need for high-quality early experiences that reflect research and knowledge on program quality and outcomes across the developmental period of birth through eight years.
2. Encourage Illinois public schools to create coherent early learning systems that minimize major transitions for children and provide stable, consistent educational experiences for young children ages three through eight years.
3. Make prekindergarten programs available for all Illinois children identified as at-risk of academic failure and actively seek their participation. Support the provision of full-day prekindergarten for at-risk students who need additional educational experiences.
4. Support the availability of full-day kindergarten programs for all Illinois children.
5. Collaborate with families and relevant social service providers to provide early identification of and response to educational risk factors among children from birth through three years of age.
6. Collaborate with families, community organizations, child care organizations, Head Start, and other state agencies to meet the physical, mental, social, and emotional needs of young children, including their physical care and protection; share resources, services and accountability.
7. Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.

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Program Description

Project Description

Funds from the Preschool For All Expansion STATE Grant are used to implement and sustain high-quality preschool programs that reach and serve 3 to 5-year-old children in high-need communities and include the following components: a full school day of instruction; a teacher with Professional Educator License with Early Childhood Endorsement and Special Education, Bilingual and/or English as a Second Language Endorsement as indicated by population served; a teacher aide with endorsement as Paraprofessional Educator; a class of no more than 20 children; a curriculum and assessment system aligned with Illinois Early Learning and Development Standards; comprehensive services, including connections to health, mental health, dental and social services; intensive parent engagement service; provision of snacks and meal; and universal and targeted supports for positive behavioral and social-emotional development.

Deliverables or Milestones

Identifying through screening and serving three to five-year-old children who are most at risk of academic failure, and providing these children with a full school day, high quality preschool program and comprehensive services.

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Performance Measures

Enter individual student enrollment and exit data into the ISBE Student Information System; program compliance requirements as listed in the ISBE Early Childhood Block Grant 3-5 Compliance Checklist that includes the Preschool Expansion Program Addendum; and, quality measurement with the Early Childhood Environment Rating Scale (ECERS)

Performance Standards

The number of children served by the program is at least 90% of the number projected to be served; mid-year and final report demonstrating compliance with program components; conform with program compliance requirements as listed in the ISBE Early Childhood Block Grant 3-5 Compliance Checklist that includes the Preschool Expansion Program Addendum; and develop and implement a Continuous Quality Improvement Plan.

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Background

The goal of the Preschool for All Expansion program is to provide educational services to all 3- to 5-year-old children whose families choose to participate. The Preschool for All Expansion program focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure.

ISBE is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. Public Act 096-0948 amends Section 2-3.71 of the School Code (105 ILCS 5/2-3.71) to establish the Preschool for All program to be administered on a competitive basis. The Preschool for All program emphasizes the relationship among early childhood education, parenting education and involvement, and future success in school.

The Illinois early childhood vision is for every child to enter kindergarten safe, healthy, eager to learn, and ready to succeed, as adopted by the state's Early Learning Council. To achieve this vision, Illinois has prioritized equitable access, effectiveness of services, and sustainability and stability of services for the system as a whole. Illinois' goal is for 80% of all children to be fully ready for kindergarten by 2021.

EXAMPLE

The goal of the ECBG is to:

* Increase the percentage of children who begin kindergarten healthy, safe, eager to learn, and ready to succeed.
* Decrease disparities (racial, economic, geographic, etc.) in "readiness" at kindergarten entry, and in achievement by third grade.

To accomplish this goal, the following five priorities have been set:

* 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 3rd grade continuum of high quality services.

In awarding Preschool for All Expansion grants, the Illinois State Board of Education must address two legislatively mandated priorities:

* First priority in awarding grants must be given to applicants that propose to serve primarily children who have been identified as being at risk of academic failure. At-risk children are those who, because of their home and community environment, are subject to such language, cultural, economic and like disadvantages that they have been determined, as a result of screening procedures, to be at risk of academic failure. A disproportionate share of all children considered to be at-risk come from low-income families, including low-income working families, homeless families, families where English is not the primary language spoken in the home, or families where one or both parents are teenagers or have not completed high school. However, neither a child's membership in a certain group nor a child's family situation should determine whether that child is at-risk.
* Second priority in awarding grants must be given to applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2). Please take note that Congress has extended the 2017 Poverty Guidelines, see chart below for those guidelines. It is recommended that you check the website link below for updates. For each child whose participation is based on the family income, the successful applicant must collect evidence of family income levels.

The following definitions are in 23 IL Administrative Code 235, Section 235.30. For purposes of this RFP, "programs

serving primarily at-risk children" are defined as those programs which:

1. Have 80 percent or more of the enrolled children identified as at-risk;
2. Prioritize at-risk students over non-at-risk students when making enrollment decisions; and
3. 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 Requirement for Preschool for All Expansion:

NOTE: Additional expansion requirements are stated throughout the RFP. Illinois was awarded a federally funded Preschool Expansion Grant in 2014. Requirements of the expansion grant include state matching components. The additional requirements for Preschool for All Expansion listed in this document are pursuant to the state matching requirements outlined in the Preschool Expansion Grant.

1. 50 percent 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.
   a. 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 percent of the FPL.
   b. Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.

Preschool for All Expansion programs must serve only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the Preschool for All Expansion program is to be implemented).

As part of the Early Childhood Block Grant, the Preschool for All Expansion program emphasizes the relationship among early childhood education, parenting education and involvement, and future success in school. Applicants submitting a proposal for a Preschool for All Expansion program are encouraged to think strategically about the use of early childhood funds so that each element of the effort reinforces and supports the others.

Applicants also are advised to review related information found at the Early Childhood Division website (hyperlink below) before completing their proposals. These documents summarize activities and other considerations found in successful early childhood programs.

Early Childhood Education Division website

2017 HHS Poverty Guidelines		
Persons in Family or Household*	**Poverty Level**	**4 Times Poverty Level**
1	$12,060	$48,240
2	$16,240	$64,960
3	$20,420	$81,680
4	$24,600	$98,400
5	$28,780	$115,120
6	$32,960	$131,840
7	$37,140	$148,560
8	$41,320	$165,280
For each additional person, add	$4,180	$16,720

EXAMPLE

SOURCE: *HHS Poverty Guidelines for 2017:* https://aspe.hhs.gov/poverty-guidelines

The 2017 poverty guidelines are in effect as of January 26, 2017

See also the Federal Register notice of the 2017 poverty guidelines, published January 31, 2017

Federal Register Notice

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Proposal Review Criteria

Click here to see scoring rubric

Proposals will be evaluated in comparison with other Preschool for All Expansion FY18 proposals received by ISBE, based upon the criteria below. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the evaluation/review process. Before making funding decisions, the State Board of Education staff may conduct site visits for selected applicants in order to validate information provided in the proposal.

It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the state superintendent via e-mail or US Postal Service approximately 90 days after the application deadline.

Each proposal will be reviewed using both quantitative and qualitative criteria.

According to 235.55, proposals shall first be screened to identify those proposals that meet the criteria for each funding priority (see Section 235.30(b) of this Part). Proposals shall be separated into the following three categories:

1. Proposals for programs serving primarily at-risk children;
2. Proposals serving primarily children whose families meet income guidelines; and
3. All other proposals.

EXAMPLE

Programs meeting the priority will then be reviewed by an evaluation committee using the qualitative criteria below to determine which proposals provide evidence of a "qualified program." "Qualified programs" will be those scoring at least 60 out of 100 total points.

Among substantially similar proposals within a category, priority will be given to those proposals serving children from a community with limited preschool programs or few resources promoting preschool education.

Qualitative Criteria (Total possible points are 100)

1. Population to be Served (30 points)

   A. The proposal clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services provided by the ECBG program, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as the school district's rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect, and that there exists in the area to be served an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.

   B. Criteria and indicators for identifying children and families for the program are clearly established and likely to target those children and families most in need of services.

   C. Effective recruitment strategies are proposed that are likely to ensure that the maximum number of children and families are enrolled in the program.

2. Quality of Proposed Program (40 points)

   A. The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent/guardian activities designed to enhance child development and parent/guardian effectiveness and, ultimately, school readiness.

   B. The program proposal provides for effective linkages among parents/guardians, education, health and social service agencies, and child care providers and includes a plan for coordination of services with other educational programs serving young children and their families.

C. The proposed program is built upon effective research about early childhood education and aligned to the Illinois Early Learning and Development Standards (IELDS).

D. The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.

3. Experience and Qualifications (20 points)

A. Proposed staff hold the appropriate educator and/or professional licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality early childhood program.

B. The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences, and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities.

C. In addition, an eligible appicant other than a school district has presented evidence that it:

- Holds the appropriate licensure to operate as a child care facility (as applicable);
- Holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the ECBG Program; and
- Has a successful track record with similar grants or contracts.

4. Budget (10 points)

The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided. This also includes the extent to which the applicant limits its claim for indirect and administrative costs and devotes the maximum amount possible to program activities.

5. The selection of proposals for funding may be based in part on geographic distribution and/or the need to provide resources to school districts and communities with varying demographic characteristics.

6. Progress towards correcting any deficiencies contained in an unfavorable monitoring report issued under Section 235.67 shall be considered in the review process.

Merit Based Review and Selection Process for Competitive Grants

All competitive grant applications submitted by the deadline will be reviewed for eligibility requirements and for completion of all documents.

All grant applications will be reviewed by an evaluation committee. The evaluation committee will consist of a minimum of three members. If an evaluation committee member is also a grant applicant, they may not review and score their own application. An evaluation committee member may not have any conflicts of interest or apparent conflicts of interest. A Confidentiality Agreement and Conflict of Interest Disclosure will be signed by all committee members. Evaluation committee members will be assigned a code for confidentiality purposes.

EXAMPLE

The grant applications will be scored based on the criteria for review listed in this RFP using a rubric. If there is a change in the rubric, all applicants will be informed by the publication of the change on the ISBE website.

Each evaluation committee member will score independently from the whole committee on an individual score sheet. The scores of the committee members will be averaged. Any significant or substantial variance between evaluator scores will be reviewed and documented, including the revision of any individual score. A summary score sheet will show the comparative scores and the resulting finalist(s). Grant applications will be ranked from high score to low score. Funds will be applied to these grant applications based on rank order, geographic distribution, and/or the need to provide resources to school districts and communities with varying demographic characteristics and available funding.

Before any grant can be awarded the grantee must complete the prequalification and programmatic risk assessment. Merit Based award finalists will be sent a Notice of State Award Finalist form to identify outstanding requirements that must be completed prior to a grant award.

An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the grant application and successful completion of finalist requirements.

A Notice of State Award (NOSA) will be issued to the Merit Based finalists that have successfully completed all grant award requirements. Based on the NOSA, the Merit Based finalist will be positioned to make an informed decision to accept the grant award. The NOSA shall include:

a. The terms and conditions of the award.

b. Specific conditions assigned to the grantee based on the fiscal and administrative and programmatic risk assessments.

The grant award(s) will be published on the Grants.Illinois.gov website (see link below). A written Notice of Denial will be sent to the applicants not receiving an award. Link to the Grants.Illinois.gov website

Appeal Process

Competitive grant appeals are limited to the evaluation process. Evaluation scores may not themselves be protested. Only the evaluation process is subject to appeal.

Submission of Appeal

a. An appeal must be submitted in writing, and mailed as indicated below.
b. An appeal must be received within 14 calendar days after the date that the grant award notice has been published.
c. The written appeal shall include at a minimum the following:
   - The name and address of the appealing party
   - Identification of the grant
   - A statement of reasons for the appeal
   - The appealing party must supply any additional information requested by ISBE within the time period set in the request

Resolution

a. ISBE will resolve the appeal by means of a written determination.
b. The determination shall include, but not be limited to:
   - Review of the appeal
   - Appeal determination
   - Rationale for the determination

Mail a hard copy of the appeal to:

Appeals Review Officer
c/o State Superintendent of Education
Illinois State Board of Education
100 North First Street S-405
Springfield, IL 62777-0001

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1. Screening to determine risk status

Goal: Illinois' neediest children will be identified and served.

Definition of Screening: A short, easily administered tool or checklist that identifies children needing further assessment/evaluation or identifies children for a given program.

Applicants must provide a description of the procedures to be used to screen all children and their families to determine their need for services.

Screening should be conducted on a community-wide basis and be developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, Prevention Initiative, Early Intervention, Child and Family Connections, and Child Find). The screening process includes a quickly administered research-based screening tool that identifies children needing further assessment/evaluation or identifies children for a given program. Results of the screening shall be made available to the program staff and parents/guardians of the children screened.

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Examples of Research-Based Screening Instruments:

- Ages & Stages Questionnaire (ASQ)
- Brigance Screens
- Denver Developmental Screening II
- Developmental Indicators for the Assessment of Learning--Third Edition or Fourth Edition (Dial-3, Dial-4)

(Additional screening instruments not included in this list of examples may meet the requirements).

Preschool for All Expansion must offer a comprehensive screening process that meets the following requirements:

- Criteria to determine at what point performance on a research-based screening instrument indicates that children are at risk of academic failure as well as to assess other environmental, economic, and demographic information that indicates a likelihood that the children would be at-risk. All screening instruments and activities must relate to and measure the child's development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development.
- All screening procedures must include a parent/guardian interview to be conducted in the parents'/guardians' home/native language, if necessary. This interview should be designed to obtain a summary of the child's health history and social development and may include questions about the parent's/guardian's education level, employment, income, and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.
- Vision and hearing screening, in accordance with 77 Illinois Administrative Code 685 (Vision Screening) and 77 Illinois Administrative Code 675 (Hearing Screening), must be provided.
- Children who are not yet toilet trained are not excluded from the program.
- Written parental permission for the screening as required by Section 2-3.71 of the School Code must be obtained.

- School district must administer a home language survey and provide services to eligible children as required by 23 Ill. Admin Code 228.
- Where possible, teaching staff of the Preschool for All Expansion program must be involved in the screening process. Results of the screening must be made available to the teaching staff.
- The weighted eligibility criteria developed by the state should be used to prioritize children who are most at risk of academic failure. Additional risk factors selected should reflect the community to be served and are weighted to ensure that the children most at risk of academic failure are enrolled. See Table A below for weighted eligibility criteria.
- Children have multiple risk factors or one highest priority selection factor according to the weighted eligibility form. Highest priority selection factors 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 percent of the FPL. In addition, 50 percent 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.
- The program collects and reviews proof of family income to determine eligibility (below 200% FPL) and priority points (50% or 100% of FPL).

Programs must document how family income was calculated using any one of the following forms of evidence:

- Pay stubs (two most recent, consecutive)
- Proof of WIC benefit
- Proof of Supplemental Nutrition Assistance Program (SNAP) benefit
- Proof of Temporary Assistance for Needy Families (TANF) enrollment
- Proof of Supplemental Security Income (SSI) benefit
- Proof the family receives Child Care Assistance Program (CCAP)
- Tax return (most recent)
- Wages and tax statement (most recent W-2)
- Verification/letter from employer
- Proof that parent is enrolled in Medicaid (a medical card with the child's name does not prove income eligibility)
- Signed written statement from the family (provide form for families with no income)

EXAMPLE

Additional Requirements for Preschool for All Expansion:

- The program must actively seek out and enroll children with special needs, and maintains a clear, written process for referral/assessment of children with suspected special needs and comprehensive support to parents during the assessment process.

The following additional practices are recommended for Preschool for All Expansion programs:

- The at-risk factors are agreed upon by all partners.
- Outreach and recruitment strategies are targeted to reach those families with the greatest number of risk factors (in particular, at-risk families who may not otherwise come to the screening).
- For children determined to be English Learners, developmental screening takes place in the child's home language, whenever possible, and that these children are screened for native language proficiency.
- When screening for development in the native or home language, use of parents/guardians in play-based assessment or other techniques may be used.

Table A

Illinois has developed weighted eligibility criteria around the priority populations that may be most at risk for later school failure, based on research.

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
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 parents or caregivers born outside of

		the United States
		Parent or caregiver primarily speaks a language other than English at home
		Active Duty Military familiy
		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	

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2. Educational Program

Goal: Preschool children will show gains in all developmental areas, including literacy, cognitive, social, and emotional development.

Each Preschool for All Expansion grantee must offer an appropriate education program for those children who participate. The education program that is established must include a language and literacy development component for each child based on the child's individual assessment. In addition, there should be collaboration with other services and resources available in the community. The staff-child ratio may not exceed one (1) adult to ten (10) children. No more than twenty (20) children may be served in a single classroom. The maximum number of children should be served in each classroom as defined by the inclusion program model selected. The inclusion model document can be found at: https://www.isbe.net/Documents/Inclusion%20Models%20Color.pdf

EXAMPLE

Definition of Instructional Assessment: Instructional assessment is the process of observing, recording, and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child, including planning for groups and individual children and communicating with parents/guardians. This level of assessment yields information about what children know and are able to do at a given point in time, guides "next steps" in learning, and provides feedback on progress towards goals. Assessment to support instruction is a continuous process that is directly linked to curriculum.

Definition of Diagnostic Assessment: Diagnostic assessment is a thorough and comprehensive assessment of early development and/or learning for the purposes of identifying specific learning difficulties and delays, disabilities, and specific skill deficiencies, as well as evaluating eligibility for additional support services, early intervention, and special education. A diagnostic assessment is usually a formal procedure, conducted by trained professionals using specific tests.

Definition of Curriculum: A curriculum is an organized framework that delinieates the content children and/or families are to learn, the processes through which they achieve the identified curricular goals, what providers do to help them achieve these goals, and the context in which teaching and learning occur.

Preschool for All Expansion must offer an appropriate education program that meets the following requirements:

- The curriculum and instructional practices are aligned with the IELDS (https://www.isbe.net/Documents/early_learning_standards.pdf). ISBE does not endorse specific curricula for use in Preschool for All Expansion. An evidence-based curriculum is used. Local projects should consider the following criteria when selecting a curriculum:
    * A comprehensive, research-based curriculum is used and aligns with the IELDS; a list of aligned curriculum is available at: http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=48%20
    * The curriculum is implemented with fidelity and should support all domains of the IELDS.
    * The use of supplemental curriculums should be based upon the unique needs of the program that necessitate content above and beyond the primary curriculum, and any content used from the supplemental curriculum should be based upon

research on best practice and should align with the framework of the comprehensive curriculum.

* Inclusion of content to be taught with intentionality and integration;
* Provision for child initiation and engagement;
* Use of content based on research of how young children learn;
* Provision for parent/guardian involvement, through meaningful communication with families;
* Alignment with an authentic assessment tool that is ongoing and comprehensive;
* Consideration of the child's linguistic and cultural background;
* Consideration of the range of experience and qualifications of early childhood teachers; and
* Consideration of a wide range of children's abilities, including those of children with IEPs.

- The individualized assessment profile for each child will be the basis for determining that child's educational program. Individual student plans have been developed and are reflective of the philosophy of the program and the IELDS. Student progress will be assessed over time with measurable outcomes and documented to ensure that the educational program meets the needs of the student.
- The following domains of development are addressed: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development.
- A language and literacy development program shall be implemented for each child based on the child’s individual assessment.
- A system is established whereby each student's parents/guardians are routinely advised of their child's progress, in their native language, if applicable.
- Individual student files are maintained and contain the following information:

* Weighted eligibility criteria, including income verification;
* Health record, including vision and hearing screening and physical and immunization record;
* Evidence of screening results and/or IEP;
* Written permission to participate in the program, photo release (if agreed to by parent/guardian), and pick-up authorization form; and
* Attendance and enrollment records.

EXAMPLE

- The program has a written plan with procedures for transitioning children into and out of the program, including the transition to kindergarten. Transition plans are shared with parents/guardians. The program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program.
- The program meets five days a week.
- Students attend a minimum of 165 days a year.
- Parents/guardians are not required to provide or pay for meals/snacks. Program does not charge families fees for field trips or registration; nor does program require families purchase student supplies or materials.
- Activities that pull children out of the classroom are minimal or nonexistent.
- Special education supports and services are provided in the Preschool for All classroom and embedded into the activities and routines of the day. Provisions are made to allow for the participation of children with disabilities in the Preschool for All Explansion program.
- School district grantees with programs serving homeless children must have a written plan for homeless students that 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.
- For children who are identified as English Learners, the program of instruction must provide language development supports in compliance with the bilingual education rules and procedures required by 23 Ill. Admin Code 228. For programs that will serve English learners, curriculum must align to the “Early English Language Development Standards Ages 2.5-5.5 2013 Edition.”
- The program reduces and ultimately eliminates expulsion and suspension through nurturing

relationships and capacity building. Please see policy statement on expulsion and suspension policies in early childhood settings: https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf

- The program is aligned within a birth-through-third grade continuum of services. This is a set of educational experiences and supports for children, families, and the professionals and organizations that serve them. The ISU Birth through Third Grade Continuity Project (see link below) lists 8 areas for potential alignment--community partnerships, comprehensive services, family engagement and parent/guardian leadership, data-driven improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development.https://education.illinoisstate.edu/csep/b3/

Additional Requirements for Preschool for All Expansion:

- The program meets for a full day equivalent to a first grade classroom in the local district, and no less than five hours each day.
- Universal and targeted supports for children's positive behavior and social-emotional development are included and the program follows a social-emotional model or curriculum.
- Daily schedule includes at least 60 minutes of physical activity per day with materials and equipment that support a variety of vigorous physical activity and aligns with the IELDS Physical Development and Health domain.
- The program provides breakfast, lunch, and an afternoon snack for participating children.
- Comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental, and mental health.
- The program ensures that each child receives a dental and health screening.
- Mental health services are provided to children and families including observations, consultation, and referral. Programs should contract or collaborate with a qualified mental health provider or consultant. This individual should have experience working with young children and their families.
- The program ensures that each child receives a mental health screening.
- IEP services are provided to children within the classroom setting.
- A nutritious breakfast, lunch, and afternoon snack are offered to children at no cost to families and aligned with the U.S. Department of Agriculture's Food and Nutrition Guidelines, and meet DCFS' standards for licensed child care centers or community settings.

The following additional practices are recommended for Preschool for All Expansion programs:

EXAMPLE

- Emergency drill procedures and the class schedule are posted.
- The classroom is stocked with developmentally appropriate materials, supplies, and equipment.
- Blocks of time are scheduled in such a way that the children can become absorbed in their learning experiences without being interrupted.
- The schedule provides a balance of:
    * Teacher-directed and meaningful child-initiated activities;
    * Active and quiet activities;
    * Independent and guided activities;
    * Large- and small-group, and individual activities; and
    * A minimum of time wasted by waiting in line, group snack, etc.
- Children are read to every day.
- Native language and English Learners materials are provided in the classroom.
- Best practices regarding inclusion of children with special needs are followed, including:
    * At least 10%, but not more than 30%, of each classroom's enrolled children have disabilities (a child with a diagnosed disability other than speech only, that has completed a formal assessment, has an IFSP or IEP, and is receiving [or is eligible for] support services).
    * Students with IEPs should be active members of the classroom. Strategies, supports, and services identified in IEPs are provided in the classroom and are embedded into classroom play, activities, and routines, resulting in minimal transitions.
    * Community-based programs should be working with the lead education agency (LEA) to develop an MOU to ensure their students are being referred, evaluated, and provided services. LEAs should also reach out to community programs in order to develop a relationship to ensure Child Find requirements are being fulfilled.

* Program mission statements should reference that all students can be included and educated in the program.
* Individualization occurring in the classroom should be based on IEP goals and accommodations.
* The LEA is responsible for funding and providing the special education services.

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EXAMPLE

3. Parent Education and Involvement

Goal: Parents/guardians will be involved in their children's educational process and will gain knowledge and skills in parenting.

Preschool for All Expansion must provide parent education and involvement activities that meet the following requirements:

* Communication between home and the Preschool for All Expansion program should be regular, two-way, meaningful and, when appropriate, in the parents'/guardians' native language. Parenting skills are promoted and supported.
* Opportunities for parent/guardian education are provided.
* Parents/guardians play an integral role in assisting student learning.
* Parents/guardians are welcome in the program, and their support and involvement are sought. Parents/guardians are encouraged to volunteer in the classroom.
* Family activities such as workshops, field trips, and child/parent events are provided to engage in cultural and social enrichment.
* Parents/guardians are full partners in the decisions that affect children and families.
* Parents/guardians, families, staff members, and community representatives cooperatively develop a mission statement based on shared beliefs.

EXAMPLE

Additional Requirements for Preschool for All Expansion:

* A parent educator is employed to support parent engagement in the program and lead parent education and family support efforts.

Examples of key activities for Parent Educators:

Parent Engagement and Education

- Collaborate with teachers and instructional leaders to engage parents in the classroom and school/site, including meaningful volunteer opportunities. Ensure that the program maintains a welcoming environment for parents.

- Lead development and implementation of parent education opportunities, leveraging internal resources and community partners. Solicit parent input on parent education offerings.

- Implement and support activities to ensure a strong connection between home and school, including take-home learning activities.

- Engage parents in parent advisory committee and other leadership opportunities.

Eligibility and Recruitment

- Support program efforts to identify and recruit the most at-risk children in the community.

- Educate parents about the importance of early learning programs and support parents in completing the enrollment process.

- Identify and develop potential partnerships with community entities with access to priority populations.

Attendance

- Contact parents of absent students to determine reasons for absence.

- Review attendance on a regular basis to identify patterns of absenteeism.

- Determine supports needed to support regular attendance and connect parents to resources as appropriate. Educate parents about benefits and importance of regular attendance.

Comprehensive Services

- Monitor health and dental records to ensure that children receive regular screenings and follow-up for any treatment needs.

- Coordinate parent meetings and workshops to educate parents in the areas of child health, mental health, and development.

- Assist parents in establishing a "medical home" and "dental home" for their children to ensure access to consistent health care.

- Collaborate with mental health consultants to facilitate evaluations of children with parent consent and referrals to mental health resources as needed.

- Coordinate and conduct home visits as needed to support home-school connection, address attendance concerns, and provide other family supports.

- Provide supports to children with special needs, including empowering parents as advocates for their children.

Connection to Resources

- Assess family needs and identify parent/guardian goals for family. Work with families to develop a plan towards meeting needs and achieving goals.

- Refer families to resources to support their plan. Document referrals and progress towards goals and follow up with families regarding referrals on a regular basis.

*Families are connected to a medical and dental home to ensure regular access to care and follow-up.

*Program staff work with families to provide referrals, resources, and services that address the needs of families and conduct follow up to ensure effectiveness of services.

*The program must have signed Memoranda of Understanding with health, mental health, and dental partners specifying the process for referral.

*Workshops and training are offered to parents on a regular basis on topics related to child health, dental care, mental wellness, and healthy lifestyles.

*Parents will be educated about kindergarten transition and engaged in collaboratively developing a transition plan for their child.

EXAMPLE

*Align with the components of the ISBE Family Engagement Framework and the Head Start Parent, Family, and Community Engagement Framework. The ISBE Family Engagement Framework can be viewed at: https://www.isbe.net/Pages/Family-Engagement-Framework-Guide.aspx. The Head Start Parent, Family, and Community Engagement Framework can be found at: http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf.

*Parents/guardians are encouraged to participate in an established Parent Advisory Council, with the purposes of distributing prorammatic information, assisting parents/guardians in keeping informed of and understanding program policies and procedures, and providing an arena for parents/guardians to make substantive suggestions and/or express concerns, specific to the Preschool for All Expansion program. Parents will also have opportunities to participate in a variety of leadership opportunities throughout the year.

The following additional practices are recommended for Preschool for All Expansion programs:

* The program develops and implements a written parent/guardian involvement plan.
* The program provides information to parents/guardians on the educational rights of their children experiencing homelessness.
* The program encourages parents/guardians and families to make decisions regarding their parenting skills and their children's development.
* A schedule of child/parent events is provided.
* The program recognizes that both mothers and fathers play an essential role in their children's development and encourages both mother/female and father/male involvement in children's lives.
* Home visits are scheduled at least annually.
* The program has a lending library for parents/guardians.
* The program has a toy/book lending library for children.
* The program has a newsletter.

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4. Community Collaboration

Goal: Children and families will receive all services needed through a seamless and unduplicated system.

Preschool for All Expansion programs must have collaborative partnerships that combine high-quality education and care for preschool that meet the following requirements:

* The program has a comprehensive written plan outlining collaboration with members of the local community that serve young children and families.
* The program has a written agreement with the local Head Start. The written agreement should reflect that discussion has taken place regarding strategies based on practice and research that have proven to support children's school success. Refer to sample MOU for additional guidance: https://www.isbe.net/Pages/Preschool-Development-Grant-Expansion-Grant.aspx

EXAMPLE

Additional Requirements for Preschool for All Expansion programs:

* The program has a partnership with the local Head Start and actively collaborates through regular communication, coordination of services, and joint activities, where possible. At a minimum, the programs should meet twice annually.
* The program actively participates in local collaboration groups, to improve outcomes for all children and families.
* The program has an active partnership and regular communication with regional DCFS and McKinney-Vento liaisons to provide services to enrolled homeless families and those involved in the child welfare system.
* The program maintains active linkages to community social service resources, including housing services, adult literacy and education programs, financial asset building services, domestic violence and substance abuse, and cultural resources to address family needs and provide children and families with opportunities to engage in cultural and social enrichment.

The following additional practices are recommended for Preschool for All Expansion programs:

- The program is structured to minimize transitions for participating children. Whenever possible, children whose families need child care are served in a single setting for the entire length of the day the family needs them to be in care.
- The program collaborates with the Homeless Education Liaison in the area. To find a local liaison, see:http://webapps.isbe.net/homelesschildliaison/

Table B below describes **guidance**. It does so for the roles of local community collaborations and direct service providers in relation to key aspects of system building. Local collaborations and direct service providers should support each other and should be well-integrated, in order to achieve the state's vision of every child entering kindergarten safe, healthy, ready to succeed, and eager to learn.

Table B		
Aspects of EC System Building	**Column A: Role of Local Collaboration**	**Column B: Role of Service Provider**

Pipeline of services	- Coordinate activities to reduce duplication of effort or intake - Recruit and engage with other local child- and family-serving programs (beyond EC programs, e.g., housing, child welfare) - Participate in systems development efforts, such as coordinated intake or pipeline development (0-3 > 3-5 > K) - Disseminate state-level templates for consent forms that enable local programs to make "warm referrals" - Adopt referral systems that improve families' access to services (such as the G3PS system currently being piloted in selected AOK Networks) - Identify any areas of targeted need	- Participate in information-sharing and cross-training across sectors and programs - Assess families' needs and know how to effectively refer them to a range of local comprehensive services - Participate in systems development efforts, such as coordinated intake or pipeline development (0-3 > 3-5 > K) - Put in place consent forms and procedures that support a "warm referral system" to make referrals and transitions more successful for families - Engage families in understanding the continuum of services and how to access them - Ensure that high risk families are served and that programs are reasonably full
Systems building	- Bring together local/organizational leaders from key systems to address barriers and support effective local systems - Hold vision of what local EC system should look like - Develop and implement cross-sector strategies to achieve system outcomes - Diffuse knowledge througout local cross-sector organizations	- Identify barriers faced by families and providers in trying to obtain comprehensive services for the family - Participate in cross-sector collaboration meetings and workgroups and provide feedback from program experience - Participate in the development of system building strategies
Data sharing and analysis	- Gather and compile locally-desired data from local providers and share with stakeholders - Use local data to guide local planning and measure collaborative progress	- Share available aggregated program data and trends with the local collaboration, such as the following service utilization data: - Number of slots available vs. utilized - Number of developmental/SE screenings - Number of children referred to E.I. services - Number of IEP recipients at kindergarten that did not receive E.I. services - Number of new DCFS wards
Policy advocacy (feedback loop)	- Communicate local cross-sector experience, concerns, barriers, questions, successes to region/state - Provide accurate and timely information to local providers and others	- Collect and communicate program and system experience, concerns, opportunities, barriers, questions, successes to local collaborations - Provide accurate and timely information to program staff and families
Public and parent engagement	- Participate in developing shared messaging - Engage parents, transmit message to parents - Create and use structures that engage parents as leaders (e.g. parent councils) - Coordinate parent leadership development activities	- Participate in developing shared messaging - Engage parents, transmit message to parents - Engage parents in leadership roles in the program/agency
Quality improvement	- Bring programs together to discuss their experiences with reflective practice and continuous quality improvement - Communicate promising practices to region/state	- Implement program with model fidelity and continuous quality improvement - Participate in state efforts such as ExceleRate - Participate in shared lessons learned and best practices

EXAMPLE

Resource development	- Leverage the private sector, including community foundations, corporate giving, and United Way - Coordinate rapid response to funding opportunities or funding cuts	- Participate in collaborative discussions to engage the private sector - Blend and braid available funding to implement services that match families' needs
Workforce development	- Form and support local professional development cohorts within sectors (e.g., ExceleRate cohort) - Coordinate local trainings to maximize outreach and minimize duplication of effort	- Promote professional development opportunities among program staff, supervisors, and administrators and leadership

Programs should collaborate with other programs in their community that serve children ages three to five in order to identify and enroll eligible participants for the Preschool for All Expansion program. Individual communities may be at different places on a continuum of implementing coordination strategies. Ways of coordinating across programs and sectors include, but are not limited to:

A. **Shared or mutual referrals:** participating programs use a shared set of protocols and/or a shared form to refer families to each other's services.

B. **Coordinated Intake:** a collaborative process that provides families with a shared screening process and coordinated points of entry for programs serving young children and their families within a defined community. The main components include:

   i. Coordinated and joint outreach.
   ii. A shared form and shared procedures for intake or eligibility screening, used by all participating programs.
   iii. Coordination of referrals: referrals can come from different entities. Often one entity is identified as a coordinating entity that will collect all intake forms, track, and when applicable, assign referrals and follow-ups.
   iv. Regular meetings of the participating programs to review progress and to troubleshoot and improve the referral system.

C. **Referral pipeline:** connects children and families with the highest needs to high quality early childhood programs, social service providers, medical and dental services, job training programs, and other community resources to meet family needs. These connections are made possible through strong collaboration among community partners leveraging a shared vision and are available and accessible in the places and spaces where families already connect. An effective pipeline may include talking points, tracking systems, and small experiments to engage strong communication and referral linkages between non-EC programs and EC programs. Pipelines should be "bi-directional," meaning that non-EC partners should refer to EC partners, and EC partners should refer to non-EC partners.

D. **Continuous early childhood services:** smooth transitions between early childhood programs (i.e., from 0-3 to 3-5 to kindergarten, etc.), and aligned, high-quality programming in all of those settings, resulting in children's readiness for school and for life. Through enrollment pipelines into continuous early childhood services, children with the highest needs are identified and enrolled in appropriate services as early as possible, and continue in high quality early education through third grade.

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5. Staff Requirements

Goal: Staff will have the knowledge and skills needed to assist children in reaching their full potential as learners.

Preschool for All Expansion staff must hold appropriate licensure, endorsement, and/or qualifications for the position for which they are hired and meet the following requirements:

- 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).
- Preschool for All Expansion/Early Childhood Special Education (ECSE) blended classroom teachers must hold current, PEL with ECE endorsement AND ECSE approval. Programs should refer to the "Inclusion Model" guidance document (see link below) to ensure the teacher(s) is/are appropriately licensed. https://www.isbe.net/Documents/Inclusion%20Models%20Color.pdf
- 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).
- Teachers of children ages 3-5 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), as applicable.
- By July 1, 2017, directors of child care centers offering preschool programs funded under Section 2-3.71 of the School Code and this Part shall have either:
    * a minimum of a baccalaureate degree in child development or early childhood education or the equivalent (i.e., baccalaureate in any discipline with a minimum of 24 semester hours of credit in child development, early childhood education, or early childhood special education, including relevant field experience) and a Gateways to Opportunity Level II or III Illinois Director Credential issued pursuant to Section 10-70 of the Department of Human Services Act [20 ILCS 1305/10-70] (see link below); http://www.ilgateways.com/en/credentials
    * or meet the requirements of subsection (c)(9)(E).
- By July 1, 2017, directors of preschool programs funded under Section 2-3.71 of the School Code and this Part and administered by school districts shall hold a professional educator license endorsed for principal or general administrative issued under 23 Ill. Adm. Code 25.337 (Principal (2013)) or 25.335 (General Administrative (Through August 31, 2014)), respectively.

Additional Requirements for Preschool for All Expansion:

- Teaching staff salaries are comparable to local K-12 teaching staff salaries. School district salary scales are publicly available documents and should be consulted to determine the appropriate starting salary for teachers, based on level of education.
- Program shall employ at least one instructional leader (master teacher, curriculum coordinator, or education

EXAMPLE

coordinator) with a bachelor's degree in child development or early childhood education and specific early childhood expertise and expertise in serving culturally and linguistically diverse children for every 10 classrooms.

- Program shall employ at least one parent educator, serving a maximum caseload of 100 children, with experience in child development, early childhood education, social work, or a related field required.
- Classroom teachers and school/center-level leadership participate on the Parent Advisory Council.

The following additional practices are recommended for Preschool for All Expansion programs:

- The administrator and all program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing, and implementing them.
- The program has written personnel policies and job descriptions on file.
- The program offers opportunities and resources for staff to share and consult with others regularly.
- Paraprofessionals hired to work in the Preschool for All Expansion program have at least 12 hours of coursework in Early Childhood Education, and 10 hours of ECE observation or 200 hours of documented ECE work experience.

Review Licensure Rules at: https://www.isbe.net/Pages/Educator-Licensure-Legislation.aspx

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EXAMPLE

6. Professional Development

Goal: Staff will continue to gain skills and knowledge, based on current research and best practices, to improve outcomes for children and families.

Definition of professional development: activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of children.

Preschool for All Expansion must offer professional development for staff that meets the following requirements:

* Professional development needs and interests of each staff member within the program are determined. This information may be obtained through an annual staff survey, program monitoring, or a staff member's individual evaluation.
* An annual written plan that addresses each staff member's professional needs and interests is developed. Professional development opportunities may include, but are not limited to: district or agency in-service/training, outside consultants, book studies, webinars, coaching, professional learning communities, classroom observations, or graduate courses. Professional development should relate to early childhood content.
* Plans are created collaboratively with staff member and administrator in order to reflect both professional interests and professional needs. In order to enable staff to achieve the purpose and goals of the Preschool for All Expansion program, staff development needs must be assessed and appropriate ongoing professional development activities provided.

EXAMPLE

Additional Requirements for Preschool for All Expansion:

* Teaching staff members receive training annually on program's selected screening tools, curriculum, and assessment tool.
* The instructional leader provides embedded professional development and implements a professional learning community focused on instructional excellence. The leader develops, cultivates, and maintains a professional learning community across classroom instructional staff.

Examples of Key activities for Instructional Leaders:

Curriculum

- Ensure that the program selects a high-quality curriculum in alignment with the Illinois Early Learning and Development Standards.

- Manage program implementation of selected curriculum, assessment tool, and any supplemental materials. Align program practices and standards to support quality implementation.

- Coordinate teacher training and professional development on selected curricula.

- Provide support to classroom education staff in creating lesson plans that are faithful to the curriculum and developmentally appropriate. Review lesson plans and provide teachers with timely feedback and recommendations.

Professional Development

- Collaborate with classroom education staff to develop individual professional development plans for each

staff member.

- Identify professional development opportunities offered by funders, regional professional development providers, and others that align to teaching staff goals and needs.

- Develop and facilitate a professional learning community focused on instructional excellence.

Observation and Coaching

- Conduct regular observation in all assigned classrooms and maintain records.

- Engage education staff in individual and group reflective coaching to discuss observations and develop a plan to strengthen challenging areas and build on areas of strength.

- Support peer observation and learning between classrooms/sites.

Instructional Quality

- Participate in professional development opportunities, including workshops and conferences, to bring new and emerging best practices into the program.

- Identify resources and materials that will support instructional quality and integrate them into program practices.

- Develop internal systems and procedures that advance instructional quality. Program shall employ at least one parent educator, serving a maximum caseload of 100 children, with experience in child development, early childhood education, social work, or a related field required.

The following additional practices are recommended for Preschool for All Expansion programs:

* Administration and staff participate in professional development training, internal and external, related to providing services to children with IEPs in the regular early childhood classroom and supporting families through the identification and evaluation process.
* The program's professional development plan addresses issues of language and cultural diversity within the program.

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EXAMPLE

7. Evaluation

Goal: The evaluation will provide critical data and information that is used for continuous program improvement.

Preschool for All Expansion programs must have a written, annual program evaluation and continuous quality improvement plan that meets the following requirements:

- A local evaluation that provides critical data and information to the local program on the performance of each child/family, as well as on the quality of the implementation of the required components.
- The program uses the data and information for continuous program improvement to lead to better family outcomes. Procedures are in place to use evaluation data to inform continuous program improvement, including who will review the data and on what schedule. Program improvement plans are developed and their implementation is periodically reviewed.

EXAMPLE

The following additional practices are recommended for Preschool for All Expansion programs:

- Measurable outcomes for children participating in the program are used in the evaluation.
- Measurable outcomes for family participation are used in the evaluation.
- The effectiveness of native and English language instruction is assessed.

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Indirect Costs Information

Indirect Cost Rate: In accordance with a Delegation Agreement between the United States Department of Education and the Illinois State Board of Education (ISBE), and pursuant to its authority under the Grant Accountability and Transparency Act (GATA) and administrative rules, the Governor's Office of Manamgement and Budget has granted ISBE an exception to the federal Uniform Guidance and GATA regarding the determination of indrect cost reates which may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE.

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

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

Indirect cost rates will appear on the Budget Detail page, lower right side of the page, when the rates for FY18 are available. Indirect costs may not be claimed until the indirect cost rate is available. At that time, successful applicants will be able to amend the proposal and claim indirect costs as appropriate and approvable.

EXAMPLE

N

Illinois State Board of Education

eGMS - Grants Application

Spell Check

Applicant Information

Instructions

A. Program Contact Person:

Last Name* | First Name* | Middle Initial

Address 1*

Address 2

City* | State* | Zip + 4 *

Phone* | Extension | Fax

Summer Phone * | Extension | Email*

EXAMPLE

Was the proposal written by an external grant writer (not employed by applicant)?

○ Yes ○ No

If yes, please list name of grant writer(s):

☐ Check to indicate that the contact person for the budget is the same as the program contact person identified above.

Budget Contact Person:

Last Name | First Name | Middle Initial

Address 1

Address 2

City | State | Zip +4

Phone | Extension | Fax

Summer Phone | Extension | Email

B. Type of Agency:*

- School District
- Regional Office of Education
- Higher Education Institution
- Community-Based Organization
- Child Care Center, Not-For-Profit
- Child Care Center, For-Profit
- Faith-Based Organization
- Other (specify):

C. Prioritization Categories (Indicate only one of the following program categories):*

1. Serving primarily at-risk children (as defined on the Background page)
2. Serving primarily children from families who meet income guidelines (as defined on the Background page)
3. Other (children who do not qualify under either category 1 or 2)

D. Home Language Survey:*

Yes / No Does your district/agency administer the home language survey?

E. Memo of Understanding:*

Yes / No Do you have a Memorandum of Understanding (MOU) with your local Head Start agency?

EXAMPLE

F. Preschool Homeless Plan:*

Yes / No Does your District/Agency/ROE have a Preschool Homeless Plan on file?

G. Programs Monitoring

Programs will be monitored every 3-4 years using the ISBE Compliance Checklist and the ECERS-3 for quality.

Activity Period:

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

Grant Period:

Begin Date: September 18, or the submission date of the original application, whichever is later

End Date: 06/30/2018

District Comments:

Use this text area for any needed explanations to ISBE regarding this program.

(0 of 1500 maximum characters used)

*Required field

Save Page

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EXAMPLE

Spell Check

Amendments

Use this page to report any amendment details. If this is an Initial application, you still need to respond to the first question, save the page and continue completing your application.

Is this an Original application or Amended application? *

○ Original Application ○ Amended Application

☐ Amendment Number

Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)

(0 of 1500 maximum characters used)

EXAMPLE

*Required field

Save Page

N

Joint Agreement Instructions

○ Yes ○ No Is this application submitted as a joint agreement?* If yes, complete this page. If no, save page and continue to the next page. (A Joint Application is defined as one grant project application submitted to the Illinois State Board of Education by a designated administrative district on behalf of two or more school districts or entities.)

Please note that the joint agreement including signatures of the authorized official from each participating school district/entity must be kept on file by the administrative agent of the joint agreement. Provide the requested information below for each participating school district/entity. Provide the name of the authorized official who signed the joint agreement.

EXAMPLE

Region-County-District-Type Code
Name of District/Entity
Name of Authorized Official
City
County

Region-County-District-Type Code
Name of District/Entity
Name of Authorized Official
City
County

Region-County-District-Type Code
Name of District/Entity
Name of Authorized Official
City
County

Region-County-District-Type Code
Name of District/Entity

Name of Authorized Official	
City	
County	

Region-County-District-Type Code	
Name of District/Entity	
Name of Authorized Official	
City	
County	

*Required field

Add Additional Entries | Save Page

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EXAMPLE

Spell Check

School Districts, ROEs, and other Sites that are Exempt from DCFS Licensure

Instructions

Exempt sites include school districts, ROEs, and other exempt public entities. For more information on exempt sites, see the DCFS webpage

○ Yes ○ No Will funds in this application be used for any sites that are exempt from DCFS licensure?* If yes, complete this page for all exempt sites. If no, save the page and continue to the next page.

○ Yes ○ No Will grant funds be used to pay rent for any site?

Name of Exempt Site

Number of ISBE funded PFA Students to be Served at this Site in THIS fiscal year

Street Address | City | County | Zip Code + 4

EXAMPLE

Name of Exempt Site

Number of ISBE funded PFA Students to be Served at this Site in THIS fiscal year

Street Address | City | County | Zip Code + 4

Name of Exempt Site

Number of ISBE funded PFA Students to be Served at this Site in THIS fiscal year

Street Address | City | County | Zip Code + 4

Name of Exempt Site

Number of ISBE funded PFA Students to be Served at this Site in THIS fiscal year

Street Address | City | County | Zip Code + 4

Name of Exempt Site | Number of ISBE funded PFA Students to be Served at this Site in THIS fiscal year

Street Address | City | County | Zip Code + 4

*Required field

Add Additional Entries | Save Page

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EXAMPLE

Illinois State Board of Education

eGMS - Grants Application

Spell Check

Child Care Centers and Other Sites Required to Have DCFS Licensure

Instructions

○ Yes ○ No Will funds in this application be used for any sites that are required to have DCFS licensure?* If yes, complete this page for all sites receiving funds for this program that are required to have DCFS licensure. If no, save the page and continue to the next page.

○ Yes ○ No Will grant funds be used to pay rent for any site?

Name of Site

Number of ISBE funded PFA Students to be Served in THIS fiscal year

Street Address

City

County

Zip Code + 4

DCFS License Number

Expiration (mm/dd/yyyy)

EXAMPLE

Name of Site

Number of ISBE funded PFA Students to be Served in THIS fiscal year

Street Address

City

County

Zip Code + 4

DCFS License Number

Expiration (mm/dd/yyyy)

Name of Site

Number of ISBE funded PFA Students to be Served in THIS fiscal year

Street Address

City

County

Zip Code + 4

DCFS License Number

Expiration (mm/dd/yyyy)

Number of ISBE

Name of Site

funded PFA Students to be Served in THIS fiscal year

Street Address

City

County

+ 4Zip Code

DCFS License Number

Expiration (mm/dd/yyyy)

Name of Site

Number of ISBE funded PFA Students to be Served in THIS fiscal year

Street Address

City

County

+ 4Zip Code

DCFS License Number

Expiration (mm/dd/yyyy)

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*Required field

Add Additional Entries | Save Page

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EXAMPLE

Illinois State Board of Education

eGMS - Grants Application

Spell Check

Evidence of Existing Competencies

Instructions

1. ○ Yes ○ No **Is this application being submitted by an entity other than a public school district? ***

2. ○ Yes ○ No **Is this a joint application?***

* Required field

Save Page

N

EXAMPLE

Spell Check

Proposal Abstract

Instructions

Summarize the proposed program, including outcomes. Briefly describe the overall objectives and activities of the program. Please explain specifically what types of services are being requested. *

(0 of 3000 maximum characters used)

* Required Field

Save Page

N

Early Childhood Accreditation and Proposed Program Information Instructions

Early Childhood Accreditation

Please indicate which of the following early childhood accreditations you have achieved. Check all that apply.

○Yes	○No	The center accreditation of the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC)*
○Yes	○No	The center accreditation of the National Early Childhood Program Accreditation (NECPA) Commission of the National Child Care Association (NCCA)*
○Yes	○No	The family child care accreditation of the National Association for Family Child Care (NAFCC)*
○Yes	○No	The school-age accreditation of the National School-Age Child Care Alliance (NSACA)*
○Yes	○No	The center accreditation of the National Accreditation Commission for Early Care and Education Programs (NAC) of the National Association of Child Care Professionals (NACCP)*
○Yes	○No	ExceleRate Illinois Quality Recognition and Improvement System (QRIS) Award of Excellence. Check all that apply.*

- ☐ Preschool Teaching and Learning
- ☐ Infant and Toddler Services
- ☐ Family and Community Engagement
- ☐ Inclusion of Children with Special Needs
- ☐ Linguistically and Culturally Appropriate Practice

○Yes	○No	ExceleRate Illinois Quality Recognition and Improvement System (QRIS) - Gold Circle*
○Yes	○No	ExceleRate Illinois Quality Recognition and Improvement System (QRIS) - Silver Circle*
○Yes	○No	ExceleRate Illinois Quality Recognition and Improvement System (QRIS) - Bronze Circle*
○Yes	○No	ExceleRate Illinois Quality Recognition and Improvement System (QRIS) - Licensed*

EXAMPLE

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*Required field

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Spell Check

Project Need/Population to Be Served

Instructions

Please save the page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

Statement of Need

The proposal must document the need for the Preschool for All Expansion program in the community. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside.

1. Provide a description of community characteristics that may include, but need not be limited to: *
   - educational and income levels of parents/guardians;
   - employment conditions;
   - rates of infant mortality, birth trauma, low birth weight, or prematurity;
   - the district's rate of dropouts, retention, truancy, teenage pregnancies, and homeless students;
   - the number of families where a language other than English is spoken;
   - the number of families considered immigrant or refugee;
   - rates of poverty, child abuse, and neglect;
   - the prevelance of homelessness as defined by Title X, Part C, McKinney-Vento Homeless Education Assistance Act. Review definition at: Homeless Definition
   - information regarding drug/alcohol abuse;
   - information regarding military families; and
   - the number of children served through Early Intervention.

EXAMPLE

(0 of 7500 maximum characters used)

2. 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 address how the priority populations in Table A will be served within the community.*

(0 of 7500 maximum characters used)

Save Page

Population to be Served

The proposal must indicate the population to be served.

1. Describe the comprehensive recruitment strategy designed to identify and enroll the children who are most at-risk, including the recruitment plan, waiting list process, and community outreach.*

(0 of 7500 maximum characters used)

2. Indicate the geographic area to be served by the Preschool for All Expansion program.*

(0 of 2500 maximum characters used)

3. Indicate the estimated number of children and/or families to be enrolled.*

(0 of 2500 maximum characters used)

4. Provide additional information needed to describe the population to be served. (OPTIONAL)

(0 of 7500 maximum characters used)

* Required field

EXAMPLE

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Spell Check

Screening Process to Identify Eligible Participants Who Are At-Risk

Instructions

Please save the page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

Screening should be conducted on a community-wide basis and developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, Prevention Initiative, Early Intervention, Child and Family Connections, and Child Find).

Applicants must use a research-based screening tool. The following points must be included in the narrative:

1. Identify the criteria to determine at what point performance on the screening instrument indicates that children are at risk of academic failure as well as to address other environmental, economic, and demographic information that indicates the likelihood that the children would be at-risk. Explain how the screening instruments and activities are related to and measure the child's development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development.*
   (0 of 7500 maximum characters used)

2. Describe the procedures to be used to include a parent/guardian interview (to be conducted in the parents'/guardians' home/native language, if necessary). This interview should be designed to obtain a summary of the child's health history and social development, and may include questions about the parents'/guardians' education level, employment, income, and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.*
   (0 of 7500 maximum characters used)

3. Describe how the vision and hearing screening, in accordance with 77 Ill. Adm. Code 685 (Vision Screening) and 77 Ill. Adm. Code 675 (Hearing Screening), will be provided.*
   (0 of 7500 maximum characters used)

4. Describe how the written parental permission for the screening, as required by Section 2-3.71(a) of the School Code, will be obtained and how the results of the screening will be shared with the parents/guardians.*
   (0 of 7500 maximum characters used)

5. Describe your prescribed screening procedures for each student identified through the Home Language Survey as having a language background other than English to determine English language proficiency.*
   (0 of 7500 maximum characters used)

Save Page

6. Describe the procedures to be used to include teaching staff in the screening process. Results of the screening must be made available to the Preschool for All Expansion teaching staff.*
   (0 of 7500 maximum characters used)

7. Describe the weighted eligibility criteria to be used by the program to prioritize children who are most at risk of academic failure to determine eligibility, addressing the priority populations determined by the state. Describe additional risk factors which will be used that reflect the community to be served and how they will be weighted to ensure that the children most at risk of academic failure are enrolled.*
   (0 of 7500 maximum characters used)

EXAMPLE

8. Describe the method for collecting and reviewing proof of family income to determine eligibility and priority points.*
   (0 of 7500 maximum characters used)

9. Describe the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program.*
   (0 of 7500 maximum characters used)

10. Describe how the program plans to actively seek out and enroll children with special needs to be served in the classroom.*
    (0 of 7500 maximum characters used)

11. Address in detail any areas of recommended practices that will be implemented by the program.*
(0 of 7500 maximum characters used)

Save Page

12. Check all components of your Preschool for All Expansion identification / screening process: *

- ☐ Written permission of parent/guardian
- ☐ Parent/guardian interview containing child's health and family history
- ☐ Vision and hearing screening
- ☐ Screening instrument

  Check all that apply:
  - ☐ Ages and Stages
  - ☐ Brigance Preschool Screening
  - ☐ Denver Developmental Screening II
  - ☐ DIAL (Developmental Indicators for the Assessment of Learning)
  - ☐ Other (List name):

EXAMPLE

13. Check each criterion that is used to determine at-risk factors: *

- ☐ Weighted criteria to assess eligibility
- ☐ Child of active duty military personnel
- ☐ Child has chronic illness
- ☐ Domestic violence
- ☐ Employment status of parent or guardian
- ☐ Failure to thrive
- ☐ Family is homeless
- ☐ Foster home
- ☐ Household income is low
- ☐ Low birth weight
- ☐ Multiple births
- ☐ Multiple siblings under six
- ☐ Other school age siblings are experiencing academic difficulty
- ☐ Parent or guardian has been involved with the justice system
- ☐ Parent or guardian has chronic illness
- ☐ Parent or guardian has not completed high school
- ☐ Premature birth
- ☐ Primary language other than English
- ☐ Referral from a social service agency
- ☐ Single parent
- ☐ Substance abuse in the family
- ☐ Teenage parent
- ☐ Other:

*Required field

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EXAMPLE

Spell Check

Appropriate Educational Program, Part 1

Instructions

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Each Preschool for All Expansion classroom must offer an appropriate education program for those children who participate. The education program that is established must include a language and literacy development component for each child based on the child's individual assessment. In addition, there should be collaboration with other services and resources available in the community. The staff-child ratio may not exceed one (1) adult to ten (10) children. No more than twenty (20) children may be served in a single classroom. The maximum number of children should be served in each classroom.

The following points must be included in the narrative:

1. Provide the facility information for all sites containing Preschool for All Expansion classrooms (e.g., owner's name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable.*
   (0 of 7500 maximum characters used)

2. Describe how the services to be provided are aligned with the IELDS. (Note: Applicants should describe how their program addresses each area of the standards, rather than simply restating the standards in their proposal).*
   (0 of 7500 maximum characters used)

3. Describe the research-based curriculum to be used and how it is developmentally appropriate for each child and addresses the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social. Include a description of how the results of the individualized assessment profile for each child will be the basis for determining that child's education program and how a language and literacy development program will be implemented for each child based on that child's individual assessment. Also describe how the curriculum aligns to the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition."*
   (0 of 7500 maximum characters used)

4. Describe the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for routinely sharing this information with parents/guardians. Include a description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs.*
   (0 of 7500 maximum characters used)

5. Describe how transition plans will be developed and shared with parents/guardians. Explain how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program.*
(0 of 7500 maximum characters used)

6. Explain when snacks and meals will be provided within the daily schedule.*
(0 of 7500 maximum characters used)

Save Page

7. Describe how special education supports and services are provided within the Preschool for All Expansion program and the service delivery model(s) used.*
(0 of 7500 maximum characters used)

8. Describe provisions to be made to allow for the continued participation of children of homeless families in the program in instances where children move outside the immediate area.*
(0 of 7500 maximum characters used)

9. Describe your program's supports for English Learners and indicate the classroom models to be utilized to support the preschool English Learners. List teacher endorsements, if applicable.*
(0 of 7500 maximum characters used)

10. Describe what strategies will be implemented to reduce and ultimately eliminate expulsion and suspension.*
(0 of 7500 maximum characters used)

11. Describe how the program plans to align within a birth-through-third grade continuum of services, addressing at least one of the 8 areas for potential alignment--community partnerships, comprehensive services, family engagement and parent leadership, data-driven improvement, supported transitions, aligned assessments, aligned curriculum and instruction, and joint professional development.*
(0 of 7500 maximum characters used)

12. Please indicate the hours of operation for your program and explain the rationale used to determine them.*
(0 of 7500 maximum characters used)

Save Page

13. Describe the research-based Social Emotional Learning (SEL) curriculum to be used, as well as how you will ensure your program implements this curriculum with fidelity.*
(0 of 7500 maximum characters used)

EXAMPLE

14. Describe the plan to integrate physical activity into the curriculum and how it aligns with the Illinois Early Learning and Development Standards Physical Development and Health domain.*
(0 of 7500 maximum characters used)

15. Describe the plan to provide comprehensive services to support the development of the whole child. The plan should ensure that each child receives a dental screening, any necessary medical treatment or immunizations, and a mental health screening.*
(0 of 7500 maximum characters used)

16. Describe the plan to provide mental health services to children and families, including observations, consultation, and referral.*
(0 of 7500 maximum characters used)

17. Describe the plan for children with IEPs to have services integrated across the school day with accommodations provided for the children to access the environment. Describe how special education supports and services will be provided in the classroom and embedded within the routines of the day, including what inclusion model the program will utilize (co-teaching, itinerant, dually certified teacher).*
(0 of 7500 maximum characters used)

18. Address in detail any areas of recommended practices that will be implemented by the program.*
(0 of 7500 maximum characters used)

*Required field

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EXAMPLE

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Appropriate Educational Program, Part 2 Instructions

A program serving primarily at-risk children is one that has 80 percent or more of the enrolled children identified as being at risk of academic failure.

1. [ ] Total number of children to be served who meet the guidelines for Preschool for All Expansion (whose family income is at or below 200% Federal Poverty Level; and age 4, but not yet 5, by September 1)*
   NOTE: Programs must enroll at least 50% of children who meet these guidelines.
2. [ ] Number of children to be served who do not meet the guidelines for Preschool for All Expansion*
3. [ ] Total number of children to be served in the upcoming year with these grant funds (#1 + #2 above)*
4. [ ] Estimated number of children who have an Individual Education Plan (IEP)*
5. [ ] Number of children on a waiting list*

6. ○ Yes ○ No Does the program operate full-day sessions?
   [ ] Number of full-day sessions(provided in a single day)
   [ ] Hrs [ ] Min Length of the full-day session
   ○ Yes ○ No Are all children served 5 days per week?
   [ ] Days If no, how many days per week are children served?
   ○ Yes ○ No Are 3 and 4 year olds served in the same classroom?
   ○ Yes ○ No Does the program provide a nutritious meal aligned to USDA guidelines for children participating in the full-day program?
   ○ Yes ○ No Are any of the full-day sessions new this fiscal year?
   [ ] If so, how many?

EXAMPLE

7. [ ] Indicate the number of days for annual teacher attendance
8. [ ] Indicate the number of days for annual student attendance
9. ○ Yes ○ No The program is aligned with the Illinois Early Learning and Development Standards.
10. Research Based Curriculum (Check all that apply.)
    - ☐ Creative Curriculum
    - ☐ High Scope
    - ☐ Other (List name) [ ]
11. Research Based Assessment (Check all that apply.)
    - ☐ COR
    - ☐ Teaching Strategies GOLD
    - ☐ Work Sampling Illinois
    - ☐ Other (List name) [ ]
12. ○ Yes ○ No Program has an education plan on file for each child.
13. Daily Schedule: Indicate the number of minutes spent on each activity for full-day sessions.*

Daily Time Allotment (in minutes)	Setting	Description
[ ]	Whole Group	teacher initiated activities like singing, book reading, when all children are participating in activity

	Breakfast/lunch/snack	served as a whole group
	Interest center/free play	children are able to select what and where they play or learn; include additional time for snack if served as a center activity
	Gross Motor	large muscle activities, outdoors whenever weather permits
	Small Group	small group activities that are teacher-organized
	Rest/quiet time	programs longer than 4 hours must offer a rest time or a quiet activities
	Toileting and transitions	toileting, standing in line, waiting between activities and clean up
	Total Minutes in Daily Schedule	

14. ○ Yes ○ No The program has written procedures for transitioning children who are age-eligible for kindergarten into school upon leaving the prekindergarten program.

15. ○ Yes ○ No A written plan and annual program evaluation, based upon self-assessment, will be available for review upon request.

Calculate Totals Save Page

N

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EXAMPLE

Illinois State Board of Education

eGMS - Grants Application

Spell Check

Parent Education and Involvement

Instructions

Please save the page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

Preschool for All Expansion must offer appropriate parent/guardian education and involvement services that address communication, parent education, student learning, involvement, decision-making, and advocacy. Parent/guardian education activities requiring substantial parent/guardian participation must occur.

The following points must be included in the narrative:

1. Describe the activities that will ensure that communication between home and the Preschool for All Expansion program will be regular, two-way, meaningful, and, when appropriate, in the parents'/guardians' native language.*
   (0 of 7500 maximum characters used)

2. Describe educational activities that will promote and support parenting skills.*
   (0 of 7500 maximum characters used)

3. Describe activities that will ensure that parents/guardians play an integral role in assisting student learning and how parental involvement will be encouraged.*
   (0 of 7500 maximum characters used)

Save Page

4. Describe how the program will ensure that parents/guardians are full partners in the decisions that affect children and families, including how the program will encourage parents/guardians and families to make decisions regarding their parenting skills and their children's development.*
   (0 of 7500 maximum characters used)

5. Describe the family activities, such as workshops, field trips, and child/parent events that will be provided. Include a schedule for the activities proposed.*
   (0 of 7500 maximum characters used)

6. Describe the process for developing or updating a mission statement based on shared beliefs of parents/guardians, families, staff members, and community representatives.*
   (0 of 7500 maximum characters used)

7. Address in detail any areas of recommended practices that will be implemented by the program.*
   (0 of 7500 maximum characters used)

Save Page

8. Describe the job description, roles, and responsibilities of the parent educator and how they will support parent engagement in the program as well as lead parent education and family support efforts.*
   (0 of 7500 maximum characters used)

9. Describe how families are connected to a medical and dental home to ensure regular access to care and follow-up.*
   (0 of 7500 maximum characters used)

10. Describe how the program will work with families to provide referrals, resources, and services that address the needs of families and monitor effectiveness of services. Please address how Memoranda of Understanding will be obtained for health, mental health, and dental partners.*
    (0 of 7500 maximum characters used)

11. Describe activities that will promote learning from experts in the areas of child medical and dental health, mental wellness, and family strengthening.*
(0 of 7500 maximum characters used)

Save Page

12. Describe how the parent/guardian will be educated about transitioning their child to kindergarten and engaged in collaboratively developing a transition plan for their child.*
(0 of 7500 maximum characters used)

13. Describe how the program will align to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family, and Community Framework.*
(0 of 7500 maximum characters used)

EXAMPLE

14. Describe how the program plans to engage parents as leaders and maintain an active Parent Advisory Council and what the role of the council will be in the program.*
(0 of 7500 maximum characters used)

15. Address in detail any areas of recommended practices that will be implemented by the program. *
(0 of 7500 maximum characters used)

Save Page

16. ○ Yes ○ No Will you have Preschool for All Expansion representation on a Parent Advisory Council?

17. Parent/Guardian volunteer opportunities (Check all that apply):*

- ☐ Classroom activities
- ☐ Field trips
- ☐ Preparing classroom materials
- ☐ School functions (e.g., reading night)
- ☐ Other (Describe):

18. Progress reporting to parents/guardians (Check all that apply):*

- ☐ Narrative reports
- ☐ Parent/Guardian Conferences
- ☐ Home visits
- ☐ Other (List):

*Required field

Save Page

N

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EXAMPLE

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Community Collaboration Instructions

Please save this page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

Evidence of collaboration with other agencies must be provided.

The following points must be included in the narrative:

1. Describe how program services and activities to be provided will be coordinated with other community agencies, organizations, and programs in the service area that focus on the education, welfare, health, and safety needs of young children and their families (e.g., Preschool for All, Prevention Initiative, other birth-to-age-3 programs, early childhood special education, Head Start, Title I, child care providers, homeless education liaisons).*
   (0 of 7500 maximum characters used)

2. Describe how the program will actively collaborate with the local Head Start grantee to advance outcomes for at-risk children and families. Upload written agreement with Head Start. Address the plan for regular communication, coordination of services, and joint activities, where possible.*
   (0 of 7500 maximum characters used)

3. Describe how the program will actively participate in local collaboration groups to improve outcomes for all children and families.*
   (0 of 7500 maximum characters used)

Save Page

4. Describe how the program will actively partner with regional DCFS liaisons and McKinney-Vento liaisons to ensure services are provided to homeless families and those involved in the child welfare system.*
   (0 of 7500 maximum characters used)

5. Describe how the program maintains active linkages to community social service resources, including housing services, adult literacy and education programs, financial asset building services, domestic violence and substance abuse, and cultural resources to address family needs, and provide children and families with opportunities to engage in cultural and social enrichment.*
(0 of 7500 maximum characters used)

6. Address in detail any areas of recommended practices that will be implemented by the program.*
(0 of 7500 maximum characters used)

Save Page

7. List the agencies, institutions and federal grant programs that will be collaborating with this program, for example, Title I, special education, Head Start, Department of Human Services, Health Department, libraries, child care centers, park districts, mental health centers, housing authorities, CCRR. Identify the contact person. Describe the nature of the collaboration.List the agencies, institutions and federal grant programs that will be collaborating with this program, for example, Title I, special education, Head Start, Department of Human Services, Health Department, libraries, child care centers, park districts, mental health centers, housing authorities, CCRR. Identify the contact person. Describe the nature of the collaboration.

EXAMPLE

Agency, Institution or Program
Name of Contact Person
Type of Agency or Program
Nature of Involvement

Agency, Institution or Program
Name of Contact Person
Type of Agency or Program
Nature of Involvement

Agency, Institution or Program
Name of Contact Person
Type of Agency or Program
Nature of Involvement

Agency, Institution or Program
Name of Contact Person
Type of Agency or Program

Nature of Involvement

Agency, Institution or Program

Name of Contact Person

Type of Agency or Program

Nature of Involvement

*Required Field

Add Additional Entries | Save Page

N

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EXAMPLE

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Community Partners - Memorandums of Understanding

Complete and upload a completed MOU form for each Community Partner. Should you wish to use the sample form provided in the hyperlink below, download the form and save to your hard drive. Please include the partner's name and date when naming the forms for easy identification.

PreK Expansion Sample MOU Form

Upload

How to Upload a File

Sample file name: SmallvilleCityHealth_10_10_14

Delete Selected Files

Provide any necessary comments or explanations related to uploaded files below.

Save Page

N

EXAMPLE

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Staff Requirements

Instructions

All Preschool for All Expansion staff must hold appropriate licensure, endorsement, and/or qualifications for the position for which they are hired.

The following points must be included in the narrative:

1. Describe the procedures to ensure that all staff employed with Preschool for All Expansion will hold appropriate licensure and endorsements. Evidence of the Educator Licensure status of all staff must be available for review if requested prior to final funding approval.*
   (0 of 7500 maximum characters used)

EXAMPLE

2. Please provide title and brief descriptions of all non-teaching staff positions.*
   (0 of 7500 maximum characters used)

3. Describe a plan to ensure that teaching staff salaries are comparable to the local K-12 salary scale.*
   (0 of 7500 maximum characters used)

Save Page

4. Please explain the plan for hiring of the Instructional Leader and Parent Educator, including FTE and ratio of classrooms and children to be served.*
   (0 of 7500 maximum characters used)

5. Please explain the role that classroom teachers, school and center-level leadership will have with the Parent Advisory Council.*
(0 of 7500 maximum characters used)

6. Address in detail any areas of recommended practices that will be implemented by the program.*
(0 of 7500 maximum characters used)

7. Staff Number and FTE

To complete the number of staff, count each full-time position as 1 and count each part-time position as 1. Number of staff example: 1 full-time teacher plus 1 half-time teacher equals 2 staff.

To complete the full time equivalent (FTE), count full-time staff as 1.00. Count staff who work half days as .50 and staff who work three quarters of a day as .75. FTE example: 1 full-time teacher (1.00) plus 1 half-time teacher (.50) equals 1.50 FTE.

The information on this page must match the staff information on the Budget Detail page.

EXAMPLE

	Program Staff	Number of Staff Paid with Grant Funds	Full-Time-Equivalent Number of Staff Paid with Grant Funds
1.	Professional Educator License (PEL) with Early Childhood Education Endorsement		
2.	Professional Educator License (PEL) with Bilingual Endorsement		
3.	Professional Educator License (PEL) with Early Childhood Education Endorsement and Special Education approval		
4.	Professional Educator License (PEL) with Early Childhood Education Endorsement and Bilingual Approval		
5.	Professional Educator License with ESL Approval		
6.	Professional Educator License with ECE Endorsement and ESL Approval		
7.	Assistant Teacher (Paraprofessional Approval)		
8.	Assistant Bilingual Teacher (Paraprofessional Approval)		
9.	Administrators		
10.	Parent Educator		
11.	Parent Coordinator		
12.	Clerical Staff		
13.	Instructional Leader		
14.	Other (List Title)		
15.	Other (List Title)		
	TOTALS		

* Required Field

Calculate Totals | Save Page

N

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EXAMPLE

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Professional Development

Instructions

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The following points must be included in the narrative:

1. Describe staff development assessment procedures and ongoing professional development activities to be conducted, which should include a description of how the results of the assessment will be used to inform the program's staff development.*
   (0 of 7500 maximum characters used)

2. Explain how professional development will be provided to support continuous quality improvement and professional growth.*
   (0 of 7500 maximum characters used)

EXAMPLE

Save Page

3. Explain the process for collaboratively developing annual written plans addressing each staff member's professional needs and interests.*
   (0 of 7500 maximum characters used)

4. Describe the job description, roles, and responsibilities of the Instructional Leader and how they will provide job-embedded professional development and implement a professional learning community focused on instructional excellence.*
   (0 of 7500 maximum characters used)

5. Address in detail any areas of recommended practices that will be implemented by the program.*
(0 of 7500 maximum characters used)

Save Page

6. Check all the components included in professional development for your staff: *

- ☐ Staff assessment
- ☐ Individual staff development plan
- ☐ Workshops
- ☐ Prekindergarten local/regional/state meetings
- ☐ Professional discussion groups
- ☐ Speakers
- ☐ Visits to other programs
- ☐ District/agency/in-service meetings
- ☐ Targeted trainings
- ☐ Outside consultant
- ☐ Other (List):

*Required field

Save Page

N

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EXAMPLE

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Evaluation

Instructions

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Evidence of a written evaluation must be provided.

The following points must be included in the narrative: *

1. Describe the process to be used to determine whether progress is being made towards successfully implementing the required components of the Preschool for All Expansion programs.*
   (0 of 7500 maximum characters used)

2. Describe the process by which evaluation data will be used to inform continuous program improvement, including who will review the data and on what schedule. Describe how program improvement plans will be developed and how their implementation will be periodically reviewed.*
   (0 of 7500 maximum characters used)

3. Address in detail any areas of recommended practices that will be implemented by the program.*
   (0 of 7500 maximum characters used)

EXAMPLE

*Required field

Save Page

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eGMS - Grants Application

Spell Check

N

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., $2536) **Instructions**

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

Function Code	Object Code	Expenditure Description and Itemization	ExpStateRFP Funds	Delete Row
			0	☐
			0	☐
			0	☐
			0	☐
			0	☐

Create Additional Entries

Total Direct Costs	0
- Capital Outlay Costs	0
Allowable Direct Costs	0
Indirect Cost Rate %	
Maximum Indirect Cost *	0
Indirect Cost	0
Total Allotment	0
Grand Total	0

Allotment Remaining 0

Calculate Totals Save Page

*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.

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EXAMPLE

Spell Check

Indirect Cost Rate as Applied to this Grant Instructions

If indirect costs are requested for reimbursement, select YES and complete the below itemization. If no reimbursement is being requested, select NO, save and continue.

- (•) YES, indirect costs apply to this project and will be requested on the expenditure report
- ( ) NO, indirect costs are not applicable to this application

Worksheet and Narrative:

Describe the costs used to arrive at the amount of indirect costs budgeted. The Indirect Cost Budgeted on the Budget Detail page must be addressed fully, with no difference remaining.

EXAMPLE

Indirect Cost Budgeted 0

Description: In 1,000 characters or less, describe the costs. **Cost**

Salaries, Object 100: Describe the position(s) and correlated salary included in Indirect Costs.

Benefits, Object 200: Describe the benefits, such as TRS, FICA, IMRF, Life Insurance, etc., that are included in Indirect Costs.

Purchased Services, Object 300: Describe the items, such as worker's compensation, unemployment, travel, etc, that are included in Indirect Costs.

Supplies and Materials, Object 400: Describe the items, such as paper, utilities, non-depreciable items, etc, that are included in Indirect Costs.

Total

Difference

Save Page

N

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EXAMPLE

N

Budget (Read Only)

Instructions

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction								
4	2130	Health Services								
7	2210	Improvement of Instruction Services								
10	2300	General Administration								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
17	2560	Food Services								
25	3000	Community Services								
27	4000	Payments to Other Districts and Governmental Units								
28	5000	Debt Services								
29	Total Direct Costs									
30	Approved Indirect Costs X									
31	Total Budget									

EXAMPLE

* *If expenditures are shown, the indirect cost rate cannot be used*
** *Capital Outlay cannot be included in the indirect cost calculation.*

Superintendent Name: Not calling IWAS Web Service

N

Payment Schedule

Instructions

An authorized user must save this page prior to Application Submission.

Month	Payment Amount
July	0
August	0
September	0
October	0
November	0
December	0
January	0
February	0
March	0
April	0
May	0
June	0
Total $	0
Budget Detail Total	0
Amount Remaining	0

EXAMPLE

Calculate Total Save Page

Specific Terms of the Grant Instructions

☐ By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the program for which funding is requested.

1. 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.
2. Prior to final funding approval, each grantee must:
   - 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
   - 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
   - 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), as applicable.
3. 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 89 Ill. 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)).
4. 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, 2017	October 20, 2017
2	December 31, 2017	January 20, 2018
3	March 31, 2018	April 20, 2018
Final	June 30, 2018	July 20, 2018

5. Reporting: All grantees must report the following to the Illinois State Board of Education.
   All grantees must enroll each Preschool for All student in the ISBE Student Information System(SIS) by October 15 of

EXAMPLE

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.

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:

- Student Information System (SIS) Early Childhood Data
- Student Health Data - Immunization
- Employment Information System (EIS) Teacher, Administrator, and Other School Personnel Data (continuous reporting throughout the year)
- Early Childhood Outcome (for children with IEPs)
- Any similar program-related information that the State Superintendent of Education may request upon 30 days written notice.

6. 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.
7. 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.
8. 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.
9. 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.
10. Beginning in the 2014-15 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.
11. 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.
12. 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.

13. 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

EXAMPLE

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:
   - description;
   - serial number or other identification number;
   - funding source for purchased property;
   - who holds title;
   - acquisition date and cost;
   - location, use and condition of property;
   - disposition date

k. inventory items moved from one location to another have been duly authorized in writing and that the transfer has been 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.

EXAMPLE

14. Supplanting: Funds received under the Preschool for All 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)
15. No fees will be charged of parents or guardians and their children who are enrolled and participate in Preschool for All programs.
16. No more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation. If a 10 percent exception has been approved for Function 2300 the budgeted cell may not exceed 10 percent of the total grant allotment in the Final Expenditure Report.
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; Ill., 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. 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.
22. 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.
23. 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
24. The applicant has read, understands and, if applicable, agrees to the terms included in the Subgrantee Memorandum of Understanding

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EXAMPLE

Grant Application Certifications and Assurances Instructions

☐ By checking this box, 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. 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.

   The applicant affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement 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.

EXAMPLE

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and who 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

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

ftp://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 bid-rigging 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

EXAMPLE

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.

EXAMPLE

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
            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.

Save Page

v02.23.2017

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Spell Check

Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement 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. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

BOARD USE

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2016)

The person approving this application certifies (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 his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001)

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☐ Assurances for Preschool for All Preschool Expansion STATE Program
- ☐ Certifications and Assurances, and Standard Terms of the Grant

○ Not calling IWAS Web Service — Signature of School District Superintendent / Agency Administrator

○ [ ] — Signature of Board-Certified Delegated Authority for the School District Superintendent

[ ] [ ] N [ ]

Not calling IWAS Web Service

N

Submit Instructions

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Consistency Check | Lock Application | Unlock Application

Application was created on: 8/2/2017

Assurances

District Data Entry

Business Manager

District Administrator

Grant Administrator

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Illinois State Board of Education

eGMS - Grants Application

N

Application History(Read Only)

Instructions

This Application has not been submitted

EXAMPLE

N

Page Review Status Instructions

Expand All

Preschool for All Expansion STATE - RFP	Page Status	Open Page for editing
Preschool Expansion STATE - RFP		
General Information		
Program Description	OPEN	☐
Program Specifications		
None of the pages within this section have page review data setup.		
Applicant Pages		
Joint Application	OPEN	☐
Exempt Sites	OPEN	☐
Licensed Sites	OPEN	☐
Program Specific		
Evidence of Competencies	OPEN	☐
Abstract	OPEN	☐
Accreditation	OPEN	☐
Proposal Narrative		
Project Need and Population	OPEN	☐
Screening Process	OPEN	☐
Educational Program		
Educational Program Part 1	OPEN	☐
Educational Program Part 2	OPEN	☐
Parent Education and Involvement	OPEN	☐
Community Collaboration	OPEN	☐
Community Collaboration MOUs	OPEN	☐
Staff Requirements	OPEN	☐
Professional Development	OPEN	☐
Evaluation	OPEN	☐
Budget Pages		
Budget Detail	OPEN	☐
Indirect Cost Rate	OPEN	☐
Payment Schedule	OPEN	☐
Assurance Pages		
Program Assurances	OPEN	☐
State Assurances	OPEN	☐
AssurancesText	OPEN	☐
Assurances	OPEN	☐

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eGMS - Grants Application

Selectable Application Print

Instructions

Request Print Job

☐ Preschool Expansion STATE - RFP

Request Print

Requested Print Jobs

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