



Illinois State Board of Education

100 North First Street, Springfield, Illinois 62777-0001

ATTACHMENT 1

Uniform Application for State Grant Assistance

Agency Completed Section	
1. Type of Submission	<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application
2. Type of Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation (i.e. multiple year grant) <input type="checkbox"/> Revision (modification to initial application)
3. Date/Time Received by State <i>Completed by State Agency upon Receipt of Application</i>	
4. Name of the Awarding State Agency	Illinois State Board of Education
5. Catalog of State Financial Assistance (CSFA) Number	
6. CSFA Title	EARLY CHILDHOOD BLOCK GRANT - 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
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	Student Service
23.	Division Name	Educational Services
Applicant's Name and Contact Information for Person to be Contacted for <i>Program</i> 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 <i>Business/Administrative Office</i> 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>	FY21 Early Childhood Block Grant-Prevention Initiative
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: \$ _____ <p align="right"><input checked="" type="checkbox"/> Total Amount: \$ <u>00</u></p>

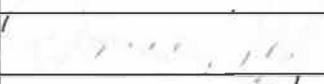
Applicant Certification:

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	_____	70	39480	5640
<input type="checkbox"/> Child Care Center-Based PI Program	_____	_____	_____	_____

* 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)
- Early Head Start (EHS)
- Illinois Department of Human Services (IDHS)
- Maternal Infant Early Childhood Home Visiting (MIECHV)
- Other _____

TYPE OF AGENCY (Check only)

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



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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		_____
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
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CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____
CITY	COUNTY	
REGION, COUNTY, DISTRICT, TYPE CODE		NAME OF AUTHORIZED OFFICIAL
DISTRICT NAME AND NUMBER OR AGENCY/ENTITY NAME		_____
CITY	COUNTY	



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JOINT APPLICATION

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

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



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PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

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

The area to be served indicates high levels of poverty. XXXX serves 7,334 students from the communities of XXXX, XXX, XXX, XXX, and parts of XXX, IL. The XXX School District serves a large at risk population as indicated by the demographics below and is designated as a Tier 1 school district.

87% qualify as low income students through the Community Eligibility Provision of the Federal National School Lunch Program. According to IECAM data within XXX, there are approximately 1560 children ages 0-3 with nearly 58% or 905 of them living at the 185% of the Federal Poverty Line. In addition to the high number of children living in low income homes, the number of children in the XXX school district living in linguistically isolated households is 1128, the unemployment rate in the communities is 8% and 20% of parents do not have high school diplomas.

The fall 2016, 2017, and 2018 XXX MAP assessment given to incoming District XXX kindergartners, showed only 34%, 38%, and 23% respectively, of students who were considered "kindergarten ready" (students who scored at the 50th percentile or higher in math and reading according to XXX beginning of the year national norms). Additionally, XXX district 2018 KIDS assessment scores, show only 18% of students entering kindergarten, are considered kindergarten ready.

District 2019-2020 demographics include:

- o 87% high school graduation rate
- o 164 homeless students in 2018 / 96 homeless students in 2019
- o 29% English Learners
- o 15% of students with IEPs
- o 87% of students live in homes where 2 languages are spoken
- o 8% mobility rate
- o 14% chronically truant students
- o 99 students are out-placed in public and private alternate settings
- o 10 teen pregnancies were reported during the 2018-19 school year and 6 during the 2019-20 school year
- o 182 children went through preschool screening, 169 were identified as "at-risk", and had received no Early Intervention services prior to screening
- o 52 children transitioned from Early Intervention services to the district's early childhood program during the 2019-20 school year
- o XXXCounty has the highest cases of child abuse calls in Illinois
- o In XXXX County 60% of families in DCFS care are impacted by domestic violence



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.

According to IECAM data, 3341 children between the ages of 0-5 live within the district boundaries, with 1938 living at 185% of the Federal Poverty Level or lower. In XXX, there are approximately 1560 children ages 0-3 with nearly 58% or 905 of them living at the 185% of the Federal Poverty Line. Within XXX boundaries, there are 0 Early Head Start programs. There are currently two Early Head Start programs in XXX County with a total enrollment of 70. There are 31 sites with a total of 941 funded seats for IDHS Region X that services X counties. XXX has 10 licensed day care providers. There are 202 spots for infants 6 weeks to 1 year, 149 spots for 2 year olds, and 465 spots for children ages 3-5. This offers a total of 816 licensed day care opportunities for children six weeks to 5 years of age. IECAM data on IDHS Home Visiting programs (XXX) reports that there are 61 spots available in XXXX County. Early intervention transitioned 52 three year olds during the 2019-20 school year. In addition to the high number of children living in low income homes, the number of children in the XXX school district living in linguistically isolated households is 1128, the unemployment rate in the communities is 8% and 20% of parents do not have high school diplomas.

The District XXX received the PI Grant for Fiscal Year 2020. The grant budget was approved January 2020. We have hired 3 Parent Educators who started working 1/13/2020, 2/24/2020, and 03/09/2020. They have combined caseloads of 15 families and 2 referrals waiting. Our PI Parent Educators work with the district created XXX program (which is a privately funded Birth-5 home visiting program). This program has screened 48 children since 10/10/19. The 15 PI families were referred by XXXX program. XXXX has 30 families they are working with.

District 2019-2020 demographics include:

- o 87% high school graduation rate
- o 164 homeless students in 2018 / 96 homeless students in 2019
- o 29% English Learners
- o 15% of students with IEPs
- o 87% of students live in homes where 2 languages are spoken
- o 8% mobility rate
- o 14% chronically truant students
- o 99 students are out-placed in public and private alternate settings
- o 10 teen pregnancies were reported during the 2018-19 school year and 6 during the 2019-20 school year
- o 182 children went through preschool screening, 169 were identified as "at-risk", and had received no Early Intervention services prior to screening
- o 52 children transitioned from Early Intervention services to the district's early childhood program during the 2019-20 school year
- o XXX County has the highest cases of child abuse calls in Illinois
- o In XXX County 60% of families in DCFS care are impacted by domestic violence

The fall 2016, 2017, and 2018 XXX assessment given to incoming District XXX kindergartners, showed only 34%, 38%, and 23% respectively, of students who were considered "kindergarten ready" (students who scored at the 50th percentile or higher in math and reading according to XXX beginning of the year national norms). Additionally, XXX district 2018 KIDS assessment scores, show only 18% of students entering kindergarten, are considered kindergarten ready. These statistics indicate a tremendous gap in the services provided for our children 0-3 in the XXX community.



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PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 3 in the Program Narrative section of the RFP.

XXX has 0 Early Head Start programs. There are currently two Early Head Start programs in XXX County with a total enrollment of 70. There are 31 sites with a total of 941 funded seats for IDHS Region X that services 17 counties. XXXX has 10 licensed day care providers. There are 202 spots for infants 6 weeks to 1 year, 149 spots for 2 year olds, and 465 spots for children ages 3-5. This offers a total of 816 licensed day care opportunities for children six weeks to 5 years of age. Within XXXX, there are approximately 1828 children ages 0-3 with nearly 58% or 1060 of them living at the 185% of the Federal Poverty Line. Early Intervention transitioned 38 three year olds during the 2018-19 school year. IECAM data on IDHS Home Visiting programs (XXX) reports that there are 61 spots available in XXX County. The District XXX received the PI Grant for Fiscal Year 2020. The grant budget was approved January 2020. We have hired 3 Parent Educators who started working 1/13/2020, 2/24/2020, and 03/09/2020. They have combined caseloads of 15 families and 2 referrals waiting. Our PI Parent Educators work with the district created XXX program (which is a privately funded Birth-5 home visiting program). This program has screened 48 children since 10/10/19. The 15 PI families were referred by XXXX program. XXX has 30 families they are working with. These statistics indicate a tremendous gap in the services provided for our children 0-3 in the XXX community.

XXXX Area Schools has a program in existence XXX Project. XXX recruits families living in the XXX School's attendance area, at birth, through the local hospitals. Families who opt into the program at their local hospital following birth are offered community-wide support at no cost. The goal of the project is to register children as students from birth and provide information and support to parents to serve as their children's first teacher. XXXX strives to provide the support and empowerment of parents using the existing network of services in our schools, agencies and community. XXXs only eligibility criteria is that the families must live within the XXX School boundaries. XXXX will become one of the referral sources to the PI program.



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PROGRAM NARRATIVE

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

These are the criteria and indicators for identifying children and families who are eligible for the PI program. Within XXX, there are approximately 1560 children ages 0-3 with nearly 58% or 905 of them living at the 185% of the Federal Poverty Line. Families will be asked to bring documentation to show proof of residency within the XXX boundaries, proof of income, their child's birth certificate, and identification. Parents/guardian will be given a home language survey and will be asked to sign a permission slip for screening. The screening process will be explained to parent/guardian and interview with parent/guardian will be conducted in their home language. Screenings will take place year-round and on an as needed basis. At the screening appointment, Parent/guardian will receive a screening packet and bring documentation to prove proof of residency. Parent Coordinator will conduct the Ages & Stages Questionnaire as the screening instrument that will also be used for PI eligibility. Any family that may be homeless or suspected as homeless, will not be required to show this documentation and administration will work with the families according to the district's and program's homeless policy. Homeless children will be directly enrolled into the PI program. The most at-risk children/families, those exhibiting the greatest number of at-risk factors as determined by the eligibility criteria, are given priority for enrollment in the program. The following weighted criteria and indicators for identifying at-risk children are as follows: 1) proof of low income status 200% of FPL or lower 2) proof of residency 3) interview with parents will be conducted by a staff member in their native language. and that will include pregnancy, birth history, developmental milestones, social development, family dynamics, and exposure to risk factors (see below) 4) results of Ages and Stages Questionnaire and 5) exposure to a large number of risk factors obtained during parent interview. For families where the parents are enrolling prenatally or for infants under 4 months of age, the parent interview and weighted at-risk factors, proof of income, and proof of residency will be used for eligibility. Ages and Stages Questionnaire will be used for infants over 4 months of age.

Family Interview Includes- Child's health history, including prenatal history, and social development, and may include questions about the parents' education level, employment history, income, age, marital status, and living arrangements; the number of children in the household; exposure to risk factors and the number of school-aged siblings experiencing academic difficulty .

Screening Packet Includes- Family interview form, proof of residency, family income documentation, risk factors form, home language survey, parent permission, Ages and Stages Questionnaire, a form for sharing the results of the screening with parent/guardian and staff. There will be no fees associated with screening or enrollment into the PI program.

Proof of Residency Includes- Picture ID, Original Birth Certificate, Mortgage/Lease Statement, and 2 current utility bills related to your residence (gas, electric, water, phone)

Family Income Documented- Method of verification: Proof of low income status (at or below 200% of the FPL, using 2018 Federal Poverty Guidelines): Pay stubs, SSI benefit, or other form of income verification and / or proof of public benefits: WIC (185% FPL), SNAP (165% FPL), TANF (50% FPL), CCAP (165% FPL), Medicaid Card (must be in parent's name 138% FPL). Proof of income will be kept in the child's file.

Risk Factors Include- Homeless (5), foster care/ward of the state(5), two or more delays on research-based screening tool (5), low income (qualifies for free and reduced lunches, public housing, child care subsidy, WIC, SNAP, TANF, Medicaid) or annual income is 185% of FPL-(5), history of child abuse or neglect (5), history of domestic violence (5), history of alcohol/drug abuse in family (5), DCFS involvement (5), chronic or terminal illness of child (5), chronic or terminal illness of family member (5), child has document disability/CFC referral(5), caregiver has disability (5), caregiver has mental illness (5), death of immediate family (parent, child, sibling) (5), caregiver other than parent raising child (5), teen parent at birth of first child (5), low birth weight/failure to thrive (5), recent immigrant or refugee family (5), English not spoken in the home (5), family active military (5), parent incarcerated (5), primary caregiver did not complete high school/No GED (5), high mobility or transience(5), receiving services from other agency (4), other health issues(4), one delay on screener (3), and single parent (3).



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PROGRAM NARRATIVE

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

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

Criteria and indicators will target XXX children and families most in need of services by the screening process. PI screenings will take place year-round and on an as-needed basis to target those families most in need of services. No fees are charged for preschool screenings. Parents/guardians will register for screening and be asked to complete a screening registration packet that includes a home language survey. Parents/guardians must bring documentation to show proof of residency within the XXX school district boundaries (mortgage statement/rental agreement, 2 current utility bills related to your residence, picture ID), proof of income, and an original copy of the child's birth certificate. Once a family's file is complete a screening appointment with date and time will be given to the family.

Prior to the day of screening, reminder phone calls will be made to each family scheduled for screening. On the day of screening, parents/guardians will be given a letter explaining the screening process and assessment tool and written permission for screening will be obtained and kept in the child's file. An interview by a staff member with the parent/guardian will be conducted in the parent/guardian's native language. The interview will include questions about the child's health history, social development, language spoken in the home, parent's education level, parent's employment status, parent's age when first child was born, number of children living in the home, siblings' ages, siblings' who receive special education services, and exposure to risk factors (weighted list). Any family that may be homeless or suspected as homeless, will not be required to show documentation and school administrator will work with the parents/guardians according to the district's and program's homeless policy. Parent/guardian will be provided information on the educational rights of children and families who are experiencing homelessness as well as community resources to assist them with housing needs. Homeless children will be directly enrolled into the PI program.

A certified audiovisual technician, prior to the child being screened, will conduct vision and hearing screening. Vision and hearing screening will take place during the screening and will be updated every 6-12 months. PI staff will conduct the screening using the Ages & Stages screening instrument. The Ages & Stages will be administered individually with parent/guardian. Screening will be in the families native language or interpreters will assist with the screening.

The assessment team (PI Parent educators, administration, audiovisual technician, district nurse) will meet to discuss each individual child, and will enter all information into an Eligibility Weighted and Priority Enrollment Form. The most at risk students will be given priority for enrollment in the PI program. The criteria for identifying children and families eligible for the program will be based on the following indicators and will be collected during the preschool screening process.

- Exposure to a high number of risk factors (weighted list)
- Proof of low income status (at or below 200% of the FPL, using 2018 Federal Poverty Guidelines)
- Ages & Stages Questionnaire screening results
- Information from the parent/guardian interview
- Residency within the XXX school district

The most at risk children will be given priority for enrollment in the PI program, and/or referred to the Early Intervention for additional testing. A child exhibiting significant delays/disabilities will be referred to XXX Child and Family Connections for possible evaluation. If appropriate, the child will be directly enrolled into the PI program. Children will be added to a waiting list if there is no room in the program and priority for enrollment will be given to the most at risk child on the waiting list, when space becomes available. Children that are not considered the most at risk, will remain on the waiting list and will be referred to other community programs.

An exit interview will be conducted with parent/guardian and an exit letter summarizing outcomes will be given to parent/guardian and kept in the child's file.

Scheduling practices for PI screening and programing will take into consideration the needs of pregnant women, infants, toddlers, and preschoolers. Flexibility within the organization allows for the provision of a variety of services to families at times and in places convenient for them. There will be ongoing recruitment of families for the program, both pregnant women and families with children birth to three.



PROGRAM NARRATIVE

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

There are a number of effective recruitment strategies to ensure the maximum number of eligible children from the XXX School District. Recruitment and screen will be on-going and year around for both pregnant women and families with children birth to three. In order to insure the maximum number of eligible children, who reside in Tier I and Tier II, the following weighted criteria and indicators for identifying at-risk children are as follows: 1) proof of low income status (at or below 200% of the FPL) using 2018 Federal Poverty Guidelines) 2) proof of residency 3) interview with parents will be conducted by a staff member in their native language. and that will include pregnancy, birth history, developmental milestones, social development, family dynamics, and exposure to risk factors (see below) 4) results of Ages and Stages Questionnaire and 5) exposure to a large number of risk factors obtained during parent interview. For families where the parents are enrolling prenatally or for infants under 4 months of age, the parent interview and weighted at-risk factors, proof of income, and proof of residency will be used for eligibility. Ages and Stages Questionnaire will be used for infants over 4 months of age. According to IECAM data within XXXX, there are approximately 1560 children ages 0-3 with nearly 58% or 905 of them living at the 185% of the Federal Poverty Line. Early Intervention transitioned 52 three year olds during the 2019-20 school year. These statistics indicate a tremendous local gap in the services provided for our children 0-3 in the XXX community. The following are recruitment strategies that will be utilized with XXX's PI program;

1) XXX Project- XXX Area Schools has a program in existence named XXX Project. XXX recruits families living in the XXX School's attendance area, at birth, through the local hospitals. Families who opt into the program at their local hospital following birth are offered community-wide support at no cost. The goal of the project is to register children as students from birth and provide information and support to parents to serve as their children's first teacher. XXX strives to provide the support and empowerment of parents using the existing network of services in our schools, agencies and community. XXX's only eligibility criteria is that the families must live within the XXX School boundaries. XXXX will become one of the referral sources to the PI program. Using the criteria and indicators described in Narrative 4, XXX will refer the most at-risk students to the PI program for home visiting and tracking development. The district website has registration access to XXX Project.

2) XXXX School District has multiple media sources to recruit parents. The district website has registration access to XXX Project. The district uses Twitter, Facebook, Instagram, Mobile App, phone calls, text messages, emails, Dojo messages, Remind App, and district website are used to notify and alert district families regarding district programs and opportunities. Family recruitment opportunities will be in the form of brochures place in school offices, sent home with elementary students, placed in buildings' news letters and on bulletin boards around the district. Information tables manned by Parent Coordinator can provide PI details at building registration events, open houses, parent/teacher conferences, EEC family involvement activities and other events that parents/guardians attend.

3) Community Outreach- Working with our community partners (XXX) to educate the families who reside XXX district boundaries. Brochures/Flyers placed at grocery stores, doctors' offices, post office, library, health department, and other frequently visited community sites. XXX Health Departments home nursing program has been a large referral source for XXXX and PI currently.



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SITE INFORMATION

APPLICANT NAME (District Name and Number, if applicable)		REGION, COUNTY, DISTRICT, TYPE CODE	
Enter below the information requested for all proposed sites. ALL applicants must complete this section for all proposed sites. See Appendix A of the RFP for a list of districts defined as Tier 1 or Tier 2.			
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OBJECTIVES AND ACTIVITIES

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

The proposed PI program aligns with the budget and will help meet the identified needs of the XXX population. According to IECAM data, 3341 children between the ages of 0-5 live within the district boundaries, with 1938 living at 185% of the Federal Poverty Level or lower. Within XXX, there are approximately 1560 children ages 0-3 with nearly 58% or 905 of them living at the 185% of the Federal Poverty Line. Within the XXX boundaries, there are 0 Early Head Start programs. There are currently two Early Head Start programs in XXX with a total enrollment of 70. There are 31 sites with a total of 941 funded seats for IDHS Region X that services 17 counties. XXX has 10 licensed day care providers. There are 202 spots for infants 6 weeks to 1 year, 149 spots for 2 year olds, and 465 spots for children ages 3-5. This offers a total of 816 licensed day care opportunities for children six weeks to 5 years of age. IECAM data on XXX Home Visiting programs (XXX) reports that there are 61 spots available in XXX. Early Intervention transitioned 52 three year olds during the 2019-20 school year. These statistics indicate a tremendous gap in the services provided for our children 0-3 in the XXX community. The District XXX received the PI Grant for Fiscal Year 2020. The grant budget was approved January 2020. We have hired 3 Parent Educators who started working 1/13/2020,

2/24/2020, and 03/09/2020. They have combined caseloads of 15 families and 2 referrals waiting. Our PI Parent Educators work with the district created XXX program (which is a privately funded Birth-5 home visiting program). This program has screened 48 children since 10/10/19. The 15 PI families were referred by XXXX program. XXX has 30 families they are working with. We are proposing hiring 4 additional Parent Educator/Home Visiting Coordinators. The program includes intensive, regular, one-on-one visits with parents and children (Birth to 3) and includes extended family when appropriate. Parents as Teachers will be the home visiting curriculum. Illinois State Board of Education's PI implementation manual suggests:

- 1.0 FTE home visitor serving families weekly has a caseload of approximately 10 to 15 families.
- 1.0 FTE home visitor serving families biweekly has a caseload of approximately 18 to 25 families.

We plan to have meet the needs of approximately 70 more eligible families. Caseloads will not exceed the recommend numbers in the PI manual stated above. Parents As Teachers will be the curriculum used to guide the home visits. The caseloads of the parent educators will fluctuate based on the needs of the families they are servicing. The number of weekly/monthly visits, known as the variation in intensity, is based on a variety of factors included but not limited to the number of at-risk factors identified, length of time in the program, preferences of the parent/guardian/family, existence of a crisis situation, and the distance between homes. The program will also be reflective and respectful of the family's needs and the child's and schedule. Evenings, weekends, and summer programming is an expectation based on children's development. Staff schedules must also allow for them to participate in pre-service trainings, to plan and set up programing at the start of the year, closing the year, conducting home visits, to conduct health examinations, screening and immunization activities, to maintain records, and to keep service component plans and activities current and relevant. Administrative costs were added to the budget to supplement the salary of one parent educator to include supervisor duties. Reflective supervision hours would make up 14 hours a month of their job responsibilities.

Aside from the proposed home visiting schedule, the PI program will offer monthly group activities and outings/field trips. The group size and adult to student ratio will meet XXX's guidelines. The physical space for meetings will promote healthy growth and encourage child-family relationships and learning. The space should also encourage children's learning through touch and manipulation as well as adult communication to encourage the building of parent/guardian relationships within the group.

Parents as Teacher program provides families with personal visits, group connection, resource network, and child screening. Parents as Teachers have developed these four components to serve families with the four primary goals in mind;

- 1) Increase parent knowledge of early childhood development and improve parent practices
- 2) Provide early detection of developmental delays and health issues
- 3) Prevent child abuse and neglect
- 4) Increase children's school readiness and success

Funds from the PI grant will be used to support the salaries for the 3 Parent Educators (60 families), 1 Supervisor (10 families + Duties) salary and supplies. Salaries are dictated by education, years of experience and placed on the appropriate salary schedule on XXX's Collective Bargaining Agreement. The requested budget items include the purchase and training for Parents as Teachers, Ages & Stages Questionnaire, and supplies for programming. The supplies needed for the program include staff computers, child size equipment, vision and hearing equipment, curriculum, furniture. The budget also includes: age appropriate cause and effect toys, books, puzzles, blocks, sensory items, musical instruments, art supplies, PAT curriculum materials,



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

The intensity of services proposed are aligned to the budget and based on the Illinois State Board of Education's PI implementation manual. The intensity of services and number of families on Parent Educator's caseloads are determined by the information obtained at the screening. At screenings an interview by a staff member with the parent/guardian will be conducted in the parent/guardian's native language. The interview will include questions about the child's health history, social development, language spoken in the home, parent's education level, parent's employment status, parent's age when first child was born, number of children living in the home, siblings' ages, siblings' who receive special education services, and exposure to risk factors (weighted list). Any family that may be homeless or suspected as homeless, will be directly enrolled into the PI program. An interview by a staff member with the parent/guardian will be conducted in the parent/guardian's native language. The interview will include questions about the child's health history, social development, language spoken in the home, parent's education level, parent's employment status, parent's age when first child was born, number of children living in the home, siblings' ages, siblings' who receive special education services, and exposure to risk factors (weighted list). Homeless children will be directly enrolled into the PFA program.

A certified audiovisual technician, prior to the child being screened, will conduct vision and hearing screening. The assessment team (PI Parent educators, administration, audiovisual technician, district nurse) will meet to discuss each individual child, and will enter all information into an Eligibility Weighted and Priority Enrollment Form. The most at risk students will be given priority for enrollment in the PI program. The criteria for identifying children and families eligible for the program will be based on the following indicators and will be collected during the preschool screening process.

- Exposure to a high number of risk factors (weighted list)
- Proof of low income status (at or below 200% of the FPL)
- Ages & Stages Questionnaire screening results
- Information from the parent/guardian interview
- Residency within the Round Lake school district

Home visit schedules with a family will be commensurate to the number of at-risk factors a family is experiencing and identified at the screening. XXX's program will provide the flexibility within scheduling to offer increased visits to those families encountering a crisis situation. Also impacting the number of scheduled home visits is the length of time in the program, preferences of the parent/guardian/family, and existence of a crisis situation within the family. Scheduling practices and intensity will also be tailored to the individual strengths and needs of the children birth to age three and their families. Family culture will also be taken into consideration. Parents as Teachers will be the home visiting curriculum.



OBJECTIVES AND ACTIVITIES

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

The Parent as Teacher's curriculum will be the basis for the PI program. XXX Network will also be used to supplement the needs of the families/children. Curriculum and activities will align with the Illinois State Board of Education's implementation manual, and auditing tool. Parents as Teachers approach to home visitation within an early childhood system's is focused on:

- 1) Parent-Child Interaction – will be used to enhancing child development and supporting the development of positive parenting behaviors
- 2) Development-Centered Parenting – is used to help understanding parents' perspectives as well as facilitating parenting decisions around developmental topics
- 3) Family Well-Being – used to recognizes the impact of the family system on child development and partnering with parents to strengthen protective factors.

As stated in the Illinois State Board of Education's PI implementation manual, positive adult/child interactions are the base for young children's learning, the PI staff will model, support and engage the parent/child relationship. Age appropriate activities will also be used to enhance and support the relationships and learning. Child development research supports the critical importance of the parent/child relationship in supporting, engaging, and emotionally nurturing a child. These are necessary factors for healthy development which is linked to success in school. The following activities will be a part of the home visits for children 0-3 in the PI program as written in the ISBE PI implementation manual:

- Plan warm-up activities that provide opportunities for parents and children to begin to focus on the planned activities in a natural way.
- Preview briefly what is planned for the benefit of both parents and children. Use pictures and real props to preview.
- Be a sensitive observer of child development and help parents learn to read and respond appropriately to their children's cues.
- Provide ideas of various types of activities that allow parents and children to meet with success in a variety of ways.
- Serve as a resource to the parents as they follow their children's lead in play. Provide parents with the underlying developmental tasks embedded in the various play activities. Help increase parental understanding of how play and learning go hand in hand.
- Involve parents in helping their children get ready for snack by taking care of toileting needs, washing hands, and encouraging their children to taste new foods.
- Help parents to prepare their children for transitions.
- Help parents see how daily routines such as bathing, dressing, and eating provide opportunities for parent/child interactions that can enhance the child's development
- Capitalize on teachable moments that occur spontaneously during the home visit.
- Include other family members, especially brothers and sisters, in the planned play activities.
- Videotape parent/child interactions and help parents tune in to the things that they are doing to support child development.
- Recognize the importance of teaching through modeling by using:
 - A variety of natural language techniques for parents, including expansion techniques, self-talk, parallel talk, and closure techniques.
 - A variety of techniques for encouraging emergent literacy, including sharing books, following written directions, and writing.
 - Behavior management techniques for parents, including giving choices, redirection, and positive reinforcement.
 - A variety of problem solving skills for parents, including trial and error strategizing, questioning, and sabotage techniques.
 - Sensory awareness for parents by tuning in to sights, sounds, textures, movements, smells, and tastes.
 - Creative expression for parents by singing, dancing, pretending, and enjoying the process of artistic expression.
 - A variety of techniques for encouraging physical development, including moving upward, downward, and all around.

The PI program will utilize a variety of high quality, developmentally appropriate activities and materials in a safe and supportive environment. Activities will include music play, messy play, creative play, pretend play, gross motor play, fine motor play, and problem solving. Parents as Teacher provides activities, information sheets, and multiple supports in the three areas listed above.

In addition, parents will receive support and education on dealing with life stresses or other risk factors that impact their ability to create a nurturing environment for their children.



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

Families will be linked to each other during family group activities, Early Education Centers family involvement activities, local activities at the library, park district and field trips. An emphasis will be placed on regularly scheduled interactions and literacy-based activities. These activities will build and strengthen relationships both within families and among the participating families.

Families involved with PI will be linked and have access to a school-based health center on XXX High School campus that offers primary care including health, medical and behavioral health services which are available to all XXX students. Services include:

- School Physicals
- Well baby check-ups
- Immunizations
- Treatment of minor illness or injury
- Management of asthma, diabetes, seizures
- Basic lab tests
- Prescribing/dispensing medication for common illnesses
- Reproductive Health services
- Mental health counseling, diagnosis, treatment
- Substance abuse counseling
- Crisis intervention
- Dental care referrals

XXX has ongoing relationships with community resources and social service agencies in and around XXX. These will be used to link and better meet the needs of PI families . They include:

- XXX
- XXX Kindergarten Readiness Committee
- XXXX Services
- United XXX
- XXXX Health Department
- XXX Center
- XXXX
- XXX
- XXX Service
- XXX
- XXX Hospital
- XXX District
- XXXX Library District
- XXXX Early intervention
- Local pediatricians, obstetricians, and other healthcare professional
- Local Churches

Families within the PI program will have direct access to the XXX education system. This will ensure a direct link to the future educational opportunities of the PI child and their siblings. XXX CUSD will continue to have annual agreements and Memos of Understanding with XXX Child and Family Connections, DCFS, and Head Start. Information will be shared and relationships built with the 10 community daycare providers within the district. Local daycare providers will be encouraged to refer families for screenings.



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

It is important for the PI program to offer a number of services and tiered support to increase families level of involvement and participation. These opportunities should include options for parents to learn more about their child’s development, parenting, life management skills and benefits from a social support system. One of the Birth to Three Program Models that is recommend by ISBE is Parents as Teachers. XXXX will be implementing Parents as Teachers is the primary program model. Supplementary programs, XXX Network and XXX will be used to strengthen program options. ISBE has seven designated areas of instruction which provide a framework for programs to build resources and education. It is important to note that their seven areas are integrated and they correlate with the Illinois Early Learning Standards for children Birth to age 3. There are multiple theoretical perspectives that were identified in the implementation of these developmentally appropriate practices- XXXX are a few of the researches identified. The seven designated areas are as follows:

- 1) Child Growth and Development, including Prenatal Development (prenatal development, child development, fine & gross motor, speech & language, social emotional, problem solving, etc) This area directly links to Illinois Early Learning Standards of Social and Emotional Development, Physical Development and Health, Language Development, Communication and Literacy, Cognitive Development, and Approaches to Learning.
- 2)Childbirth and Child Care (childbirth preparation classes, child care classes, how to care for newborn, prevention of SIDS)
- 3)Family Structure, Function and Management (Living healthy, dealing with stress, adjusting to pregnancy, nutrition, responding to developmental delays and accessing CFC, creating a safe and healthy home environment, problem solving , life management skills, valuing diversity, access community resources, and more.) This area also has links to Illinois Early Learning Standards of Social and Emotional Development, Physical Development and Health, Language Development, Communication and Literacy, Cognitive Development, and Approaches to Learning.
- 4) Prenatal and Postnatal Care for Mothers and infants (prenatal medical care, prenatal attachment, signs of postpartum depression, nutrition, well baby checkups, transporting a newborn, infant and toddler, breastfeeding, responding to separation and stranger anxiety)
- 5) Prevention of Child Abuse (defining health relationships, defining child abuse, child neglect, shaken baby syndrome, build social connections, accessing mental health resources, understanding domestic violence)
- 6)The Physical, Mental, Emotional, Social, Economic and Psychological Aspects of Interpersonal and Family Relationships (parental mental health, social and emotional health of children, economic stability, support networks, supporting teen families., English language learners, families dealing with substance abuse and families exposed to stress, trauma and/or violence)
- 7)Parenting Skill Development (learning and valuing observation skills, toy safety, setting limits, infants and sensory overload, importance of books/reading exposure, Newborn reflexes, teaching children to problem solve) This is another area that directly links to Illinois Early Learning Standards of Social and Emotional Development, Physical Development and Health, Language Development, Communication and Literacy, Cognitive Development, and Approaches to Learning.

There have been numerous outcome studies conducted on the effects of the Parents as Teachers model. has used more than a dozen outcome studies have been conducted on the effects of the Parents as Teachers model. The studies are Evaluations have been supported by various states, school districts, private foundations, universities and research organizations. With each new evaluation, we continue to learn about the children and families served by Parents as Teachers and the long-term impacts on communities. Evaluation results show:

- Children’s developmental delays and health problems are detected early
- Children enter kindergarten ready to learn and the achievement gap is narrowed
- Children achieve school success into the elementary grades
- Parents improve their parenting knowledge and skills
- Parents are more involved in their children’s schooling
- Families are more likely to promote children’s language and literacy

ISBE’s designated areas of instruction tied to the Early Learning Standards along with the above documented effects of the Parent as Teacher support the identified need for XXXXs need for a Preventative Initiative Grant.



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

As stated in the PI implementation manual, best practice uses an approach to developmental monitoring that accesses multiple sources of information, uses a variety of information, looks at each child's development across multiple domains, and is sensitive to a child's cultural background in order to provide the best "picture" of the child. Milestones in the development of cognitive, emotional, language, motor perceptual, and social domains should be viewed as dynamic and flexible since the child's development is affected by many factors including heredity, health status, and temperament. In addition, environment, child-rearing practices, and economic and social status also impact the child's development.

Parent Coordinator will conduct the Ages & Stages Questionnaire as the screening instrument that will also be used for PI eligibility. An interview by a staff member with the parent/guardian will also be conducted in the parent/guardian's native language. The interview will include questions about the child's health history, social development, language spoken in the home, parent's education level, parent's employment status, parent's age when first child was born, number of children living in the home, siblings' ages, siblings' who receive special education services, and exposure to risk factors (weighted list). The most at risk children will be given priority for enrollment in the PI program, and/or referred to the Early Intervention for additional testing. A child exhibiting significant delays/disabilities will be referred to XXX Child and Family Connections for possible evaluation.

Ages & Stages Questionnaire is an ISBE approved research-based screen instrument that has 40 years of research, development, and ongoing evolution. A parent interview will also be conducted with the interview questions taken directly from the PI implementation manual's Parent interview Form (Appendix C). The PI program will continually monitor the children's development with Ages & Stages (every 6 months) to document growth in the areas of physical, cognitive, communication, social and emotional development. The program will also use Life Skills Progression (LSP) monitors 35 parental life skills in these areas:

- Relationships
- Education & Employment
- Parent & Child Health
- Mental Health & Substance Use
- Basic Essentials

The LSP tracks 8 aspects of child development, attachment and regulation, and use of the Ages and Stages Questionnaire to establish developmental screening levels. The LSP in addition to the initial screening, multiple sources and communication with parents will serve as the basis for collecting data. All of this information along with staff formal and informal observations will be used to write an individual family service plan (IFSP) for each family in the program. The PICCOLO (Parenting Interaction with Children Checklist linked to Outcomes) will look at parent interaction in the areas of affection, responsiveness, encouragement, and Teaching. The family will be involved in the development of their plan with the PI parent education, and other agencies in which the family is receiving services. The IFSP will include:

- Family structure
- Family Goals,
- Strengths of family
- Description of child
- Strengths of child
- Daily routine
- Areas family would like support,
- Areas the child needs support
- Community resources involved or need for family

The goals in the IFSP will be completed with action steps, person responsible, and time frame to ensure a clear understanding.



OBJECTIVES AND ACTIVITIES

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

Based on the documented administrative code and statement from ISBE's Prevention Initiative Implementation Manual: The Illinois Administrative Code (Title 23: Part 235 Early Childhood Block Grant, Section 235.40 (g)) states that Prevention Initiative programs must have "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 to ensure a successful transition into those other programs." This rule means that Prevention Initiative programs should have a Transition Plan for assisting children and families in transferring to another Early Childhood program when they age out of Prevention Initiative, move out of the service area, or otherwise terminate their involvement in the program. By six months prior to the child's turning three years of age will initiate the transition paperwork documented in the PI manual. The transition plan will provide for:

- 1) Discussion and training regarding future services and other matters related the transition;
- 2) Procedures to prepare the family/child for changes in service delivery, including steps to help a child adjust to and function in a new setting;
- 3) Transmission of information about the child/family to another early childhood program, with the family's consent/permission.

XXX 's PI program will follow the ISBE Transition Plan Time Frame as documented in the manual:

- 1) When or before the child is three years of age, program staff need to complete a written transition plan (or IEP) and provide documentation with follow-up information regarding transition activities.
- 2) Six months prior to transition – The family will receive a referral packet and the parent resource: "When I'm 3, where will I be?" The family will be asked to sign to a consent(s) to send the child's referral packet to the district's Early Education Center or other agency/program.
- 3) Four months before transition – The family will be invited to a transition planning conference.
- 4) Approximately three months before the transition, the child will be referred to XXX's Early Education Center for screening or possible evaluation and eligibility to our program.

When screened by the district, the most at risk students will be given priority for enrollment in the PFA program. The criteria for identifying children and families eligible for the program will be based on the following 5 indicators and will be collected during the preschool screening process and described in Narrative 4:

- #1 Exposure to a high number of risk factors (a weighted list will be used-see narrative 4)
- #2 Proof of low income status (at or below 200% of the FPL, using 2018 Federal Poverty Guidelines)
- #3 DIAL-4 screening results show a delay in 2 or more domains (scores below the 16 percentile and/or professional feedback)
- #4 Information from parent/guardian interview
- #5 Continued residency within the XXX school district

The assessment team (teachers, speech/language pathologists, occupational therapists, psychologists, nurse, school administrator) will meet to discuss each individual child, and will enter all information into an Eligibility Weighted and Priority Enrollment Form. The most at risk students will be given priority for enrollment in the PFA program . If a PI child does not meet the eligibility criteria for the District PFA program or Early Childhood Special Education classroom then other community based school programs will be taken into considerations like; Head Start, XXX Preschools, XXX Preschools, Agency-run Preschools, Child Care, Tuition-based programs



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

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

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

The Preventative Initiative staff will show a dedication and contribution to the healthy development of the whole child and is committed to increasing their expertise in early childhood development. The Human Resource department of XXX will ensure that PI staff carry the appropriate endorsements and educational requirements. PI staff will be hired who hold their Bachelor's degree, minimally, in the area of social work, early childhood teaching, psychology or other human-service related field from an accredited college or university preferred. All staff job descriptions and policies will be on file with the Human Resource department. All staff pay and benefits will be commensurate with the agreed upon salary schedules and benefits outlined in the District collective bargaining agreement. The special education coordinator, with a professional educator license endorsed for principal, general administrative and director of special education will oversee the PI program and staff. There is a full time principal at the district's Early Education Center that will be a part of both programs for professional development, coordination of preschool screenings, joint parent involvement activities and transition to the PFA/ECSE if eligible. The current 3 Parent Educators that were hired during FY 2020 are bilingual and hold the appropriate education and experience for the position.

In hiring PI staff, XXX will adhere to the code of ethics and conduct developed by XXX in 2011

Core values for Early Childhood Educators (XXX 2011)

"Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education.

We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
 - Base our work on knowledge of how children develop and learn
 - Appreciate and support the bond between the child and family
 - Recognize that children are best understood and supported in the context of family, culture,* community, and society
 - Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
 - Respect diversity in children, families, and colleagues
 - Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect
- * The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world."



OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
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Directions: Address question 15 in the Program Narrative section of the RFP.

PROGRAM SPECIFIC STAFF DEVELOPMENT

XXXX Area Schools recognizes that a well trained staff is key to the success of students and families enrolled in the PI program. The Birth to 3 program will be using Parents as Teacher's curriculum. In order to provide for the children's physical, cognitive social and emotional development needs staff will have formal training in the Parents as Teacher's program. Parent's as Teachers program states that home visiting and supervisory staff must attend Parents as Teachers Foundational and Model Implementation Training to achieve model certification to provide Parents as Teachers model services. Staff will also be trained in the use of and interpretation of result screening program Ages & Stages Questionnaire. Based on the research which has shown that the more training a staff member has the better the quality of the early childhood program, staff will continue to be trained in child development theory and practice. Life Skills Progression Training and PICCOLO training will also be offered as program specific staff development. Mandated reporting, domestic violence virtual home visits, trauma informed practices, culturally diverse practices, Parent Educators safety in the home, boundary setting of Parent Educator, transition to Early Intervention as well as many other trainings can be include as book studies, seminars, workshops, mini lessons during staff meetings, conferences and/or coursework from an accredited colleges or universities.

INDIVIDUAL STAFF DEVELOPMENT

Individual staff development plans will be created by each staff member together with administration based on the staff member's needs, the staff member's summative evaluation, and program needs. Administration will meet with each staff member to complete a professional development plan template that includes a professional development goal, the rationale for the goal, and activities that will assist the staff member in achieving the goal. The staff member will choose 2-3 activities that will support meeting the goal. Activities could include but are not limited to workshops or on-line modules offered through Star Net, Parents as Teachers, Ounce of Prevention or any other ISBE authorized provider, peer observations, and/or or a research based book study related to the goal. Staff and administration will sign the plans and schedule 2-3 follow up meetings to discuss toward the goal. Individual staff development will be a bi-monthly piece of Reflective Supervision.

BUILDING REQUIRED STAFF DEVELOPMENT

PI staff will have access to the Early Education Center's staff development plan. The XXXX school district requires all schools within the district to submit a school wide professional development plan that aligns with the school's School Improvement Plan. The Early Education Center will submit a plan that aligns with the School Improvement Plan that will be created by the School Improvement Leadership Team based on GOLD assessment data, the ECERS-3 audit results and CQIP, 5Essential Survey, or needs within the program. The 2019-2020 school improvement plan includes continued training on the Pyramid Model, training on Creative Curriculum, and how the Pyramid Model and Creative Curriculum can be used together to support social emotional learning. Although it may not appear that the PI staff needs all of the training offered within the current EEC staff development plan, there is definite value in understanding the 3-5 aged program's curriculum and assessments. The Pyramid Model will without question be useful to the PI staff.

DISTRICT REQUIRED STAFF DEVELOPMENT

The school district has required trainings that all staff must participate in which includes CPI training, CPR/AED training, Bloodborne Pathogens, Sexual Harassment, ADHD, Cultural Competencies, Mandated Reporter, Allergy Management/Food Allergies, Epi-Pen training, and Erin's Law training.

OPTIONAL STAFF DEVELOPMENT

The XXX school district also has an in house professional development system called XXX University to which all staff will have access. XXX University offers a variety of courses that can be taken on-line or in person and range from topics on technology to de-escalation techniques. XXXX also offers a two day professional development program during the summer that all staff have the opportunity to attend. The XXX employee Contractual Bargaining Agreement allows teachers 1 professional day per year to attend an out of district professional development opportunity or an XX University course. XXX has 10 early release days schedule for the 2019-20 year for professional development.



OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

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

PROGRAM SPECIFIC STAFF DEVELOPMENT

XXXX Area Schools recognizes that a well trained staff is key to the success of students and families enrolled in the PI program. The Birth to 3 program will be using Parents as Teacher's curriculum. In order to provide for the children's physical, cognitive social and emotional development needs staff will have formal training in the Parents as Teacher's program. Parent's as Teachers program states that home visiting and supervisory staff must attend Parents as Teachers Foundational and Model Implementation Training to achieve model certification to provide Parents as Teachers model services. Staff will also be trained in the use of and interpretation of result screening program Ages & Stages Questionnaire. Based on the research which has shown that the more training a staff member has the better the quality of the early childhood program, staff will continue to be trained in child development theory and practice. Life Skills Progression Training and PICCOLO training will also be offered as program specific staff development. Mandated reporting, domestic violence virtual home visits, trauma informed practices, culturally diverse practices, Parent Educators safety in the home, boundary setting of Parent Educator, transition to Early Intervention as well as many other trainings can be include as book studies, seminars, workshops, mini lessons during staff meetings, conferences and/or coursework from an accredited colleges or universities.

INDIVIDUAL STAFF DEVELOPMENT

Individual staff development plans will be created by each staff member together with administration based on the staff member's needs, the staff member's summative evaluation, and program needs. Administration will meet with each staff member to complete a professional development plan template that includes a professional development goal, the rationale for the goal, and activities that will assist the staff member in achieving the goal. The staff member will choose 2-3 activities that will support meeting the goal. Activities could include but are not limited to workshops or on-line modules offered through Star Net, Parents as Teachers, Ounce of Prevention or any other ISBE authorized provider, peer observations, and/or a research based book study related to the goal. Staff and administration will sign the plans and schedule 2-3 follow up meetings to discuss toward the goal. Individual staff development will be a bi-monthly piece of Reflective Supervision.

BUILDING REQUIRED STAFF DEVELOPMENT

PI staff will have access to the Early Education Center's staff development plan. The XXX school district requires all schools within the district to submit a school wide professional development plan that aligns with the school's School Improvement Plan. The Early Education Center will submit a plan that aligns with the School Improvement Plan that will be created by the School Improvement Leadership Team based on GOLD assessment data, the ECERS-3 audit results and CQIP, 5Essential Survey, or needs within the program. The 2019-2020 school improvement plan includes continued training on the Pyramid Model, training on Creative Curriculum, and how the Pyramid Model and Creative Curriculum can be used together to support social emotional learning. Although it may not appear that the PI staff needs all of the training offered within the current EEC staff development plan, there is definite value in understanding the 3-5 aged program's curriculum and assessments. The Pyramid Model will without question be useful to the PI staff.

DISTRICT REQUIRED STAFF DEVELOPMENT

The XXX school district has required trainings that all staff must participate in which includes CPI training, CPR/AED training, Bloodborne Pathogens, Sexual Harassment, ADHD, Cultural Competencies, Mandated Reporter, Allergy Management/Food Allergies, Epi-Pen training, and Erin's Law training.

OPTIONAL STAFF DEVELOPMENT

The XXX school district also has an in house professional development system called XXXX University to which all staff will have access. XXX University offers a variety of courses that can be taken on-line or in person and range from topics on technology to de-escalation techniques. XXXX also offers a two day professional development program during the summer that all staff have the opportunity to attend. The XXX employee Contractual Bargaining Agreement allows teachers 1 professional day per year to attend an out of district professional development opportunity or an XXX University course. XXXX has 10 early release days schedule for the 2019-20 year for professional development.



Illinois State Board of Education

Early Childhood Department
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FY 2021
PREVENTION INITIATIVE BIRTH TO THREE

OBJECTIVES AND ACTIVITIES

APPLICANT NAME (District Name and Number, if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

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

NA



PROPOSAL EVALUATION DESIGN

DISTRICT NAME AND NUMBER (if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

Directions: Address question 18 in the Program Narrative section of the RFP.

According to the PI implementation Manual, all Prevention Initiative programs will document evidence of participant's success in achieving the goals of the prevention initiative (i.e. outcome data), including but not limited to the following:

- Evidence of regular and systematic evaluations of program staff to assure that the philosophy is reflected and goals of the program are being fulfilled.
- Evidence of a program annual self-assessment appropriate for the program model to determine whether the program is being implemented as intended (with fidelity), and whether the anticipated outcomes for children and families are being achieved.
- Evidence of a formal process by which the results of the annual program self-assessment (and other program data) are used to inform continuous program improvement.

ISBE states that program and staff evaluation is an ongoing process that culminates in the improvement of program quality. To be successful in this programing we need to develop systems for observing, recording, and measuring the quality and significance of the program's progress and success toward the implementation of the Illinois Birth to Five. The components of the program that require evaluation include; program policy and procedures, curriculum and service delivery, multiple child and family outcomes, personnel data of services provided, the environments that services were provided, and collaboration with community organizations.

Program evaluation strategies will include an annual evaluation that includes a description of services, outcomes and grant fidelity. The evaluation will also include outcomes of the program goals, data collected at activities/home visits, and an analyzes of program effectiveness. As the PI program will be using Parents as Teacher curriculum the program also offers a monitoring tool. According to the Parents as Teachers program affiliates regularly monitor compliance with the Essential Requirements and pursue continuous quality improvement by using a variety of tools. Parents as Teachers affiliates can use monitoring tools for home visits, group connection observations and file reviews.

For the first year of the program the administrators and staff will begin with an initial evaluation plan. The plan will start with a self-assessment by the team and a local survey of parents and EEC teachers identifying and defining wants and needs of families and students. Since this is the first evaluation of a new program, the program goals will be based on learning; 1) where are we 2) where do we want to be 3) how do we get to where we want to be 4) how do we know if we are getting there and 5) did we get there? The end of the year evaluation will look at the data obtained and then use that information to focus on the plan for year two. Specific program data (for example; meeting IFSP goals, developmental growth of children, on Ages & Stages, number of home visits for the year, number of group activities & participants attendance, number of community outreach connections, PI participants health visits, and other data connected to the program's goals) will be collected throughout the year to contribute to the goals for year 2. Staff climate surveys, self-assessment surveys, parent climate surveys will be conducted on an ongoing basis.

Parent Climate Survey: A local survey will be developed and given to parent/guardians to collect information regarding the overall PI program, effectiveness, Parent Educator-parent relationships, Parent Educator-student relationship, program effectiveness, parent education, parent involvement, and information regarding their child's attainment of developmental skills. This will be given at the end of each school year.

Prevention Initiative Outcomes Questionnaire (PIOQ): Staff from programs that receives PI funds are required to complete the PIOQ. Responses to the questionnaire are based on the Individual Family Service Plan (IFSP) and subsequent case notes completed for each family served by the PI program. This survey assesses participant knowledge, attitudes and behavior in relation to child development, child care and self-care. The survey also included questions on self-improvement pursuits and utilization of comprehensive services.



PROPOSAL EVALUATION DESIGN

DISTRICT NAME AND NUMBER (if applicable)

REGION, COUNTY, DISTRICT, TYPE CODE

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

All Prevention Initiative programs will document evidence of participant's success in achieving the goals of the prevention initiative (i.e., outcome data), including but not limited to the following:

- Evidence of regular and systematic evaluations of program staff to assure that the philosophy is reflected and goals of the program are being fulfilled.
- Evidence of a program annual self-assessment appropriate for the program model to determine whether the program is being implemented as intended (with fidelity), and whether the anticipated outcomes for children and families are being achieved.
- Evidence of a formal process by which the results of the annual program self-assessment (and other program data) are used to inform continuous program improvement.

Program evaluation strategies will include an annual evaluation that includes a description of services, outcomes and grant fidelity. The evaluation will also include outcomes of the program goals, data collected at activities/home visits, and an analyzes of program effectiveness. As the PI program will be using Parents as Teacher curriculum the program also offers a monitoring tool. Parent as Teachers affiliates can access the Essential Requirements to pursue continuous data and evaluation of the program. According to the Parents as Teachers program, high quality Parents as Teachers affiliates regularly monitor compliance with the Essential Requirements and pursue continuous quality improvement by using a variety of tools. Parents as Teachers affiliates can use monitoring tools for home visits, group connection observations and file reviews.

For the first year of the program the administrators and staff will begin with an initial evaluation plan. The plan will start with a self-assessment by the team and a local survey of parents and EEC teachers identifying and defining wants and needs of families and students. Since this is the first evaluation of a new program, the program goals will be based on learning; 1) where are we 2) where do we want to be 3) how do we get to where we want to be 4) how do we know if we are getting there and 5) did we get there? The end of the year evaluation will look at the data obtained and then use that information to focus on the plan for year two. Specific program data (for example; meeting IFSP goals, developmental growth of children, on Ages & Stages, number of home visits for the year, number of group activities & participants attendance, number of community outreach connections, PI participants health visits, and other data connected to the program's goals) will be collected throughout the year to contribute to the goals for year 2. Staff climate surveys, self-assessment surveys, parent climate surveys, and PIOQ results will be conducted on an ongoing basis.

As the PI program develops sustainability through the years, the following student data will also be used to document and drive the goals of the PI program;

- 1) Preschool Screening data on the DIAL-4-
- 2) Kindergarten Screening results
- 3) KIDS assessment (evidence of Kindergarten readiness)
- 4) Kindergarten MAP data for reading and math

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

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**

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

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

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

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)	PAYMENT SCHEDULE
1	1000	Instruction									
2	2110	Attendance & Social Work Services									July-August
3	2120	Guidance Services									32901
4	2130	Health Services					13000			13000	September
5	2140	Psychological Services									32900
6	2150	Speech Pathology & Audiology Services									October
7	2210	Improvement of Instruction Services								0	32901
8	2220	Educational Media Services									November
9	2230	Assessment & Testing									32900
10	2300	General Administration	14290							14290	December
11	2400	School Administration									32901
12	2510	Direction of Business Support Services									January
13	2520	Fiscal Services									32900
14	2530	Facilities Acquisition and Construction									February
15	2540	Operation & Maintenance of Plant Services								0	32900
16	2550	Pupil Transportation Services									March
17	2560	Food Services									32900
18	2570	Internal Services									April
19	2610	Direction of Central Support Services									32900
20	2620	Planning, Research, Development & Evaluation Services									May
21	2630	Information Services									32900
22	2640	Staff Services									June
23	2660	Data Processing Services									32900
24	2900	Other Support Services									July-August
25	3000	Community Services	240133	78495	14400	18285			16200	367513	32900
26	3700	Nonpublic School Pupil Services									TOTAL
27	4000	Payments to Other Districts or Government Units								0	\$ 394803
28	5000	Debt Services								0	
29	Total Direct Costs		254423	78495	14400	18285	13000	0	16200	394803	
30	INDIRECT COSTS (Direct Cost X _____%) *										
31	TOTAL BUDGET									394803	

* Contact the GATA Department for indirect cost restrictions.

 Date Original Signature of Superintendent or Administrator

 Date Original Signature of ISBE Division Administrator

FY 2021 PREVENTION INITIATIVE
BUDGET SUMMARY BREAKDOWN

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

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

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
3000	4.0 FTE Parent Educator Salary (59,773.44)x4= 239,093.76	239093							
3000	4.0 FTE Parent Educator Benefits: Heat/Dental (10,361.40 x 4), Life (45.60 x 4), Medicare 866.71 x 4), IMRF (4608.53 x 4), social security (3705.95 x 4) 19,587.79 x 4		78351						
2300	5% Administration Salary	14290							
2130	Welch Spot Screener					7500			
2130	Welch OAE					5500			
3000	12 events 2 Paraprofessionals for child care (2 hours/per para x 21.67= 43.34 per para) x 12 events plus benefits	1040	144						
3000	Mileage Reimbursement monthly flat rate 175.00 per month x 4 x 12months			8400					
3000	Ages and Stages Kit 295.00 x 4				1180				
3000	Meeting Refreshment 150 x 12				1800				
3000	Desks, chairs, file cab. 2300 x 4							9200	
TOTAL		254423	78495	14400	18285	13000		16200	

FY 2021 PREVENTION INITIATIVE
BUDGET SUMMARY BREAKDOWN

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

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

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASES SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
3000	MacBook Pro x 4 and additional Monitor							7000	
3000	Parents as Teachers Professional Development & PD			6000					
3000	Staff office supplies				1000				
3000	Dramatic Play toys				1205				
3000	Musical Instruments				250				
3000	Art Supplies				1000				
3000	Play dough, manipulatives, sensory toys				2150				
3000	Wooden puzzles and blocks				900				
3000	Family Baskets (books, puzzles, diapers, wipes 75.00 x 80)				6000				
3000	Cause and effect toys (10 toys per parent educator)				700				
3000	Toddler Toys (15 toys per parent educator x 3)				900				
3000	Books/supplies for PAT kits and library				1200				
TOTAL									



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.exceletrateillinois.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: _____

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 <http://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)

REGION, COUNTY, DISTRICT, TYPE CODE

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

- A letter(s) from the local program 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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SLOT GAP ANALYSIS

APPLICANT NAME (District Name and Number, if applicable)	REGION, COUNTY, DISTRICT, TYPE CODE
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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?	1560
What is the birth rate in your community? (IECAM Data)?	609 yearly
If you are currently serving students through Prevention Initiative, how many children are you funded to serve?	60
What is the capacity for enrollment at the local Early Head Start?(contact local EHS program)	none
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)?	IECAM data on IDHS Home Visiting programs (Healthy Families Illinois, Nurse Family Partnership, Parents Too Soon and Parents as Teachers) reports that there are 61 spots available in XXXXCounty.
How many children are located within district boundaries birth to age 3 years with FPL less than 100%?(IECAM information)	310
How many children are located within district boundaries birth to age 3 years with FPL 100-200%?	832
How many children are located within district boundaries Birth to age 3 years with FPL 200-400% FPL?	1109
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)	1109-60= 1049 1049 total need
How many children is your program requesting to serve?	70