



Illinois State Board of Education

100 North First Street, Springfield, Illinois 62777-0001

ATTACHMENT 1

Uniform Application for State Grant Assistance

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

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

Applicant Completed Section

APPLICANT NAME (District Name and Number, if applicable)	REGION COUNTY DISTRICT TYPE CODE
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16. Legal Name (Name used for DUNS registration and grantee prequalification)	
17. Common Name (DBA)	
18. Employer/Taxpayer Identification Number (EIN, TIN)	
19. Organizational DUNS Number	
20. SAM CAGE Code	
21. Business Address (Street, City, State, County, Zip Code + 4)	

Applicant's Organizational Unit

22. Department Name	
23. Division Name	

Applicant's Name and Contact Information for Person to be Contacted for *Program* Matters involving this Application

24. First/Last Name	
25. Suffix	
26. Title	
27. Organizational Affiliation	
28. Telephone Number (Include Area Code)	
29. Fax Number (Include Area Code)	
30. E-Mail Address	

Applicant's Name and Contact Information for Person to be Contacted for *Business/Administrative Office* Matters involving this Application

31. First/Last Name	
32. Suffix	
33. Title	
34. Organizational Affiliation	
35. Telephone Number (Include Area Code)	
36. Fax Number (Include Area Code)	
37. E-Mail Address	

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

Applicant Completed Section (Continued)

Areas Affected

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

Applicant's Project

43.	Description Title of Applicant's Project <i>Text only for the title of the applicant's project.</i>	Early Childhood Block Grant-Prevention Initiative for Birth to Age 3 years
44.	Proposed Project Term	Start Date: <u>July 1, 2020</u> End Date: <u>June 30, 2021</u>
45.	Estimated Funding <i>(Include all that apply)</i>	<input checked="" type="checkbox"/> Amount Requested from the State: \$ _____ <input type="checkbox"/> Applicant Contribution (e.g., in kind, matching): \$ _____ <input type="checkbox"/> Local Contribution: \$ _____ <input type="checkbox"/> Other Source of Contribution: \$ _____ <input type="checkbox"/> Program Income: \$ _____ <div style="text-align: right;"><input checked="" type="checkbox"/> Total Amount: \$ <u>0.00</u></div>

Applicant Certification:

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

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

I agree

Authorized Representative

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



Illinois State Board of Education

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

FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

APPLICANT OVERVIEW

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

PROPOSED PREVENTION INITIATIVE BIRTH TO THREE PROGRAM INFORMATION

Complete all that apply. Do not duplicate children between the PI Programs.

	Pregnant Women to Be Served* <i>To be served at any point in time (Case Load)</i>	Children to Be Served* <i>To be served at any point in time (Case Load or Classroom)</i>	Dollar Amount of Application	Cost per child in this Application <i>(Dollar amount of proposal divided by Number of children served.)</i>
<input checked="" type="checkbox"/> Home Visiting PI Program	<u>10</u>	<u>30</u>	<u>207280</u>	<u>5182</u>
<input checked="" type="checkbox"/> Child Care Center-Based PI Program	<u>0</u>	<u>48</u>	<u>699360</u>	<u>14570</u>

* Pregnant women and children should not be duplicant counts.

Will children in center-based services in this application be in a:

- Half Day Sessions
- Full Day Sessions

What setting will the children in this application be served:

- Classroom
- Family Child Care Homes
- Home Visiting (Evidence-based)

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

- Child Care Assistance Program (CCAP)
- Maternal Infant Early Childhood Home Visiting (MIECHV)
- Early Head Start (EHS)
- Other _____
- Illinois Department of Human Services (IDHS)

TYPE OF AGENCY (Check only)

- School District
- Child Care Center – Not-for-Profit
- Regional Office of Education
- Child Care Center – For-Profit
- Higher Education
- Faith – Based Organization
- Community – Based Organization
- Other _____

PROGRAM MODEL FOR PARENT EDUCATION HOME VISITING

- Baby TALK
- Parents as Teachers
- Nurse Family Partnership
- Early Head Start
- Healthy Families America
- Other: _____

SUPPLEMENTAL SERVICES HOME VISITING OR CHILD CARE CENTER-BASED

- Doula Services
- Touchpoints™
- Other: _____
- Fussy Baby Network®
- Abriendo Puertas/Opening Doors

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

(Check one) Agency Staff Independent Contractor

Grant Writer

Superintendent/Authorized Agency Official

Typed Name of Grant Writer

Typed Name of Superintendent or Authorized Agency Official

Signature of Grant Writer

Date

Date



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FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

JOINT APPLICATION

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

Number of districts
in Joint Application N/A

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

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



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FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable) XXX	REGION, COUNTY, DISTRICT, TYPE CODE XXX
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Directions: Address question 1 in the Program Narrative section of the RFP.

1. Describe the area to be served as indicated by high levels of poverty.

XXX and XXX II are located in the town of XXX. Both sites service children 0 to 12yrs of age. XXX n is located in the XXX, which borders, XXX, and XXX. XXX is further north in XXX, XXX in the XXX. XXX currently serve children in the XXX, in the XXX. We are in the Tier 1 district boundary.

With our community assessment, the high rate of poverty, children with developmental delays with disability and rate of homelessness, our serving this area will greatly impact children and their families. The priority population will be served within the community will met the need for the children not being served.

The area we serve is indicated to have a high levels of poverty.

XXX	XXX
XXX	XXX
XXX	XXX
XXX	

Of the 11,595 children under the age of 5 years of age. /1653 children are under 1/ 1955 children are 1 yr/ 2186 children are 2
5794 children under 3

*2217 children are 3yr/ 1986 children are 4yr / 1598 children are 5yr 5801 children are 3-5 years old

The Highest Priority of Need:

Low Income Rate: in yr2018 49.4% yr2019 48.4%

Poverty: 2,537 (22%) in deep poverty of children from families in deep poverty (50% FPL);
1285 (51%) are age 3-5 years of age and 1252 (49%) are age under 3 years of age.

Homelessness: 347(3%) of children experiencing homelessness High School Dropout: 2.1% Chronic Truancy: 11.2%
15 % of children in care/children in the child welfare system;

7% of children with developmental delays and disabilities; 14.5 children have IEPs 11.7 EL(English Learner)

83% of Children in XXX receiving Free and Reduced lunch

72.30 of Children in XXX receiving Free and Reduced Lunch

(0-50% FPL)	2537 children from families in poverty	1288	3 to 5 yr	1252	age 0-2
(0-100% FPL)	4298 children from families in poverty	2171	3 to 5 yr	2127	age 0-2
(0-130% FPL)	5410 children from families in poverty	2731	3 to 5 yr	2679	age 0-2
(0-185% FPL)	7038 children from families in poverty	3544	3 to 5 yr	3494	age 0-2
(0-200% FPL)	7553 children from families in poverty	3802	3 to 5 yr	3751	age 0-2
(0-400% FPL)	10263 children from families in poverty	5139	3 to 5 yr	5124	age 0-2

11% of Either parent are without high school completion/No high school equivalent (no GED); 8.6% mother under 20 without HS

Birth Rate: 49% in XXX 158 23% in XXX 14.0 % Teen Birth rate: 4% Low Birth Rate: 8.5% Pre-term Rate: 10.2 % Unwed

Mother 34.4 % Unemployment Rate: 5.2% Child Abuse: 8%

71 % Blacks 15% White 12% Hispanic 18% of the Families experiencing immigrant , non citizenship or refugee status \$42,222 Median Income



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FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 2 in the Program Narrative section of the RFP.

2. Indicate the high number of children and families determined to be the most in need of the services provided by the Prevention Initiative program by providing the following:

- a. A letter from the local program indicating they are at capacity and have a waiting list; OR
- b. Completion of Attachments 12 and 13 to indicate gap in slots compared to eligible population; OR
- c. IECAM data; OR
- d. Information from the program's community needs assessment showing a gap in services and the need for additional slots in the community.

With the completion of the Attachment 12 and 13 to indicate the gap in slots compared to the eligible population it was indicated that:

- * 5794 children are 1 to 3 years of age located in our service area of XXXX area.
- * 1575 children under 3 years old are capacity of enrollment in programs that are being served in our service area.
- * 1784 children under 3 years old will still be in need of services in XXXX.
- * From the Community Classroom Data in our Local School District of XXXX and XXXX there is 685 proposed Capacity based on the Quick Guide Data information We are proposing 50 slots of Prevention Initiative at our centers.

Our Prevention Initiative Program is designed to serve families and students 0-3years considered at-risk of failing. Some of the unfortunate reality is that the XXXX community have families at-risk, which includes homelessness, children on welfare, children with developmental delays and disabilities, and families 50% or more are below the Federal Poverty Line. Parents in our community of service, lack high school diplomas, screening results indicating delays, foster families, parents who are currently incarcerated or have been, teen parents, and children who have not yet been able to participant in a formal high quality early learning program.

This indicates that the high number of children and families that are in most need of services that can be provided by the Prevention Initiative program. There are 2127 children under the age of 3 that are under 100% FPL. These is a tremendous gap in services and the need for more Prevention Initiative slots are shown.



PROGRAM NARRATIVE

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

3. Describe how the area to be served has an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.

IECAM indicates that there are only 1 center that has a Prevention Initiative program with 24 slots in XXXX. That center happens to be our center. We currently have a center that serves Prevention Initiative and we wish to expand our current slots by 8 and to add 18 slots to our center, XXXX.

After reaching out to 6 other child care centers and programs there is a limited quality funded program that services the 0 - 3 age group which there are a high number of children and families that are at risk.

Based on the IECAM, considering XXXX, there are only 272 Early Head Start slots to service 5794 children that are under age 3yrs. Taking into consideration the number of children in the area to be served and the number of community slots available, 1784 children will still be in need of services.

The community is in need of PI programs and services, but not having the adequate number of program slots there are gaps of services that a child misses the opportunity to be successful.

The Highest Priority of Need:
 2,537 (22%) in deep poverty of children from families in deep poverty (50% FPL);
 1252 (49%) are age under 3 years of age.

347 (3%) of children are experiencing homelessness;
 15% of children in care/children in the child welfare system;
 7% of children with developmental delays and disabilities;
 11% of parents are without high school completion/No high school equivalent (no GED);

(0-50% FPL)	2537 children from families in poverty	1288	3-5yrs	1252	age 0-2
(0-100% FPL)	4298 children from families in poverty	2171	3-5yrs	2127	age 0-2
(0-130% FPL)	5410 children from families in poverty	2731	3-5yrs	2679	age 0-2
(0-185% FPL)	7038 children from families in poverty	3544	3-5yrs	3494	age 0-2
(0-200% FPL)	7553 children from families in poverty	3802	3-5yrs	3751	age 0-2
(0-400% FPL)	10263 children from families in poverty	5139	3-5yrs	5124	age 0-2

The need for more Prevention Initiative slots and the need for Home Visiting are quite apparent. Our program will be able to shorten the gap of services by seeking 48 Prevention Initiative slots and 40 home base slots.



PROGRAM NARRATIVE

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

4. Describe how the criteria and indicators for identifying children and families who are eligible for the program are clearly established through weighted eligibility and include those children and their families experiencing high levels of poverty where there is currently a local gap in service provision.

As we target the families and identity the neediest children, our screening procedures was developed with knowing the Criteria and indicators for identifying children and families who are eligible for our program. Parents receives a written permission to sign to give our program permission to start the screening process of the families and the their child. The screening is also done not only provide us with eligibility but is also helps us to determine and identify the families needs.

The XXXX has established weighted eligibility guidelines to meet the criteria and indicators of the children and families experiencing high levels of poverty and realize their is a local gap in service. As we seek to identify children that are eligible for the program, we seek those families that are most in need. We consider families that are identified to have high levels or poverty, experiencing homelessness, youth in care, children with developmental delays, parent or caregivers without high school diploma, teen parents. We also seek for families experiencing immigrant or refugee status, English learners, active duty military families. We consider need related indicators, such as school's districts rate of dropouts, retention, truancy, teen pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect.

Having these type of risk factors early on impacts children under the ages 3 and their families. So providing services early can provide an opportunity for future success. Having risk early in life provides it difficulties in child and their ability to learn. In order to identify children and families most in need, a screening must be conducted to determine their need for services. Screenings are to 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 (School District, licensed child care providers, special education cooperatives, Early Head Start, Child and Family Connections, and Child Find).

We have a selection criteria in place that will allow us to prioritize the more vulnerable families among the eligible service population. We have analyzed and used our community assessment data to establish selection criteria that prioritize children for enrollment. We have prioritized factor in family income, homelessness, children in foster care, age, and eligibility for special education or early intervention services.

- Center staff, and parents will work together on a recruitment committee that plans and implements year-round recruitment
- Recruitment contacts will include Child and Family Connections offices, homeless liaisons at surrounding school districts, homeless shelters, DCFS.
- When a family applies for HS and PI, center staff completes the first page of the eligibility application with the parent, and gives it to the Family and Health Advocate (FHA) along with birth certification/proof of the child's age and check stubs or other proof of family in come. The FHA completes the rest of the application with the parent by in-person interview.
- The application interview is designed to help the FHA begin to develop a relationship with the family and to gather the information needed to complete the Eligibility Selection Criteria.
- The center utilizes the Eligibility Selection Criteria was developed with input from the Parent Policy Committee and Board.
- The selection criteria assigns points for various income levels and risk factors; children in foster care, children experiencing homelessness, and children with disabilities receive a larger number of points for these factors.
- Children are prioritized for enrollment based on their total number of points. A waiting list is maintained, and when an opening occurs, the child on the waiting list with the highest number of points is offered the enrollment opportunity.

Summary: Permission written screen of the family and child / Parent Interview/ Child's Health history/ Hearing and Vision/ Developmental and Social Screening



PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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Directions: Address question 5 in the Program Narrative section of the RFP.

5. Describe how the criteria and indicators will target those children and families most in need of services who reside Tier 1 or Tier II district boundaries and document a local gap in service provision in their area.

As we have surveyed the communities to determine where in the community is the most need for services, the need is based on current statistical, demographic, or descriptive information regarding the community in which the children and families reside. Our program has a policy procedure in place that is used to screen children and their families to determine their need for services. Upon enrolling into our program a parent interview is conducted in the parent/parents' home/native language, if needed. Our initial Family needs assessment form has the child's health history, including whether the child's has any existing disabilities and social / emotional development issues. Families information regarding income, age, educational achievements, employment history and the families home language and 2nd language.

We currently have Head Start and Early Head Start and we have a ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) system requirement. The requirements relates to child and family eligibility, as well as program requirements for the recruitment, selection, and enrollment of eligible families. We have policies and procedures that covers each separately. We have strong outreach in the community to recruit families most at risk. With our strong collaboration provides us to be able to fill our enrollment slots. Criteria and indicators for identifying children and families who are eligible for our program makes it possible for us target the family and children most in need.

Part of our mission is to serve the neediest children and families, promote school readiness, and foster the self-sufficiency of low-income families. Our program must maintain our funded enrollment level and fill any vacancy as soon as possible. Any non-enrolled slot is a lost opportunity for a family in need and does not maximize granted funds.

Our Population we are targeting: TIER I

Program has designed systems for enrolling children that adhere to the required weighted eligibility form, including scoring and placement guidance for staff. We are seeking children ages 3 and 4 year old children for Preschool for All and Children 0-3 for Prevention Initiative program.

- A minimum of 80% of enrolled children have at least two risk factors or one highest priority selection factor according to the weighted eligibility form.
- Weighted eligibility form incorporates community-specific risk factors if determined to be necessary by program based on needs assessment.
- Program collects and reviews proof of family income to determine eligibility (below 200% of FPL) and priority points (50% or 100% of FPL).
- Copy of weighted eligibility checklist used by program, incorporating any community-specific risk factors
- Copy of scoring criteria used to prioritize enrollment

Point System: We will prioritize enrollment using COPA eligibility points system standards in which a child or family is assigned points according to the following criteria:

- Homeless or have home;
- Pregnant Mom
- Parental Status: guardian, teen, disabled, single, foster, grandparents, etc.
- Certified, suspected, or no disability
- Percentage above or below poverty level
- Age of child; 0-3
- In child protective services
- Death in the family within previous 12 months
- Foster care, child protection services or family receives either TANF or SSI.



PROGRAM NARRATIVE

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

REGION, COUNTY, DISTRICT, TYPE
CODE XXXX

Directions: Address question 6 in the Program Narrative section of the RFP.

6. Describe the effective recruitment strategies to be implemented that are likely to ensure that the program will meet their funded enrollment by the fall SIS deadline and maintain that enrollment throughout the year ensuring that all vacancies are filled within 30 days.

Our Program has developed a comprehensive recruitment plan to identify and enroll the most at-risk families. Our goal is to have all vacancies filled within the 30 day of the program with a healthy waiting list. We currently have 2 Preschool For All Classroom and Head Start and 3 Prevention Initiative classrooms with Early Head Start with partnership with XXXX. We have been at full capacity for 3 years straight with an active wait-list.

We have several linkage agreements that provides us an opportunity to reach those hard to reach students. We have MOU with the 2 women's shelters were we help with the families find an educational assistance and resources. We are also partnered with the school district that may not have placement for new students. We have made ourselves visible in the neighbor and participates in parades and social events. We are visible at the public aid offices and WIC offices were we have professional printed brochures with a list of additional resources we provide. We have a partnership with the local high schools to assist and to recruit teen parents. We also provide programs where we have grandparents and teens volunteers in the neighboring communities which provide a relationship that make is comfortable and welcoming for them to want to bring their child or would recommend us to children that they know.

We have monthly recruitment activities where all administration and staff play a activities role with recruitment. The a strong commitment to families our recruitment activities are expanded to our parents and parent advocacy. Our Program engages in community outreach to identify, educate and engage the most hard to reach families. Screening and planning are done to coordinate with rich collaborators. We also collaborate with neighboring centers to be a resource and a liaison the other operators.

Our Recruitment includes:

- Written recruitment plan including specific and actionable strategies and procedures for enrolling the most at risk children and families.
- Program waiting list documenting priority placement of children based on need.
- Evidence of comprehensive community outreach
- Community involvement to provide a visible presence and to reach families eligible students.
- MOU and linkage agreements with local elementary schools and high schools
- Collaborations with Early intervention, Early Head Start, and special education providers.
- MOU with dentists and health clinics to assure our families have current and consistent Medical Health homes.
- Provide hearing and vision screenings for all children in the program.

Demographic Area: Those children 3 to 4 children eligible children located in the XXXX area. children at risk.

Making referrals for daycare services will provide a smooth continuity in services, avoid duplication, and provide one-stop shop for many services required by children and their families. In addition to using network service providers, outreach activities will include posters and flyers at our daycare location for parents and visitors, mailers to families, presentations at community early childhood and family service meetings, and flyers in beauty shops, barber shops, restaurants, grocery stores, community events, and churches.

We will identify families with challenges around engagement through:

- Accessing data from elementary and high schools in the community such as students and their siblings who may need assistance
- Consistent outreach to the homeless shelter in the community
- Frequent Open House invitations with refreshments, parent access to jobs and transitions, and free supplies

Engagement Through Home Visits: For a variety of reasons, many parents never make it to their children's school, which, for many, means they never make it to a parent center. Reaching those family who may have an address but no telephone, no access to a computer; and those who cannot read, Home visits provide a way to connect and engage them using our Community Resource Position



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PREVENTION INITIATIVE BIRTH TO THREE

SITE INFORMATION

APPLICANT NAME (District Name and Number, if applicable) XXXX		REGION, COUNTY, DISTRICT, TYPE CODE XXXX	
Enter below the information requested for all proposed sites. ALL applicants must complete this section for all proposed sites. See Appendix A of the RFP for a list of districts defined as Tier 1 or Tier 2.			
PROPOSED SITE LOCATION INFORMATION		SITE PROGRAMMING INFORMATION	
DISTRICT IN WHICH THIS SITE IS LOCATED XXXX		Is this proposed site in a Tier 1 or Tier 2 District? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year 170	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day 7.5	
		FTE Staff at this Site 16	
DISTRICT IN WHICH THIS SITE IS LOCATED XXXX		Is this proposed site in a Tier 1 or Tier 2 District? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year 170	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day 7.5	
		FTE Staff at this Site 8	
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day	
		FTE Staff at this Site	
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day	
		FTE Staff at this Site	
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day	
		FTE Staff at this Site	
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day	
		FTE Staff at this Site	
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day	
		FTE Staff at this Site	
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day	
		FTE Staff at this Site	
DISTRICT IN WHICH THIS SITE IS LOCATED		Is this proposed site in a Tier 1 or Tier 2 District? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NAME OF SITE		Attendance Days per Year	
CITY		Attendance Days of the Week <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	
COUNTY		Program Hours per day	
		FTE Staff at this Site	



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

7. Describe how the proposed program and activities align to the budget and will sufficiently meet the identified needs of the population to be served, specifically offering services to children who reside in Tier 1 or Tier II district boundaries and documenting a local gap in service provision in their area:

XXXX I and II is a strong 0-3 program the serve women that are pregnant and children birth through age three. Our center is a program that serves the entire family by offering PFA and PI, beginning with the child and the child's most influential support. We have been providing child care for infants and toddlers for over 25 years. Our center in XXXX was the first infant/ toddler only program to be licensed. We are still in existence where are operate Head Start/ Early Head Start and PFA/PI. Two main components of our program is having an Evidence-Based Program Model for parent engagement and Center-Based that meet ExceleRate Illinois Gold Circle of Quality. Our current Prevention Initiative Center-Based program is complemented by the Child Care Assistance Program or (CCAP). We have Early Head Start researched based for our Parent Engagement program . We have followed Baby Talk for years as we incorporated it in as well.

Our program currently a NAEYC accredited program, Gold Rated, Head Start/ Early Head Start (partner), PFA / PI (partner). Our program screening process identifies eligible children and families who are At-Risk. Screening tools used Are ESI-R and ASQ (Ages and Stages Questionnaire. The screening tools are used to indicate and identify children that are at-risk of academic non-success and it the tools indicate deficiencies or abilities in Language, Speech, vocabulary, English, cognitive development, social skills, fine motor skills, visual skills vision and hearing.

Screenings that are researched based are administered throughout the program year and during the early summer. A staffing review are done and teaching staff, program coordinator, speech pathologist, physical therapist, nurses, social workers, with the family are all involved in the process.

We have a early intervention MOU with XXXX Early Intervention. MOU with District XXXX and XXXX. These agencies provide services to the family if a child is referred. We have a MOU with a registered nurse, Rehab services. MOU with hearing and vision agency. If students are referred we bring these linkages together and most will provide service within our site.

Appropriate Educational learning program is aligned with the Illinois Early Learning Standards. Our student/ staff ratio is followed by the Early Head Start Guidelines. Our program is full day providing at least 7.5 hours per day, and classes meet 5 days per week and follow a school days of 170 for the school year.

Curriculum and Assessment used is Creative Curriculum with My Teaching Strategies as the researched basses assessment. IEP (Individualized Education Program) are use for student to provide them with individualized instruction for children with disabilities. For homeless children provision are given to families to ensure continued participation in the program. Transportation services are contracted to ensure continued participation in the program.

There is a no fee policy. No families will be charged for services provided in the program to children who qualify as at-risk or meet the income guidelines. Parents are in full partnership in the decisions that affect children and families.

We have qualified credentialed teachers that hold the appropriate certifications and qualification for the positions that are assigned. Their salaries are compatible to local K-12 staff salaries and benefits. The positions of staff includes PEL Teachers, Paraprofessional Teachers Assistants, Instructional leader

We have Proposed to add PI -Home Visiting to our program.



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Directions: Address question 8 in the Program Narrative section of the RFP.

8. Describe the intensity of services in the proposed program and how they align to the budget and are cost-effective in relation to the numbers to be served.

Proposed Numbers: XXXX: 32 PI -Center Based XXXX: 16 PI-Center Based
PI-Home Visiting Slots: 40

XXXX and XXXX in additions to our high quality spacious program. We have an additional modern 2 story Professional Building located at XXXX, which will allow us to add an high quality Home Visiting Program. This is our opportunity to be able to service the entire family at every stage of the child's educational experience. Our families will receive intensive, researched-based, and comprehensive prevention services.

As we currently operate PI and PFA at two cites in XXXX as a Grantee, (XXXX) as well as XXXX with PI/PFA and Early Head Start and Head Start as an XXXX community partner. We have implemented and have been in compliance and meet the standard exemplary, we are seeking to expand and implement the PI and Home Visiting Program independently. Our PI-Center base program will complement the Child Care Assistant Program. If a family only wanted to access child care they are able to do so. We will inform families at enrollment of the comprehensive services through PI, families will voluntarily enroll in the PI program knowing their will be both parent engagement and child care component.

Our PI-Home Visiting and PI-Center Based program proposes to sufficiently meet the need our population and will include child and parent activities designed to enhance the development, parent awareness and school readiness. Our program utilizes an effective research on prevention initiative services and framework. Its aligned with the Early Childhood Block Grant, the Illinois Birth to Five Program Standards and Illinois Early Guidelines. We also implemented research-based program model for parent education. We also are ready and able to implement the supplemental services. PI Center-Based and PI Home Visiting services will be coupled.

Qualified Staff are currently hired with credentials for the PI-center based and qualified staff for PI-Home Visiting will be hired. The program will be year round. Families will receive weekly visits throughout the fiscal year. Integrated and individualized parent-child activities that focus on supporting parents as they learn new ways of supporting and enhancing their children's development. The Needs of children of varying abilities and diverse backgrounds are addressed including services delivered in the family's native language. A schedule of program activities is provided at least quarterly and monthly interaction and workshops are schedule. Lending library of toy and books available, newsletters will provide information. Home visits and group visits will be done. Parent skill development.

Eight area of education will be address: Growth and development prenatal development included, Child birth, Child Safety, Family Structure, Prevention of Child Abuse, Interpersonal and family relationships including social mental ,economic, psychological and parent development

Director Credentials: Gateways to Opportunity Illinois Director Credential Level II or higher. We have Director II.
Teacher Credentials: Early Childhood Professional Educator License (PEL) Teaching Endorsement(Validity/Age Range: Self-contained general education from birth to grade 3). We currently have. Gateways to Opportunity Infant Toddler Credential Level 5 or an Early Childhood Education Credential Level 5. Other classroom staff are required to hold a Gateways to Opportunity Early Childhood Education Credential Level 4. Parent Education Staff have a bachelor's degree or higher in education, social service or a related field and meet the requirements of the chosen home visiting program model. Staff hold a Family Specialist Credential for Gateways to Opportunity.

The child care center-based program will implement a minimum of 2 home visits per program year (beginning and end of year) with families in order to support parent education and implement the family centered assessment and Individual Family Goal Plan. Additional home visits may be offered to families on an as needed basis. PI programs must not charge fees for child or parent participation
PI program will provide 3 meals Breakfast, lunch and snack by DCFS guidelines.
Parents have access to CCAP services-If parents has
Our program follow and Maintain the Gateway Excelerate Gold guidelines and all in compliance.
Doula will be the supplemental



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

9. Describe the intensity of services and how the child and family activities are designed to enhance child development and family effectiveness and, ultimately, school readiness.

It is our proposal provide activities an services implemented to sufficiently meet the identified needs of the population to be served and the child and parent activities designed to enhance child development, parent effectiveness and, ultimately, school readiness. The proposal addresses how the program is built upon effective research about prevention services and is aligned to the Illinois Birth to Five Program Standards and Illinois Early Learning Guidelines using the PI-Center Based as well as PI-Home Visiting.

We will use the Early Head Start Researched based model for parent education and engagement, - as well as Baby TALK: With the practical experiences of families to respond to the child's needs, the model enables us to strengthen our relationships with our parents and our children. Providing services year round. For PI-Center Base (2 home visits- more if needed), for PI-Home Visiting (weekly visits with 36 visits by a home visit during with activities quarterly.

Inclusiveness: Our prioritization is (i) serving primarily at-risk children; and (ii) serving children from families who meet poverty guidelines. Thus we recruit children with language, cultural, and economic disadvantages; children from low-income families including low-income working families, homeless families, families where one or both parents are teenagers, or parents have not completed high school. A system-wide screening tool, ensures that children with special needs are identified, referred for professional assistance so that the center can provide necessary accommodation to promote their development without being limited by their special needs or family condition.

Screening: These periodic developmental, health, vision and hearing screening provides for early identification of developmental delays and health, vision and hearing problems. This leads to early detection of potential problems to prevent difficulties in later development and education.

Nutrition: Our meals reinforce healthy nutritional habits, since nutrition and physical development are related, we provide certified Nutritionist approved balanced and healthy meals. Research shows that development of physical skills provides foundation for other developmental abilities.

Curriculum: The Creative Curriculum for Infants, Toddlers & Twos is a comprehensive curriculum support the development of children under three years old. It provides interactions that are nurturing, consistent, loving, and experiences that are appropriately challenging resulting in infants, toddlers, and twos growing and flourishing developmentally. The Creative Curriculum for Infants, Toddlers & Twos is focused on building relationships, responsive care, and routines and experiences. We emphasize developmental areas consistent with Illinois Birth to Three Program Standards - cognitive, language, literacy, physical, social, emotional and safety. We emphasize inclusiveness and sensitivity to individual and cultural differences.

Personal Visits: During home visits, parent educators share age-appropriate child development information with parents, help them learn to observe their own child, address their parenting concerns, and engage the family in activities that provide meaningful parent/child interaction.

Parental Education, Engagement & Involvement: We engage parents through involvement in our program activities. Parental education is part of our comprehensive engagement approach to policies and programs for children. Parent-educators help families identify and connect with needed resources in the community that are beyond the scope of the program alone.



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Directions: Address question 10 in the Program Narrative section of the RFP.

10. Describe the program's plan for coordination of services and funds from other educational programs serving young children and their families, including, but not limited to, the local Early Head Start program (e.g., community-based child care programs that receive Childcare Assistance Program funds from the IDHS Early Intervention Program).

HS/EHS Community Partnerships: The purpose of community partnerships is to guarantee that early childhood programs collaborate with other community service providers to meet the needs of children and families and create a system of providers that has accountability to vulnerable children and families. As a Head Start and Early Head Start partner of XXXX, our site has implemented written community partnership agreements with other agencies centrally as much as possible. We have local community collaborative agreements for services that families need and/or that enhance program services.

Agreements include sharing of information, shared delivery of services, as appropriate, access and referrals to services, collaboration in development of new services, etc. Together with XXXX, our program has:

- Developed formal and informal networks with an extensive variety of community service providers.
- Protect families' confidentiality.
- Participate in community-wide councils or service efforts to make sure the program's objectives and interests are represented in community planning. As part of this partnership we are able to identify ways to be a part of community support systems.
- Partner with agencies that provide services to children with disabilities.
- Partner with family preservation and support systems, as well as child protective services.
- Collaborate with cultural institutions, including libraries and museums.
- Encourage parents and community representatives to volunteer in their programs.
- Provide transition services to support successful transitions from PI/EHS to HS/PFA and HS/PFA to kindergarten.

Our program have partnership with several organization in which we have collaboration, involve with community council and coalition e.g. , XXXX and DHS Child care assistance program, homeless shelter, WIC office, counseling service, food pantry, case management program, church that offers rental assistance, and Child and Family Connections. By providing partnerships we bring together individuals, professionals, organizations, agencies, and community members to address and solve existing and emerging problems that could not be solved by a single organization, group or sector. Other Partnerships: Our other partnerships include:

- Medical services-Young's Family Health,
- Dental Services,
- UIC literacy Partnership,
- Phalanx Social Services and
- Violence Recovery service.



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Directions: Address question 11 in the Program Narrative section of the RFP.

11. Describe how the proposed program is built upon effective research about early childhood education and is aligned to the Illinois Early Learning Guidelines for Children from Birth to Age 3 Years and the Illinois Birth to Five Program Standards.

Our mission statement defines the values, principles, purposes, and goals of our program. Our program reflects a commitment to the Illinois State Board of Education Birth to Five Program Standards. Our primary goal of our birth to five program is to ensure that every child starts school ready to succeed and eager to learn, and this goal is reflected in alignment of the Illinois Early Learning Guidelines for Children from Birth to Age 3. Our shared belief is developed with the basis for all decision-making. They are developed cooperatively by parents, staff members, families and community representative that are reviewed annually to incorporate the results of program assessment and current research.

Screening: These periodic developmental, health, vision and hearing screening provides for early identification of developmental delays and health, vision and hearing problems. This leads to early detection of potential problems to prevent difficulties in later development and education.

Creative Curriculum is research based

- Curriculum aligns with the Illinois Early Learning and Development Standards and Early English Language Development Standards • •
- Lesson plans show connection with the benchmarks from the Illinois Early Learning and Development Standards (acceptable to use key phrases from the IELDS benchmarks or objectives from the program's research-based curriculum that is aligned with the IELDS)
- Lesson plans designed to meet individual child's needs (at minimum 25% of children per week, with individualization for all children in the class within each month).
- Use of worksheets is not evident as part of the curriculum or lesson plans
 - Copy of lesson plans
 - Curriculum materials
 - Proof of curriculum alignment with Illinois Early Learning and Development Standards and Early English Development Standards
 - Proof of lesson plan alignment with Illinois Early Learning and Development Standards or with the program's research-based curriculum that is aligned with the IELDS.
- Program lesson plans are based on assessment data and designed to meet individual children's needs.

Our program utilizes an appropriate research-based authentic assessment system that aligns with the curriculum and documents children's progress over time with measurable outcomes. My Teaching Strategies is the assessment tool that we use with Creative Curriculum.

- My Teaching Strategies is research based authentic assessment system that aligns with the curriculum is used to determine each child's education plan
- Portfolio collections measure progress over time OR program has a system in place to document how portfolio collections will measure progress over time.

Nutritious breakfast lunch and snack are available for all children. Snack is offered daily for half day. Breakfast Lunch is offered in the case of a full day program for participating children. Our lunch and Snack is aligned with USDA Food and Nutrition Guidelines. Parent/guardian not required to provide or pay for a snack. Menus are posted and a copy of meal schedule is provided.

Health & Safety: We have a daily check list for health and safety hazards, taking immediate action whenever necessary. We take a preventive approach to health and safety, emphasizing positive practices that minimize the need for intervention, treatment, or corrective action by outside agencies.

Monitoring & Evaluation: The strength of Creative Curriculum lies in its direct link to assessment. Assessment is conducted with the Creative Curriculum Continuum and Teaching Strategies Gold which are based on the curriculum. The curriculum goals and objectives form the basis for the assessment.



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

12. Describe how the proposed program implements a research-based family needs assessment tool, which will be conducted and used to implement a written individual family service plan for each family served in the program

Our program partners with each family enrolled to complete an Individual Family Goal Plan that will guide programming. The program will also implement a research-based Family Centered Assessment for each family enrolled. Each Family /Child's file will have a researched-based Family Center Assessment that will be conducted.

Evidence in each child's/family's file that an Individual Family Goal Plan has been develop for each family.

Evidence in each child's/family's file of a parent or guardian signature indicating that an Individual Family Goal Plan has been developed in partnership with the family. The Individual Family Goal Plan Form with signature will be filed.

Primary Parent Education Curriculum is Baby Talk with Parent as Teachers. Our supplemental services that is centered based services that is complemented and aligned with the research-based curriculum, in the IELG and Birth of 5 program services. Along with our Creative Curriculum, Fussy Baby Network is use as the supplemental service curriculum.

Our program has designed and implemented programs that support families and provide them meaningful ways to interact with their children's learning and development and promotes home-school connection.

Tools used to implement written individual family service plans:

- Parent Education Curriculum implemented with validity, Parents as Teachers with Baby Talk is used.
- The Goal is at least 80% of all families who entered the program during the year are still enrolled at the end of the program year.
- We use Teaching Strategies Gold parent portal that is utilized on a regular basis.

Our program utilizes an appropriate research-based authentic assessment system that aligns with the curriculum and documents children's progress over time with measurable outcomes. My Teaching Strategies is the assessment tool that we use with Creative Curriculum.

- My Teaching Strategies is research based authentic assessment system that aligns with the curriculum is used to determine each child's education plan
- Portfolio collections measure progress over time OR program has a system in place to document how portfolio collections will measure progress over time
- Assessment involves regular, ongoing observations that reflect children's involvement in typical daily classroom activities
- Portfolio collections reflect the Illinois Early Learning and Development Standards (IELDS) or indicators from the program's research-based assessment tool that is aligned with the IELDS.

A portfolio for each child will contain:

- A copy of the completed research based assessment tool that measures progress over time with 3 reporting periods
- Individualized collections that include an anecdotal note and may include work samples, photos, videos or audio recordings that reflect the Illinois Early Learning and Development Standards (IELDS) or indicators from the program's research-based assessment tool that is aligned with the IELDS. Portfolios reflect, at a minimum, 2 benchmarks from the language arts, math, social-emotional, science, social studies, physical, fine arts, and ELL domains of the IELDS per reporting period
- Narrative summary reports, based on assessment data collected, are used to share assessment information with parent/guardian
- Evidence of authentic assessment system for review
- Portfolios for all enrolled children
- Documentation of a narrative summary report that is shared with parent/guardian
- Portfolio documentation reflecting the IELDS or indicators from the program's research-based assessment tool that is aligned with the IELDS
- Portfolio documentation reflecting progress over time or program has a system in place to document how portfolio collections will measure progress over time



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Directions: Address question 13 in the Program Narrative section of the RFP.

13. Describe how the proposed program implements a referral system that ensures that 3-year- old children are placed into other early childhood education programs that meet their specific developmental needs and the services to be provided ensure a successful transition into those other programs.

We have an extensive Transition Policies and Procedures Plan to address of transitional situations and scenarios. A summary is listed. Written procedures and transition plans created our trained staff on transition procedures

- Into the program- can have play dates, home-visits. Complete a "Transition into the Program" form with the child's interests, strengths, and scheduled transition hours.
- Between classrooms- current and future teachers, parents, advocate and coach complete the "Transition Within the Program " form and plan for a gradual transition
- Preparation for the transition of three year old children between EHS/PI and HS/PFA begins 6 months prior to the 3rd birthday. Complete the "Transition out of the Program" form, look at the transition handbook, learn about parent's rights and explore other options (including the center if applicable).
- Visit other school and complete release of information consent to share information

Entry: Child and Family Transitions: Home or Childcare into PI or EHS

Even if a child has not attended school before, we have them fill out the indicated information for us. We conduct extensive interviews with parents as well, including having them to complete a Parent Questionnaire, an ASQ-SE and a Home Visit.

1. EHS Specialists will plan individualized supportive transitions in partnership with parents at enrollment.
2. An "Individual Care Schedule" will be completed at enrollment for each child entering the Toddler Combination and Part-Day program options. This will inform and support each child's routine care needs including sleeping, feeding and toileting.

Between Programs - Child and Family Transitions (PI/ EHS to PFA/HS):

When we transition children into our program, we communicate with the child's prior school/teacher(s) to obtain relevant information about the child. We conduct extensive interviews with parents as well, including having them to complete a Parent Questionnaire, an ASQ-SE and a Home Visit.

1. Every EHS child will have a transition plan in place by age 30 months developed in partnership with parents.
2. In January of the EHS child's transition year, a Transition Plan Update will be completed by Specialists in partnership with parents that establishes individual goals for each child based on their needs.



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

14. . Describe how the program will ensure racial equity in recruitment and hiring practices and ensure staff members to be hired possess the applicable licenses and endorsements for each position, along with qualifications and experiences necessary to successfully implement a high-quality early childhood program.

Our program has a hiring process that ensures racial equity is considered when recruiting and hiring. Our Policies and Programs are developed and implemented with thoughtful consideration of racial equity. Racial equity tools are used and they provide a structure for institutionalizing the consideration of racial equity. Our Recruitment and Hiring process proactively seeks to eliminate racial inequities and advance equity. We establish and identifies clear goals, objectives and measurable outcomes engages community in decision-making processes.

We recruit individuals that have the applicable license and endorsement for each position, along with the necessary qualification and experience necessary to successfully implement our high quality program. Gateway Level 5 ECE/ Infant Toddler with PEL teachers are maintain. Gateway Level 4 and paraprofessional teacher assistant- Director level II or higher is required.

Our program employs at least one instructional leader per PFA classroom (Lead/ master teacher, curriculum coordinator, or education 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.

- Each instructional leader has a maximum caseload of ten classrooms.
- The primary responsibility of the instructional leader is to provide embedded professional development and implement a professional learning community focused on instructional excellence.
- Instructional leader develops, cultivates and maintains a professional learning community

Each teacher and assistant teacher works with the instructional leader to develop an individual professional development plan that is connected to professional development and continuing education opportunities.

- Teaching staff salaries are comparable to local K-12 teaching staff salaries
- Teaching staff members receive training annually on program's selected screening tools, curriculum and assessment tool.
- The program's professional development plan addresses issues of language and cultural diversity within the program.

- All staff employed with Preschool for All will hold appropriate licensure and endorsements.
- Title and brief descriptions of all non-teaching staff positions are identified and given to staff for signature
- 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.
- Teaching staff salaries and benefits are comparable to local K- 12 teaching staff salaries and benefits.
- Our program employs at least one instructional leader (master teacher, curriculum coordinator, or education 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.

- Our program employs at least one family educator, serving a maximum caseload of 100 children, with a Bachelor's degree 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.
- Paraprofessionals hired to work in the Preschool for All 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.



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

15. Describe how the staff development plan will adequately address the needs of the program staff, along with preparing staff to work with children from various racial and ethnic backgrounds.

Upon hiring, initial trainings are given to prepare staff to work with children and families of all gender, race, ethnic, and make up. As part of our professional development, trainings and workshops are given to staff to prepare staff to work with children with various racial and ethnic backgrounds. Training that address strategies for working with culturally diverse communities, families and children. Our staff training, development, mentoring and coaching are strictly aligned with our curriculum and program implementation. Each staff must complete a professional development plan which consist of goals and provide a list of trainings.

Each teacher and assistant teacher works with the instructional leader to develop an individual professional development plan that is connected to professional development and continuing education opportunities.

- Teaching staff salaries are comparable to local K-12 teaching staff salaries
- Teaching staff members receive training annually on program's selected screening tools, curriculum and assessment tool.
- The program's professional development plan addresses issues of language and cultural diversity within the program.

Staff are required to completed professional plan and we have a staff assessment procedures and ongoing professional development activities to be conducted. The results of the assessment will be used to inform the program's staff development and provide information on a improvement progress plan. An annual evaluation is given. More evaluation may be needed.

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.

Program Directors develops, cultivates and maintains a professional learning community across classroom instructional staff. 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.

ECERS summary report also provide a evaluation of need that needs to be addressed.



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Directions: Address question 16 in the Program Narrative section of the RFP.

16. Describe how the program will offer a varied and full range of staff development experiences and will provide sufficient opportunities for learning to allow staff to incorporate the training into program delivery activities. These experiences must include, but not be limited to, trainings on social-emotional development, child trauma, and cultural diversity/sensitivity.

Our staff and professional development experience offers a varied and full range of trainings. Although we have mandatory trainings, staff will have opportunities that have interest to them individually.

We encourage and accommodate our staff to continue their education and certifications to promote quality services to children and families. They attend NAEYC and mental health training workshops. Training and administered to address specialized knowledge area oversight and quality services delivered. Ongoing assessments are conducted to ensure the quality of services, communicate effectively with others, cooperate as a team. Staff trainings are developed and on site consulting, with coaching supervision of ongoing program development.

Trainings are not limited to trainings on social-emotional development, child trauma, and cultural diversity and sensitivity.

Our program provides a full range of staff development opportunities a clear for all staff by:

- frequently assessing the staff development needs of all staff in the preschool educational program;
- offering a varied and full range of staff development experiences that provide initial preparation and ongoing support that is intensive, focused and of sufficient duration to achieve the purposes and goals of the preschool educational program;
- addressing issues of language and cultural diversity within the program.
- assisting staff in understanding and overcoming barriers to equitable participation by families and children with special needs;
- giving staff adequate time for learning and implementing training ideas into program application; and
- writing a professional development plan for all staff.

Staff are also given a Needs Assessment Survey to share ideas and realize how to enrich the program and for professional development throughout the year.

To assure educational staff are providing age appropriate practices and are following the Illinois Early Learning Standards, our program hires well qualified staff with experience teaching credentials. As our program is a high quality program, our teaching is knowledgeable about high quality programs and they are able to explain, organize and implement the program.

Our program offers opportunities and resources for staff to share and consult with others regularly.

Teaching staff salaries and benefits are comparable to local K- 12 teaching staff salaries and benefits. Program have an instructional leader (master teacher, curriculum coordinator, or education 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. Program has a family educator, serving a maximum caseload of 100 children, with a Bachelor's degree in child development, early childhood education, social work or a related field required.

Our Classroom teachers and our leadership staff participate on the Parent Advisory Council. Paraprofessionals are hired to work in the Preschool for All 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.



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Directions: Address question 17 in the Program Narrative section of the RFP. *Applies only to non-school district applicants and joint agreement applicants.*

17. Include the applicant's mission statement, organization structure, and goals or policies regarding early childhood programs. Provide the licensing information the applicant has to operate as a day care facility and provide any early childhood accreditations or other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the Early Childhood Block Grant. Describe a successful track record with similar grants or contracts.

MISSION STATEMENT

Our mission is to provide quality early education in the field of child development to support a diverse community of learners. We educate students that childhood is appreciated as a unique and valuable stage of the human life cycle. We believe that it is our responsibility to advocate for children, their families, their caregivers and their teachers who have a common interest in each child's well-being. We also acknowledge a primary responsibility to bring about communication, cooperation and collaboration between the home and our child development program in ways that enhance each child's development and to ensure that care and education are in high quality settings that are safe, healthy, nurturing and responsive for each child. We are committed to providing programs that respect and support families, caregivers and teachers in their primary task of nurturing and educating children.

ORGANIZATION STRUCTURE

We are an Early Childhood Program licensed for 137 children. We are currently partnered with XXXX Head Start / Early Head Start and have been for the past 5 years. We currently have 34 Head Start/ PFA slots and 24 EHS/PI slots. We are on our 4th years as an Excelerate Gold Rated site. We are NAEYC accredited and have been providing high quality childcare for over 25 years.

GOALS/ PROGRAM

Successful and sustained engagement with families is maintained by our center working with families in a valued working relationship. We have a Family Engagement Plan that is in place to facilitate family-to-family support, establish a network of community resources and increase family participation in decision making.

- Training/introduction to Creative Curriculum and My Teaching Strategies at parent orientation
- Signing parents up for My Teaching Strategies Family app
- Teachers talking with parents each day at drop-off and pick-up, asking for parent's observations of child at home, discussing with parent what the child did at the center
- Teachers giving parents at-home activities to do with their child such as Mighty Minutes and Learning Games
- Family and Health Advocates utilizing the Early Head Start /Baby TALK curriculum with parents providing them monthly with the Developmental Perspective and Activities handouts for their child's age
- Open house or curriculum nights
- Week of the Young Child special activities

Our curriculum emphasizes and has active parent involvement component in its approach. Our parent education will hopefully facilitate more parent-child interactions. We plan to provide Creative Curriculum training for parents at the beginning of the year, followed by our structured education workshops for parenting and our ongoing in-house support services listed earlier. The curriculum training sessions will include teachers explaining the curriculum to parents, encourage their participation in the classroom, and extend their children's learning in at home. We will provide a variety of opportunities for parents to become involved in the program. We hope to increase this level of opportunity through different activities that promote joint parent-child interactions. Other strategies include:

- Parents are elected annually from parent committee to become a member of Head Start Policy Council
- Provide a parent room that allows parents to network, work on continuing education, etc.
- Encourage adult males to be involved in planning and participating in annual male involvement event
- Have monthly parent meetings and base topics on parent needs or requests dictated by parent survey
- Ask parents to speak at parent meeting who can share about given topic
- Elect parent committee members with various roles in conducting monthly parent trainings
- We have a Family Library where families can check out books



Illinois State Board of Education

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

FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

PROPOSAL EVALUATION DESIGN

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

18. Describe the evaluation strategies and how they will 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.

Our program conducts an comprehensive annual self-assessment that informs both the individualized staff development plans and the program's annual continuous quality improvement plan.

To maintain favorable outcome with validity of quality self-assessment conducted . Continuous evaluation is a critical aspect of our program to effectively gauge the success of our program. Our program has a written continuous quality improvement plan on file which is updated yearly. Annual program self-assessment are done as well. Survey questionnaires are given to parents were families have an opportunity to assess us. The outcomes measures our strengths and weaknesses. Parents, staff and administrators are all a part of the process.

A program assessment committee team, collect, assess, record and analyze the results. The results are shared with parents and staff to provide an collective efforts of accomplishments.

An annual program continuous quality improvement plan is created. A current updated ISBE Continuous Quality Program Improvement Plan (CQIP) are use.

Tools uses throughout the years that assess Children, Classroom, Classroom environment, Teachers, Administration, and the program as a whole.

- My Teaching Strategies
- Iters/Ecers
- CLASS tool
- NAEYC annual assessment
- PAS program assessment system
- Excelerate Program Annual Assessment
- ISBE Self-Study checklist

Trainings are given on the use of the tools to ensure validity of the outcome and results.

Our program will gather information from Prevention Initiative Compliance Checklist, Home Visiting Rating Scales, Infant/ Toddler Environment Rating Scale,The Pas, Program parent and staff surveys.



Illinois State Board of Education

Early Childhood Department
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FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

PROPOSAL EVALUATION DESIGN

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

Directions: Address question 19 in the Program Narrative section of the RFP.

19. Describe how the program will utilize data that is collected to ensure equity in programming and inform the continuous quality improvement plan.

With our program conducting assessment to evaluate all area of our program, the data collected from these assessments are valuable information as it give a gauge of our strength and weaknesses. The information provides us with the knowledge of knowing what we need to continue going and what areas that needs improvements. A plan is developed and implemented which is reviewed periodically reviewed. We have a beginning of the year program review, middle of the year review and end of program review.

The outcomes measures our strengths and weaknesses. It serves to ensure that we are meeting the program's Standards Parents, staff and administrators are all a part of the process. A program assessment committee team, collect, assess, record and analyze the results. The review of results are shared with parents and staff to provide an collective efforts of accomplishments.

An annual program continuous quality improvement plan is created. A current updated ISBE Continuous Quality Program Improvement Plan (CQIP) are use. The program has an annual self-assessment that informs both the individualized staff development plans and the program's annual continuous quality improvement plan .

Staff assessments data is used as well to develop individualized staff developments plans.

From our program assessments tools and self-assessments, we have a measurable outcome with a written plan. From the plan, our program needs are based on the findings from the data that was collected. We then develop Continuous Quality Improvement Plan (CQIP). The CQIP addresses specific areas of deficiency or areas that we would like to strengthen. Actions will be taken to remedy the deficiencies. The CQIP will detail the person responsible for correcting or improving the deficiencies and it also provides a timeline of when the deficiencies are expected to be corrected.

ILLINOIS STATE BOARD OF EDUCATION
 Early Childhood Department
 100 North First Street, E-225
 Springfield, Illinois 62777-0001

**FY 2021 PREVENTION INITIATIVE BIRTH TO THREE
 STATE BUDGET SUMMARY AND PAYMENT SCHEDULE**

Initial Budget Amendment No. _____
 Revised Initial Budget Multi-district Application

FISCAL YEAR: **21** REGION, COUNTY, DISTRICT, TYPE CODE: _____ SUBMISSION DATE (mm/dd/yyyy): _____

DISTRICT NAME AND NUMBER: _____

CONTACT PERSON: _____ TELEPHONE NUMBER (Include Area Code): _____
 XXXXX

E-MAIL ADDRESS: _____ FAX NUMBER (Include Area Code): _____
 XXXXX

ISBE USE ONLY

Please check:
 COMPLETED Notice of State Award (NOSA)
 COMPLETED Uniform Grant Agreement (UGA)
 PROGRAM APPROVAL DATE AND INITIALS: _____

TOTAL FUNDS: _____

CARRYOVER FUNDS: _____ CURRENT FUNDS: _____

BEGIN DATE: _____ END DATE: _____

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

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)	PAYMENT SCHEDULE
1	1000	Instruction									
2	2110	Attendance & Social Work Services									July-August 75553
3	2120	Guidance Services									
4	2130	Health Services			9000	7000			16000		September 75553
5	2140	Psychological Services									
6	2150	Speech Pathology & Audiology Services									October 75553
7	2210	Improvement of Instruction Services	90000	18000	22000	25000	12000		167000		November 75553
8	2220	Educational Media Services									
9	2230	Assessment & Testing									December 75553
10	2300	General Administration	45000	9000	4200	3000	1200		62400		January 75553
11	2400	School Administration									
12	2510	Direction of Business Support Services									February 75553
13	2520	Fiscal Services									
14	2530	Facilities Acquisition and Construction									
15	2540	Operation & Maintenance of Plant Services	7500	480	7000	6300	5000		26280		March 75553
16	2550	Pupil Transportation Services									
17	2560	Food Services									April 75554
18	2570	Internal Services									
19	2610	Direction of Central Support Services									
20	2620	Planning, Research, Development & Evaluation Services									May 75554
21	2630	Information Services									
22	2640	Staff Services									June 75554
23	2660	Data Processing Services									
24	2900	Other Support Services									July-August 75554
25	3000	Community Services	416000	83200	55000	48000	32760		634960		TOTAL \$ 9066640
26	3700	Nonpublic School Pupil Services									
27	4000	Payments to Other Districts or Government Units									
28	5000	Debt Services									
29	Total Direct Costs		558500	110680	97200	89300	50960	0	0	9066640	
30	INDIRECT COSTS (Direct Cost X _____%) *										
31	TOTAL BUDGET									9066640	

* Contact the GATA Department for indirect cost restrictio

FY 2021 PREVENTION INITIATIVE
BUDGET SUMMARY BREAKDOWN

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

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

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASES SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2130	Health Services: Speech, Assessments, Testing, Hearing Vision			9000					9000
2130	Health Services: Supplies Tool Kits, Tooth Brushes, Tooth Brush Holders, Assessment printing, Diapers/ physical and dentals				7000				7000
2210	Improvement of Instruction Services: Salaries Mental Health Specialist 30,000 Doula Provider 30,000 x2	90000							90000
2210	Improvement of Instruction services: Employee Benefit (.20) FICA/MED/SUI/WORKERS COMP/HEALTH INSURANCE/DENTAL		18000						18000
2210	Improvement of Instruction Services: Purchase services: Staff development / membership dues/speakers and consultants catered food/ professional development Online Assessment Screening Doula Services expense			22000					22000
2210	Improvement of Instruction Services: Supplies and Material Material needed for professional development Material for screening /supplies needed for workshops				25000				25000
2210	Improvement of Instruction Services: Capital Outlay equipment and furniture- cabinets and library cabinets					12000			12000
TOTAL		90000	18000	31000	32000	12000			183000

FY 2021 PREVENTION INITIATIVE
BUDGET SUMMARY BREAKDOWN

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

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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASES SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2300	General Administration: Salaries Program Supervisor 30000 Secretary of program Data entry (prorated) 15000	45000							45000
2300	General Administration: Employee Benefits-FICA/MED/SUI/WORKER S COMP/HEALTH INSURANCE/DENTAL		9000	4200					9000
2300	General Administration Program Services: Equipment and maintenance- support programs								4200
2300	General Administration Supplies and Materials supplies for administration of program				3000				3000
2300	General Administration Capital Outlay: equipment furniture					1200			1200
TOTAL		45000	9000	4200	3000	1200			62400

FY 2021 PREVENTION INITIATIVE
BUDGET SUMMARY BREAKDOWN

APPLICANT NAME (District Name and Number, if applicable)
XXXX
REGION, COUNTY, DISTRICT, TYPE CODE
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASES SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2540	Operation & Maintenance of Plant services : Site Keeper (Prorated)Site Maintenance 7500	7500							7500
2540	Operation & Maintenance of Plant services :Employee benefits- (0.062)		480						480
2540	Operation & Maintenance of Plant services : Purchases Carpet rug cleaning Services Radon/ Lead services			7000					7000
2540	Operation & Maintenance of Plant services : Supplies for cleaning and maintaining physical site related to PI program				6300				6300
2540	Operation & Maintenance of Plant services : Capital Outlay Equipment for program					5000			5000
TOTAL		7500	480	7000	6300	5000			26280

FY 2021 PREVENTION INITIATIVE
BUDGET SUMMARY BREAKDOWN

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

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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)		EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)		TOTAL (11)
		(Obj. 100s)	416000						(Obj. 200s)	(Obj. 300s)	
3000	Community Services: Salaries Supervisor/Lead Staff of Direct Service 47,000 Family Support- 30,000 Home Visitors 38,000x3 PI Teacher (PEL, Level 5 ECE/IT) 45,000x3 PI Teacher Assist (I/T level 4) 30,000x3	416000	416000	83200	55000	48000	32760				416000
3000	Community Services: Employee Benefits- (.20) FICAMED/SUI/WORKERS COMP/HEALTH INSURANCE/DENTAL			83200							83200
3000	Community Services: Purchases Services: Speaker, consultants for parent activities. Catered food for meetings, postal communication, contractual transportation.				55000						55000
3000	Community Services: Supplies supplies for parents and children, lending library equipment Book, paper, art and purchases. Equipment and furniture					48000					48000
3000	Community Services: Capital Outlay Furniture and equipment for program for parent and family use						32760				32760
TOTAL		416000	416000	83200	55000	48000	32760				634960



PROGRAM-SPECIFIC TERMS OF THE GRANT

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

The grantee may not assign, convey or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

2. 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).
3. Beginning in FY 2019 school year, each grantee that operates a center-based Prevention Initiative program shall participate in ExceleRate Illinois (see <http://www.exceleerateillinois.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.
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, 2020	October 20, 2020
2	December 31, 2020	January 20, 2021
3	March 31, 2021	April 20, 2021
Final	June 30, 2021	July 20, 2021

5. Reporting: All grantees must enroll each Prevention Initiative student in the ISBE Student Information System (SIS) by November 15 of each year. This reporting activity is continuous throughout the year. All grantees must exit each Prevention Initiative 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 Prevention Initiative projects for which the grantee is funded:
 - a) Student Information System (SIS) Birth to 3;
 - b) Student Information System (SIS) Caregiver Demographic Data;
 - c) Student Information System (SIS) Prenatal;
 - d) 0-3 Prevention Initiative - Parent Questionnaire;
 - e) 0-3 Prevention Initiative - Outcomes Questionnaire.

6. Each grantee funded to serve 100% students at risk of academic failure. For the purpose of Prevention Initiative "at risk" is defined as those children who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure.
7. Any grantee that fails to enroll the required percentage of at risk children (100 percent) for which the proposal was funded will have its grant award reduced proportionate to the decrease in percentage of such children enrolled.
8. 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. 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.

9. Supplanting: Funds received under Prevention Initiative 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)
10. No fees will be charged of parents or guardians and their children who are enrolled and participate in Prevention Initiative programs.
11. 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 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 recorded by the grant recipient were actually made to vendors, contractors and employees and that they conform to applicable laws and regulations, including procurement requirements and support the program intent;
 - c) Refunds, discounts, etc., were properly credited to specific expense classifications as reductions of the gross expenditure;
 - d) Payments are supported by adequate evidence of the delivery of goods or performance of services;
 - e) Obligations included in the report of expenditures were actually incurred during the budget period for which the expenditures were claimed and upon liquidation were properly adjusted;
 - f) The same item is not reported as an expenditure for two or more years, e.g., encumbrance is one year and payment in another; items are properly recorded in the program year;
 - g) All expenditures that were claimed were made for the approved project and are easily identifiable with this project;
 - h) All books and materials obtained with the grant funds are plainly marked with appropriate identification;
 - i) All inventory items have been allocated an inventory number and the number has been plainly affixed on each piece of equipment and plainly labeled;
 - j) An inventory register has been maintained of those items required to be inventoried which shows:
 - 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; and
 - 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 the 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 not-profit private school students and teachers.
 - q) 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.
12. 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.
13. 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).
14. 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.
15. 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.
16. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or other cost objective will be supported by appropriate time distribution records/cost allocation plans.
17. 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.

18. 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.
19. Travel expenses, including transportation costs and, when overnight stay is required, lodging and per diem, are subject to the State rates published by the Governor's Travel Control Board for State employees and posted at <http://www.illinois.gov/cms/employees/travel/pages/travelreimbursement.aspx>.

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

Date

Title



Illinois State Board of Education

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

FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

GRANT APPLICATION CERTIFICATIONS AND ASSURANCES

APPLICANT'S NAME: _____ XXXX _____

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

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

- Individual
 Corporation
 Partnership
 Unincorporated association
 Government entity

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

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

DEFINITIONS

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

- 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.
- 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 Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
17. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS – ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

Title

Date

Name of Authorized Official (Type or Print)



Illinois State Board of Education

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

FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

DEMONSTRATION OF NEED

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

REGION, COUNTY, DISTRICT, TYPE CODE
XXXX

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

- A letter(s) from the local program providing similar services, home visiting or center-based services (Early Head Start, current Early Childhood Block Grant (ECBG) programs, current Illinois Department of Human Services (IDHS) programs, current Maternal, Infant, and Early Childhood Home Visiting (MIECVH) programs, or locally funded programs), which demonstrates a need for additional services in the community (attach to proposal).
- Completion of Form 13 to indicate gap in slots compared to eligible population.
- IECAM data showing a gap in services and the need for additional slots in the community (Reflected in Program Narrative section, #2 and #7).
- Information from the programs community needs assessment showing a gap in services and the need for additional slots in the community (Reflected in Program Narrative section, #2 and #7).



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FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

SLOT GAP ANALYSIS

APPLICANT NAME (District Name and Number, if applicable) XXXX	REGION, COUNTY, DISTRICT, TYPE CODE XXXX
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Directions: Complete all questions below. Information can be requested from IECAM. Other resources can be utilized, such as census information.

Question	Response
How many children age 1 to 3 years are located within the service area?	5794
What is the birth rate in your community? (IECAM Data)?	35%
If you are currently serving students through Prevention Initiative, how many children are you funded to serve?	24
What is the capacity for enrollment at the local Early Head Start?(contact local EHS program)	244
What is the capacity for enrollment for other community based organizations serving children birth to age 3 years (i.e., other current Prevention Initiative programs, current Illinois Department of Human Services (IDHS) programs, current Maternal, Infant, and Early Childhood Home Visiting (MIECVH) programs, or locally funded programs)?	1575
How many children are located within district boundaries birth to age 3 years with FPL less than 100%?(IECAM information)	2127
How many children are located within district boundaries birth to age 3 years with FPL 100-200%?	1624
How many children are located within district boundaries Birth to age 3 years with FPL 200-400% FPL?	3500
Taking in to consideration number of children in the area needing to be served and the number of community slots currently available, how many students are still in need of services? (Total number of children less than 200% FPL – Early Head Start slots, Prevention Initiative slots, Community-Based Organization slots = total need)	1784
How many children is your program requesting to serve?	50PI 40HB