Instructional Example:
FY2018 Notice of Intent to Submit Proposal- Prevention Initiative Birth to Age 3

The FY 18 Prevention Initiative Birth to Age 3 Request For Proposal has been released. The due date for submittal is **4 p.m**. on **November 29, 2017**.

Eligible applicants must submit a Notice of Intent no later than **October 31, 2017** by **all** entities that intend to apply.   The following entities outside the City of Chicago may apply: Regional Offices of Education, public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not for-profit or for-profit entities with experience in providing education, health, social, and/or child development services to young children and their families. A separate appropriation has been award to City of Chicago District #299. Questions may be directed to the Early Childhood Division at 217/524-4835 or earlychi@isbe.net.

Again, access cannot be given unless the notice of intent survey is electronically submitted. Click on the link below to submit the notice of intent.

FY18 Birth to 3 Years Notice of Intent to Submit Proposal Prevention Initiative

Illinois
State Board of
Education

100 North First Street •   Springfield, Illinois 62777-0001

www.isbe.net

Illinois State Board of Education

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Overview

Subject:	**NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP): FY18 Prevention Initiative for Birth to Age 3 Years**
Program:	Prevention Initiative (PI) - Birth to Age 3 Years
CSFA Number:	586-18-0520
CSFA Title:	Early Childhood Block Grant - Prevention Initiative for Birth to Age 3 Years
Eligible Applicants:	Regional Offices of Education, public school districts, university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social and/or child development services to young children and their families are eligible to submit a proposal for the Prevention Initiative program for prenatal mothers and children birth to age 3 and their families. Also, eligible applicants must meet the following criteria, as applicable:
	If the Prevention Initiative program is operated in or by a facility subject to licensure requirements of the Illinois, that facility must hold the appropriate licensure in accordance with rules promulgated by DCFS.
	Department of Children and Family Services (DCFS),
	Applicants other than public school districts must provide evidence of existing competencies to provide early childhood education programs, include the agency's mission statement, goals or policies regarding early childhood programs, a description of the agency's organizational structure, and a list of any early childhood accreditations that have been achieved.
	Joint applications for funds may be submitted. However, in each case an administrative agent must be designated, and the joint proposal must have the signature of each district superintendent or official authorized to submit the proposal and agree to participate in the joint agreement. The joint agreement with signatures needs to be on file and be available upon request. A school district or other eligible applicant can participate in only one proposal for a specific initiative. The fiscal agent will submit information to ISBE electronically and keep a hard copy of all documents with original signatures on file.
	A separate appropriation has been awarded to the City of Chicago SD 299 for the initiatives funded under the Early Childhood Block Grant Prevention Initiative program. Applicants proposing to provide services for children and families within the Chicago city limits must apply for funds through the Chicago Public School District. More information can be found at
	http://www.cps.edu/schools/earlychildhood/pages/earlychildhood.aspx.
	Programs seeking funding through the Illinois State Board of Education must serve children and families outside the City of Chicago.
Intent to Submit Required:	The notice of Intent to Submit a proposal MUST be submitted no later than OCTOBER 31, 2017, by ALL entities that intent to apply for the FY18 Prevention Initiative for Birth to Age 3 Years electronic Request for Proposal (RFP). Access cannot be given unless the notice of intent is submitted. Click on the link below to submit the Notice of Intent.
	Notice of Intent to Submit Proposal FY2018 Early Childhood Block Grant
	Questions regarding the Intent to Submit survey can be sent to: earlychi@isbe.net .
GATA Note:	The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-award requirements before applying for an FY 2018 grant. This includes completion of the Applicant Registration, Applicant Pre-qualification and Fiscal and Administrative Risk Assessment (ICQ) available at the Illinois GATA Web Portal listed below and completion of a Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.
	http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx
Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM).	Each applicant (unless the applicant is an individual or federal or state awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the federal or state awarding agency under 2 CFR § 25.110(d)) is required to:

i. Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov

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

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

Code of Federal Regulations:	Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at
	https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf
	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
	Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1*et seq.*
	http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7
	Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000
	ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html
Cost Sharing or Matching Requirements:	No
Source of Funding:	State
Indirect Costs Allowed:	Yes
Grant Period:	The grant will begin no sooner than November 29, 2017, and will extend from the execution date of the grant until June 30, 2018.
Proposal Submission Deadline:	Proposals must be submitted electronically by 4:00 p.m. on Wednesday, November 29, 2017.
Grant Award Notice:	It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the state superintendent via IWAS email approximately 90 days after the application deadline. The NOSA is NOT an authorization to begin performance or expenditures. Applicants must electronically sign and submit an amendment containing the NOSA to confirm acceptance of the terms of the award. A Uniform Grant Agreement (UGA) will also be included in the amendment and must also be completed and signed electronically. Monies spent prior to programmatic approval are done so at the applicant's own risk.
Technical Assistance:	An informational webinar will be recorded for this RFP. Participation in the webinar is recommended but is not required to submit a proposal. Webinar materials will be archived on the ISBE Early Childhood home page at:
	https://www.isbe.net/Pages/Early-Childhood.aspx
Changes to NOFO/RFP:	ISBE will post any changes made to the NOFO/RFP prior to the due date at the site linked below and the Early Childhood home page linked above. Applicants are advised to check the site before submitting a proposal.
	https://www.isbe.net/Pages/Request-for-Proposals.aspx
Agency Contact:	M. Lynn Burgett At 217-524-4835 or earlychi@isbe.net
Application Type:	State Competitive Grant
Grant Award Information:	ISBE anticipates that individual grant awards will vary depending on the home visiting program model chosen and the intensity of services to be provided as stated in the approved proposal and the total appropriation for the program. ISBE anticipates programs will submit budgets that support the ability to implement the chosen home visiting program model with fidelity and provide quality Prevention Initiative programming; therefore, it is anticipated individual home visiting programs will request funding ranging from $4,075 to $7,811 per family enrolled. Program costs for center-based and family literacy programs will depend upon the Prevention Initiative services the program is requesting funding to support. ISBE anticipates individual programs will request funding ranging from $18,000 to $22,000 per family enrolled. The applicant may apply for one or more progam model: Home Visiting, Center-Based, and/or Family Literacy. Enrollment should be determined by those having the most points on a weighted eligibility criteria measure as identified through a program screening process.
Legislation:	Early Childhood Block Grant - Prevention Initiative for Birth to Age 3 Years
Rules:	https://www.isbe.net/Documents/235ARK.pdf
Program Data Reports:	All grantees must submit the following data to ISBE via IWAS for the Prevention Initiative project for which the grantee is funded (see Specific Terms of the Grant section for details):

	a) Student Information System (SIS), including Birth to 3 and Caregiver Demographic Data
	b) 0-3 Prevention Initiative - Parent Questionnaire
	c) 0-3 Prevention Initiative - Outcomes Questionnaire
Enrollment Reports:	All grantees must enroll and exit each birth to age 3 child in SIS. This reporting activity is continuous throughout the year.
Fiscal Information:	Requirements for Accounting, Budgeting, Financial Reports and Auditing
	https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf
	Cumulative expenditure reports quarterly and a final completion report are required.

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Program Description

Program Description

The ECBG – Prevention Initiative (PI) provides intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success. The intent of this RFP is to:

1. Fund successful PI grantees to implement quality Prevention Initiative programming as defined by components one through nine under the Narrative section of this application.
2. Fund successful PI grantees to fulfill Section 2-3.89 of the School Code, which requires PI grantees to implement research-based, comprehensive, and intensive prevention services to expecting parents and families with children birth to age 3 who are at risk of academic failure.

Program Background

See the separate Background tab immediately to the right for the background and history of Early Childhood programs.

Program Objectives

1. Illinois' neediest children will be identified and served.
2. Families will receive intensive, research-based, and comprehensive prevention services.
3. Children's developmental progress will be regularly monitored to inform education and to ensure identification of any developmental delays or disabilities.
4. Families will receive services that address their identified goals, strengths, and needs.
5. Families will receive comprehensive, integrated, and continuous support services through a seamless and unduplicated system.
6. Families will be engaged in the program, and community systems for infants and toddlers will be strengthened.
7. The evaluation will provide critical data and information that is used for continuous program improvement.
8. Staff will have the knowledge and skills needed to create partnerships to support the development of infants and children.
9. Staff will continue to gain skills and knowledge based on current research and best practices to improve outcomes for families.

Policy Requirements

Early Childhood Legislation - Preschool
Early Childhood Legislation - Block Grant
Early Childhood Rules

Deliverables and Milestones

1. Screen and identify those children ages birth to 3 who are most at risk of academic failure.
2. Serve those children ages birth to 3 who are most at risk of academic failure.
3. Provide children from birth to age 3 and their families with high-quality home visiting and/or center-based programs.

Goals and Measurements (Performance Measures)

1. Individual student enrollment and exit data entered into SIS.
2. Caregiver demographic data entered in SIS.
3. 0-3 Prevention Initiative Parent Questionnaire and Outcomes Questionnaire submitted annually by July 1.
4. Program compliance requirements as listed in the ISBE Early Childhood Block Grant Prevention Initiative Compliance Checklist.
5. Quality measurement with the Prevention Initiative Quality Rating Instrument.

Performance Standards

1. The program will serve at least 90% of the number projected to be served.
2. The 0-3 Prevention Initiative Parent Questionnaire and Outcomes Questionnaire will be completed annually in a timely fashion.
3. The program will meet all compliance requirements as listed in the ISBE Early Childhood Block Grant Prevention Initiative Compliance Checklist.
4. A Continuous Quality Improvement Plan will be developed and implemented.

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Background

The Illinois State Board of Education (ISBE) is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. The Prevention Initiative (PI) program, which was established in 1988, is authorized by Sections 1C-2 and 2-3.89 of the School Code. It is one of two programs currently funded under the Early Childhood Block Grant (ECBG). The ECBG is a birth to age 5 grant program that includes PI and the Preschool for All (PFA) programs. The ECBG's purpose is to provide early, continuous, intensive, and comprehensive evidence-based child development and family support services to help families prepare their young children for later school success.

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

The overall goals of the ECBG are to:

* Increase the percentage of children who begin kindergarten safe, healthy, eager to learn, and ready to succeed.

* Decrease disparities (racial, economic, geographic, etc.) in "readiness" at kindergarten entry and in achievement by third grade.

To accomplish these goals, the following five priorities have been set:

* Prioritizing high-need communities.

* Serving more children from priority populations.

* Increasing number of slots that meet the Preschool Expansion model (full-day, comprehensive services).

* Encouraging/ supporting community collaborations.

* Building birth to 3rd grade continuum of high-quality services.

The ISBE ECBG funds a continuum of services for children from birth through age 5 and their families. A portion of the block grant funds is set aside exclusively for programs serving families with infants and toddlers at risk of school failure. This program is called Prevention Initiative (PI). Currently 19% of the Early Childhood Education Block Grant is allocated to Prevention Initiative. On May, 24, 2016, Sections 1C-2 and 2-3-89 of the School Code were amended to provide for at least 25% of any additional ECBG funding over and above the previous fiscal year's allocation shall be used to fund PI programs. The intention is for overall funding of the ECBG allocated to programs serving families with children birth to age 3 to be at least 20%. If, in a given fiscal year, the amount appropriated for the ECBG is insufficient to increase the percentage of the grant to fund programs for children ages 0-3 without reducing the amount of the grant for existing providers of preschool education programs, then the percentage of the grant to fund programs for children ages 0-3 may be held steady instead of increased.

Section 2-3.89 of the School Code requires PI grantees to implement research-based, comprehensive, and intensive prevention services to expecting parents and families with children birth to age 3 who are at risk of academic failure. Examples of the research-based models include:

* Home Visiting services that adhere to the requirements of Baby Talk ™, Early Head Start, Healthy Families America ®, Parents as Teachers ™, or another evidence-based approved program model;

* Center-based services that adhere to the requirements of ExceleRate Illinois Quality Recognition and Improvement System (QRIS) Silver or Gold Circle of Quality and are licensed by the Department of Children and Family Services.

The Prevention Initiative programs share common components, such as home visits, links to community resources, screening and developmental monitoring, and individual family goal planning/setting processes. PI programs may identify as Home Visiting, Child Care Center-Based, or Family Literacy.

The aim of Prevention Initiative is to provide voluntary, continuous, intensive, research-based, and evidence-based comprehensive child development and family support services for expecting parents and families with children from birth to age 3. These programs will help build a strong foundation for learning and prepare children for later school success. 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. The PI program is intended for children who have been determined to be at risk for school failure. Academic failure may be indicated by their families' high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators (e.g., school district's rate of dropouts, retention, truancy, teenage pregnancies and students experiencing homelessness; high rates of infant mortality, birth trauma, low birth weight or prematurity; and high rates of child abuse or neglect).

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Position Statement

Early Childhood Care and Education Position Statement

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

For the purposes of this position statement, early childhood is defined as the period in a child's life from birth through 8 years of age. Appropriate early childhood programs, practices, and services are defined as those that:

* Are founded on research-based and evidence-based knowledge about child development;

* Promote the child's emotional, physical, mental, and social well-being; and

* Support and nurture families.

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

1. Emphasize the need for high-quality early experiences that reflect research on and knowledge of program quality and outcomes across the developmental period of birth through 8 years.
2. Encourage Illinois public schools to create coherent early learning systems that minimize major transitions for children and provide stable, consistent educational experiences for young children, ages 3 through 8 years.
3. Make Preschool for All programs available for all Illinois children identified as at risk of academic failure and actively seek their participation. Support the provision of full-day prekindergarten for at-risk students who need additional educational experiences.
4. Support the availability of full-day kindergarten programs for all Illinois children. Full-day kindergarten is not mandatory.
5. Collaborate with families and relevant social service providers to provide early identification of and response to educational risk factors among children from birth through 3 years of age.
6. Collaborate with families, community organizations, child care organizations, Head Start, and other state agencies to meet the physical, mental, social, and emotional needs of young children, including their physical care and protection.
7. Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.

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Illinois Birth to 5 Program Standards

I. Organization

Standard I.A. All birth to 5 programs must have a mission, vision, or purpose statement based on shared beliefs and goals.

A mission statement defines the values, principles, purposes, and goals of a program. It should reflect a commitment to the Illinois State Board of Education Birth to 5 Program Standards. A primary goal of a birth to 5 program is to ensure that every child starts school ready to succeed and eager to learn, and this goal should be reflected in the mission statement. The mission statement is the basis for all decision-making. It is reviewed annually to incorporate the results of program assessment and current research.

Quality Indicators:

I.A.1.   A mission statement based on shared beliefs is developed cooperatively by parents, staff members, families, and community representatives and is reviewed annually.

I.A.2.   The mission statement and beliefs are consistent with those of the community.

I.A.3.   The essence of the mission statement is reflected in all decisions, and a copy is posted and available.

I.A.4.   The values of the program are based on the shared beliefs outlined in the mission statement and are developed cooperatively to explain the program approach to delivering services.

I.A.5.   The program goals stem from the Illinois Birth to 5 Program Standards. These goals are developed by leadership, staff, parents, and other stakeholders and serve as the basis for all planning and program development.

I.A.6.   The mission statement, values, and goals reflect the Illinois Birth to 5 Standards and are articulated in a logic model that is reviewed and updated annually and will be used for continuous program improvement.

Standard I.B. Scheduling practices and intensity of services are tailored to the goals of the program and to the individual strengths and needs of children birth to 5 and their families.

Scheduling practices must take into consideration the developmental needs of pregnant women, infants, toddlers, and preschoolers as well as the preferences and needs of their families and the community. Flexibility within the organization allows for the provision of a variety of services to families at times and in places convenient for them. On-going recruitment of families for the program, both pregnant women and families with children birth to 5, is essential.

Quality Indicators:

I.B.1.   In order to recruit and identify Illinois' children and families most in need for the program, screenings must be conducted to determine their need for services.

I.B.2.   The program leadership engages in scheduling practices, including evenings, weekends and summer programming, that respect the individual needs of infants, toddlers and preschoolers, their families, and the community in both home visiting and center-based programs.

I.B.3.   The intensity of program services is commensurate with the preferences, strengths, and needs of individual children, their families, and the communities in which they live.

I.B.4.   The program uses a variety of strategies based on the preferences, strengths, and needs of individual children, their families, and the local community.

Standard I.C. The strengths and needs of the children and families as well as research on best practice determine the ratio of participants to staff and the size of program groups.

The size of a group in a center-based program as well as the ratio of adults to children, is critical to children's learning and interactions with parents and staff. In determining caseloads in a home-based model, programs must take into account the needs of children and families and the geographic distances between homes and the program site.

Quality Indicators:

I.C.1.   Group size and ratios of adults to infants, toddlers, and preschoolers are developmentally appropriate in program groups.

I.C.2.   A reasonable number of families in the home-based option is served by each service provider in accordance with program design and goals, considering geographic location, severity of need, intensity of services, and training of staff.

**Standard The program meets the needs of children and families of varying abilities as well as diverse cultural, linguistic,
I.D.   and economic backgrounds**.

There is no "one size fits all" approach to working with young children. Program activities must be individualized to maximize the effects of interactions with children and their families. Cultural, linguistic, and socio-economic sensitivity allows the program to "meet families where they are" and ensure that families are respected as having the primary responsibility for their children.

Quality Indicators:

I.D.1.   Qualified staff demonstrate knowledge of cultural and linguistic diversity and are able to effectively and sensitively interact with diverse children and families.

I.D.2.   A variety of activities, strategies, and materials are used to meet the diverse needs of children and families.

**Standard The physical environment of the program is safe, healthy, and appropriate for children's development and
I.E.   family involvement**.

The physical environment promotes healthy growth and rich child-family relations and learning. The environment should provide security from physical and emotional harm. An appropriate physical environment should be conducive to positive and enriching experiences, should stimulate children's minds, promote discovery, and reinforce positive family relationships.

Quality Indicators:

I.E.1.   The program implements local and state health and safety guidelines.

I.E.2.   The program décor, furnishings, materials, and resources are appropriate for the ages of the children and their families.

**Standard The administration promotes and practices informed leadership and supervision. The administration
I.F.   participates in and encourages ongoing staff development, training, and supervision**.

Effective leaders set the professional tone of the program as they model best practices. They encourage staff to expand their knowledge of working with young children and their families. The leadership will ensure access to professional development opportunities that enable staff to meet this challenge.

Quality Indicators:

I.F.1.   The leadership takes advantage of opportunities for advanced learning regarding current best practice in the early childhood field.

I.F.2.   The leadership assures that all program staff takes advantage of opportunities for advanced learning regarding current best practice in the infant/toddler or preschool field.

**Standard All birth to 5 programs must follow mandated reporting laws for child abuse and neglect and have a written
I.G.   policy statement addressing staff responsibilities and procedures regarding implementation**.

Being confronted with identifying potential child abuse or neglect is one of the most difficult situations a staff member encounters. Strong, clear policies and procedures, coupled with training, provide program staff with the support needed to assure consistency in regard to documenting, reporting, and coordinating with child protective services.

Quality Indicators:

I.G.1.   The program leadership familiarizes staff with the Abused and Neglected Child Reporting Act [325 ILCS 5] as well as with the program's policy. This should be included as part of new staff orientation and, at a minimum, be reviewed annually.

I.G.2.   The written policy must include procedures for documentation and follow-up of reported abuse.

Standard The program budget is developed to support quality program service delivery.
I.H.

The program budget supports effective quality programming. It must reflect the human and material resource needs of the organization with consideration for competitive salaries and benefits for staff. In addition, funds should be allocated to support parent participation, staff development and training, purchase of equipment and materials, and the maintenance of facilities.

Quality Indicators:

I.H.1.   Sufficient funds are allocated to support human resources.

I.H.2.   Sufficient funds are allocated to provide staff development and training.

I.H.3.   Sufficient funds are allocated for material resources to support quality programming.

I.H.4.   Sufficient funds are allocated to encourage and support parent participation in all program activities.

I.H.5.   Sufficient funds are allocated to support an evaluation process for program effectiveness and outcomes.

**Standard The program implements effective systems for recording and managing information about the program, its
I.I.   staff, its participants, and learning and developmental outcomes and uses this information to engage in
            continuous improvement**.

Collecting and managing program data is crucial to ensuring services to children and families are of the highest quality. Programs may wish to invest in a computerized data management system that can readily produce reports for continuous program improvement.

Quality Indicators:

I.I.1.   The program leadership has a data management system in place and staff are trained in its use.
I.I.2.   Data is collected on program staff's qualifications, professional development, staff evaluations, and any other area as needed.
I.I.3.   Demographic data is collected on program children and families.
I.I.4   Family and child outcome data is collected in order to effectively gauge the success of the program.
I.I.5.   The program accurately completes all required reports as mandated by its funding source(s), including data provided to the Illinois Student Information System.
I.I.6.   Program data is analyzed often in order to determine if progress is being made toward achieving the required components of the program. The program makes the necessary adjustments for improvement.
I.I.7.   All data concerning children and families is kept confidential.

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Illinois Birth to 5 Program Standards

I. Organization

Standard I.A. All birth to 5 programs must have a mission, vision, or purpose statement based on shared beliefs and goals.

A mission statement defines the values, principles, purposes, and goals of a program. It should reflect a commitment to the Illinois State Board of Education Birth to 5 Program Standards. A primary goal of a birth to 5 program is to ensure that every child starts school ready to succeed and eager to learn, and this goal should be reflected in the mission statement. The mission statement is the basis for all decision-making. It is reviewed annually to incorporate the results of program assessment and current research.

Quality Indicators:

I.A.1.   A mission statement based on shared beliefs is developed cooperatively by parents, staff members, families, and community representatives and is reviewed annually.

I.A.2.   The mission statement and beliefs are consistent with those of the community.

I.A.3.   The essence of the mission statement is reflected in all decisions, and a copy is posted and available.

I.A.4.   The values of the program are based on the shared beliefs outlined in the mission statement and are developed cooperatively to explain the program approach to delivering services.

I.A.5.   The program goals stem from the Illinois Birth to 5 Program Standards. These goals are developed by leadership, staff, parents, and other stakeholders and serve as the basis for all planning and program development.

I.A.6.   The mission statement, values, and goals reflect the Illinois Birth to 5 Standards and are articulated in a logic model that is reviewed and updated annually and will be used for continuous program improvement.

Standard I.B. Scheduling practices and intensity of services are tailored to the goals of the program and to the individual strengths and needs of children birth to 5 and their families.

Scheduling practices must take into consideration the developmental needs of pregnant women, infants, toddlers, and preschoolers as well as the preferences and needs of their families and the community. Flexibility within the organization allows for the provision of a variety of services to families at times and in places convenient for them. On-going recruitment of families for the program, both pregnant women and families with children birth to 5, is essential.

Quality Indicators:

I.B.1.   In order to recruit and identify Illinois' children and families most in need for the program, screenings must be conducted to determine their need for services.

I.B.2.   The program leadership engages in scheduling practices, including evenings, weekends and summer programming, that respect the individual needs of infants, toddlers and preschoolers, their families, and the community in both home visiting and center-based programs.

I.B.3.   The intensity of program services is commensurate with the preferences, strengths, and needs of individual children, their families, and the communities in which they live.

I.B.4.   The program uses a variety of strategies based on the preferences, strengths, and needs of individual children, their families, and the local community.

Standard I.C. The strengths and needs of the children and families as well as research on best practice determine the ratio of participants to staff and the size of program groups.

The size of a group in a center-based program as well as the ratio of adults to children, is critical to children's learning and interactions with parents and staff. In determining caseloads in a home-based model, programs must take into account the needs of children and families and the geographic distances between homes and the program site.

Quality Indicators:

I.C.1. Group size and ratios of adults to infants, toddlers, and preschoolers are developmentally appropriate in program groups.

I.C.2. A reasonable number of families in the home-based option is served by each service provider in accordance with program design and goals, considering geographic location, severity of need, intensity of services, and training of staff.

Standard I.D. **The program meets the needs of children and families of varying abilities as well as diverse cultural, linguistic, and economic backgrounds.**

There is no "one size fits all" approach to working with young children. Program activities must be individualized to maximize the effects of interactions with children and their families. Cultural, linguistic, and socio-economic sensitivity allows the program to "meet families where they are" and ensure that families are respected as having the primary responsibility for their children.

Quality Indicators:

I.D.1. Qualified staff demonstrate knowledge of cultural and linguistic diversity and are able to effectively and sensitively interact with diverse children and families.

I.D.2. A variety of activities, strategies, and materials are used to meet the diverse needs of children and families.

Standard I.E. **The physical environment of the program is safe, healthy, and appropriate for children's development and family involvement.**

The physical environment promotes healthy growth and rich child-family relations and learning. The environment should provide security from physical and emotional harm. An appropriate physical environment should be conducive to positive and enriching experiences, should stimulate children's minds, promote discovery, and reinforce positive family relationships.

Quality Indicators:

I.E.1. The program implements local and state health and safety guidelines.

I.E.2. The program décor, furnishings, materials, and resources are appropriate for the ages of the children and their families.

Standard I.F. **The administration promotes and practices informed leadership and supervision. The administration participates in and encourages ongoing staff development, training, and supervision.**

Effective leaders set the professional tone of the program as they model best practices. They encourage staff to expand their knowledge of working with young children and their families. The leadership will ensure access to professional development opportunities that enable staff to meet this challenge.

Quality Indicators:

I.F.1. The leadership takes advantage of opportunities for advanced learning regarding current best practice in the early childhood field.

I.F.2. The leadership assures that all program staff takes advantage of opportunities for advanced learning regarding current best practice in the infant/toddler or preschool field.

Standard I.G. **All birth to 5 programs must follow mandated reporting laws for child abuse and neglect and have a written policy statement addressing staff responsibilities and procedures regarding implementation.**

Being confronted with identifying potential child abuse or neglect is one of the most difficult situations a staff member encounters. Strong, clear policies and procedures, coupled with training, provide program staff with the support needed to assure consistency in regard to documenting, reporting, and coordinating with child protective services.

Quality Indicators:

I.G.1. The program leadership familiarizes staff with the Abused and Neglected Child Reporting Act [325 ILCS 5] as well as with the program's policy. This should be included as part of new staff orientation and, at a minimum, be reviewed annually.

I.G.2. The written policy must include procedures for documentation and follow-up of reported abuse.

Standard I.H. **The program budget is developed to support quality program service delivery.**

The program budget supports effective quality programming. It must reflect the human and material resource needs of the organization with consideration for competitive salaries and benefits for staff. In addition, funds should be allocated to support parent participation, staff development and training, purchase of equipment and materials, and the maintenance of facilities.

Quality Indicators:

I.H.1. Sufficient funds are allocated to support human resources.

I.H.2. Sufficient funds are allocated to provide staff development and training.

I.H.3. Sufficient funds are allocated for material resources to support quality programming.

I.H.4. Sufficient funds are allocated to encourage and support parent participation in all program activities.

I.H.5. Sufficient funds are allocated to support an evaluation process for program effectiveness and outcomes.

Standard I.I. **The program implements effective systems for recording and managing information about the program, its staff, its participants, and learning and developmental outcomes and uses this information to engage in continuous improvement.**

Collecting and managing program data is crucial to ensuring services to children and families are of the highest quality. Programs may wish to invest in a computerized data management system that can readily produce reports for continuous program improvement.

Quality Indicators:

I.I.1.	The program leadership has a data management system in place and staff are trained in its use.
I.I.2.	Data is collected on program staff's qualifications, professional development, staff evaluations, and any other area as needed.
I.I.3.	Demographic data is collected on program children and families.
I.I.4	Family and child outcome data is collected in order to effectively gauge the success of the program.
I.I.5.	The program accurately completes all required reports as mandated by its funding source(s), including data provided to the Illinois Student Information System.
I.I.6.	Program data is analyzed often in order to determine if progress is being made toward achieving the required components of the program. The program makes the necessary adjustments for improvement.
I.I.7.	All data concerning children and families is kept confidential.

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Program Description	Background	Position Statement	Program Standards	Goals	Fiscal Information	Review Criteria

Organization	Curriculum and Services	Monitoring and Accountability	Personnel	Family And Community Partnerships

Illinois Birth to 5 Program Standards

II. Curriculum and Service Provision

Standard II.A. **The curriculum reflects the centrality of adult/child interactions in the development of infants, toddlers, and preschoolers.**

The curriculum provides a framework to ensure positive interactions between and among children, staff, and parents. It is recognized that positive adult/child interactions serve as the basis for young children's learning. Adult/child relationships will be enriched via staff modeling and support and by having parents and staff engage with children in developmentally appropriate activities. As a result, the children's growth and development and the family's knowledge and understanding will be enhanced.

Quality Indicators:

II.A.1.   Positive adult/child interactions are encouraged and promoted in all aspects of the program.

II.A.2.   The curriculum promotes adult/child interactions in the way sessions are designed and conducted by staff.

II.A.3.   The development of a sense of trust and autonomy among staff, children, and families is a priority.

II.A.4.   Parents receive education and support to identify and cope with life stressors that may place their family at risk.

Standard II.B. **The curriculum is aligned to the Illinois Early Learning and Development Standards for Preschoolers and supports children's cognitive, language, social, emotional, and physical development and the development of positive approaches to learning.**

Because development in young children does not proceed in discrete domains but overlaps, the curriculum must be holistic, encompassing all areas of development. In order to effectively implement curriculum, staff must have a sound knowledge of early childhood development and recognize that the curriculum is intended to be used as a dynamic resource. The curriculum should unfold in response to the developmental needs of each child in the program.

Quality Indicators:

II.B.1.   A balance of all developmental areas - cognitive, communication, physical, social, and emotional - is demonstrated in all activities and service provision.

II.B.2.   An integrated and individualized program is offered for children in the context of their families and community.

II.B.3.   Multiple theoretical perspectives are considered, and developmentally appropriate practices are implemented.

II.B.4.   A variety of high-quality, developmentally appropriate activities and materials are utilized in a safe and supportive environment.

II.B.5.   An emergent literacy focus is observable in the activities, materials, and environment planned for the child.

Standard II.C. **The program prioritizes family involvement while respecting individual parental choices.**

The program reflects the high priority of family involvement at whatever level each parent chooses. Program design provides for various levels of parent participation, ranging from enrichment and mentoring to more intensive educational opportunities. The staff welcomes, encourages, and supports all levels of parent participation and respects the individual choices and needs of each family.

Quality Indicators:

II.C.1.   Opportunities are provided for varied levels of parent participation.

II.C.2.   Opportunities are provided for parents to increase their levels of program involvement through education and enrichment.

II.C.3.   Program activities support family literacy.

Standard II.D. **The program supports and demonstrates respect for the families' unique abilities as well as for their ethnic, cultural, and linguistic diversity.**

The program reflects the ethnic, cultural, and linguistic diversity of the participating families and their communities. The program is dynamic as families and staff work together to consider and integrate the individual abilities and cultures of families.

Quality Indicators:

II.D.1.   The program provides activities, materials, and an environment that reflect a variety of cultures.

II.D.2.   Program services are provided in the family's primary language whenever possible.

II.D.3.   Program services are in compliance with 23 IL Administrative Code 228 (Transitional Bilingual Education).

Standard II.E.   **The program promotes a framework that is nurturing, predictable, and consistent, yet flexible**.

Program activities, schedules, and routines adjust to the needs of the children and their daily happenings. Flexibility is demonstrated as individual participant's cues and life's stressors are responded to and accommodated in a nurturing and caring manner. The program staff recognizes the importance of predictability in the program schedule yet remains open to capitalizing on "teachable moments."

Quality Indicators:

II.E.1.   Schedules and routines are familiar and available in print.

II.E.2.   The program responds to the participant's individual cues and makes accommodations.

Standard II.F.   **The program supports children's healthy physical development**.

The program recognizes that children who are healthy are ready to learn. Staff monitor children's health and assist families with access to screenings and immunizations. Staff include healthy nutrition activities and outdoor play in the lesson plans.

Quality Indicators:

II.F.1.   The program curriculum promotes good nutrition and healthy snacks.

II.F.2.   The program ensures children are up to date on immunizations.

II.F.3.   Children have a current vision and hearing screening. Appropriate referrals are made.

II.F.4.   The curriculum provides daily active play and limits sitting and waiting time.

II.F.5.   Hand washing is routine for the children and staff.

II.F.6.   The program staff assists families and children who need help with toilet learning.

N

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Program Description	Background	Position Statement	Program Standards	Goals	Fiscal Information	Review Criteria

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Illinois Birth to 5 Program Standards

III. Developmental Monitoring and Program Accountability

Standard III.A. **The program staff regularly conducts a developmental screening with an appropriate standardized tool for the purposes of identifying children with developmental delays or disabilities.**

A developmental screening is a short, staff-administered tool or checklist that identifies children needing further assessment/evaluation. A timely and systematic approach to developmental screening assures early identification of children who require referral for formalized assessment and/or transition to specialized services. Where possible, staff of the early childhood program should be involved in the screening process.

Quality Indicators:

III.A.1.   Children are screened using a research-based screening instrument that measures all aspects of the child's development in these specific areas: vocabulary, visual motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development.

III.A.2.   All screenings include a parent interview.

III.A.3.   Written parental permission for the screening is obtained and the screening results are shared with the parents.

III.A.4.   Infants and toddlers are referred to the Illinois Early Intervention System, when appropriate. Preschool children are referred to the local Early Childhood Special Education system, when appropriate.

Standard III.B. **The program incorporates appropriate formative assessments of children, which are aligned with the curriculum, for the purposes of monitoring individual child development and individualization of the program and/or curriculum.**

Regular developmental monitoring is an ongoing approach that uses a variety of appropriate methods and sources for information. This information allows staff, in collaboration with parents, to individualize programming according to the strengths and developmental needs of each child. In addition, it provides sharing opportunities between program staff and parents.

Quality Indicators:

III.B.1.   The staff monitors children's development using a variety of appropriate methods.

III.B.2.   Developmental monitoring views the child from a holistic perspective within the context of the family and the community.

III.B.3.   The staff obtains information from different sources and shares the information with parents. The parents are further involved in the interpretation of this information in support of the child's development.

III.B.4.   Staff adjust the curriculum to accommodate the children's progress and different learning styles.

III.B.5.   Families of toddlers are informed of appropriate programs in the community by the child's third birthday.

Standard III.C. **Leadership conducts regular and systematic evaluation of the program and staff to assure that the philosophy is reflected and goals of the program are being fulfilled.**

Program and staff evaluation is an ongoing process that culminates in the improvement of program quality. To be successful in this endeavor, programs 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 5 Program Standards.

Quality Indicators:

III.C.1.   An annual evaluation is conducted of program quality and progress toward goals.

III.C.2.   The results of the program evaluation are reviewed annually and are used or considered in making organizational and/or programmatic changes.

III.C.3.   Leadership works in partnership with staff to plan, develop, and implement an effective staff evaluation process.

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Illinois Birth to 5 Program Standards

IV. PERSONNEL

Standard IV.A. **The program leadership is knowledgeable about child development and current best practice for quality birth to 5 programs.**

The program leader is a skilled professional who manages program, staff, and budget. The training, background, and experience of program leadership provide expertise and knowledge of early childhood growth and development. In addition, effective communication and interpersonal skills are necessary for quality programming.

Quality Indicators:

IV.A.1. The program supervisor/coordinator is an experienced early childhood professional with expertise in early childhood development and family enrichment.

IV.A.2. Program leadership is supportive of and works to fully implement current best practice in birth to 5 programs.

Standard IV.B. **The program leadership is effective in explaining, organizing, implementing, supervising, and evaluating birth to 5 programs.**

Program leaders, as early childhood professionals, interact with a variety of constituents, including children, parents, staff, funding sources, and the community. Effective communication and interpersonal skills are critical to implementing the program mission and goals, supervising and evaluating programs and staff, and collaborating with families and communities.

Quality Indicators:

IV.B.1. The program supervisor/coordinator is skilled in program management and supervision.

IV.B.2. The program leadership models professionalism and conveys high expectations for all staff.

Standard IV.C. **The program leadership hires qualified staff who are competent in working with infants, toddlers, and preschoolers and their families.**

The effectiveness of the program depends on the staff. Staff must have an in-depth knowledge of early childhood development and be able to competently match activities to each child's developmental level and potential. Staff should also understand the complex needs of families and be able to relate to them with sensitivity and understanding. Furthermore, staff is in the unique position of teaching parents to teach their children and must have skills in facilitating the parent/child relationship. The rewards of having a qualified staff are multiplied when staff is encouraged to regularly mentor each other to continue to improve their skills and level of effectiveness.

Quality Indicators:

IV.C.1. The program staff members meet the minimum entry-level requirements for their role/responsibilities established by the funding agent.

IV.C.2. Staff members have formal training in child development theory and practice. They are able to demonstrate an understanding of how young children develop and learn in the context of their families.

IV.C.3. Staff members demonstrate the ability to establish meaningful working relationships with parents and other family members.

IV.C.4. Staff members demonstrate knowledge of and respect for the unique ways in which adults learn, acquire skills, and adjust to change.

IV.C.5. The program staff is knowledgeable of and sensitive to the social, cultural, and linguistic diversity of the community.

Standard IV.D. **The program leadership provides ongoing supervision that promotes staff development and enhances quality service delivery.**

Supervision of staff needs to take place formally as well as informally. The essential ingredients of supervision include reflection, collaboration, and regularity. Reflection means continual conceptualization of what one is observing and doing. Collaboration refers to the mutual, respectful activity that takes place between supervisor and staff member. This collaborative activity leads to the formation of a plan to support professional development based on the reflective activity that has taken place that, in turn, promotes quality

services. Regularity is defined beyond timely and systematic to address individual staff needs.

Quality Indicators:

IV.D.1.   Program leadership creates and maintains an atmosphere that is nurturing and supportive of staff.

IV.D.2.   Program leadership regularly conducts a self-assessment.

IV.D.3.   The supervisor in partnership with each staff member develops a formative supervision plan.

IV.D.4.   Sufficient time for supervision is allotted in the program leader's schedule.

Standard IV.E. **The program leadership provides opportunities for ongoing professional growth and development**.

Research on quality programs demonstrates a high correlation between educational training and quality. Effective leaders recognize that professional development is a continuous process that meets the individual needs of each staff member as determined by an evaluation. Opportunities are provided for each staff member to participate in a variety of staff development activities. Nurturing is a key concept in early childhood. Leaders must provide a nurturing environment to maximize the unique strengths and abilities of the staff so that they may in turn nurture children and families.

Quality Indicators:

IV.E.1.   A professional development plan, based on the needs identified through reflective supervision and the interests of each staff member, is on file.

IV.E.2.   Sufficient time and funding are provided for staff to participate in appropriate staff development activities.

Standard IV.F. **The program leadership promotes continuity in staffing through provision of a supportive work environment, competitive wages and benefits, and opportunities for advancement.**

A career ladder permits staff members to assume greater responsibilities with greater rewards as they gain experience, knowledge, and skills. Opportunities for staff development should include goal setting, peer mentoring, workshops, and classes, culminating with the opportunity to create their own staff development portfolio. A supportive work environment, including appropriate physical space and material resources, will enhance the staff's effectiveness. In addition, opportunities to exercise and expand their individual skills in a wide range of programming options allow staff to demonstrate their capabilities in working with children and families. Furthermore, staff satisfaction and continuity will be ensured with adequate compensation that includes a benefit package. When staff are valued, supported, and have the opportunity to be secure and grow, their self worth will be enhanced, and their ability to make significant contributions to the program will be maximized.

Quality Indicators:

IV.F.1.   The program leadership provides staff members with a workspace and schedule appropriate for implementing their job responsibilities.

IV.F.2.   The program leadership advocates and works to secure a competitive wage and benefit package for personnel based on their position in the program and their expertise and experience.

IV.F.3.   The program leadership provides opportunities for career advancement.

Standard IV.G. **The program leadership and staff are knowledgeable about programs and agencies in the community that provide services for children and their families**.

Programs function within the context of the community. Leaders must know what resources are available in the community and support collaboration that enhances service delivery. They share their knowledge with staff and provide opportunities for them to have "hands on" experiences with other programs/agencies.

Quality Indicators:

IV.G.1.   The program leadership provides access to information about a variety of agencies in the community that provide social, health, and other services to children and families.

IV.G.2.   The program leadership arranges for staff members to visit and interact with early childhood providers and programs elsewhere in the community.

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Illinois Birth to 5 Program Standards

V. FAMILY AND COMMUNITY PARTNERSHIPS

Standard V.A. **The child is viewed in the context of the family and the family is viewed in the context of its culture and community.**

Research tells us that the quality of the relationship between infants, toddlers, and preschoolers and the people who care for them every day affects their development in all areas. Children are influenced by their relationships with all members of the family and their cultures. Therefore, it is critical for staff to view families in a holistic manner that takes into consideration both their culture and community. Cultural competency is more than recognition of ethnicity and race. It acknowledges and understands the values, customs, and traditions that influence behavior.

Quality Indicators:

V.A.1.   The program is designed to enhance and support parent/child relationships.

V.A.2.   Program leadership and staff understand and respect the culture of the families they serve.

V.A.3.   The leadership and program staff understand that the child's home, community, and cultural experiences impact his/her development and early learning.

V.A.4.   Materials that promote and support the program emphasize the importance of families in the lives of children.

V.A.5.   The program leadership and staff communicate with families in their primary language whenever possible.

V.A.6.   The program assists families in expanding their knowledge of child growth and development and parenting techniques.

V.A.7.   The program staff recognizes the influence of the community and its characteristics upon the family.

Standard V.B. **The program leadership and staff seek and facilitate family participation and partnerships.**

The program is designed to benefit and be responsive to families. Administration, staff, and parents should arrive at mutual understandings, which guide program planning, implementation, and evaluation through open and ongoing communication. When leadership and decision-making opportunities are provided to parents, they become empowered and are better equipped to make decisions that are important in their own lives and in the lives of their children.

Quality Indicators:

V.B.1.   The program recognizes that parents play an integral role in their children's learning. Parents are welcome in the program, and their support and involvement are sought.

V.B.2.   The program leadership assures a system is in place for regular, effective, two-way communication and responsive interaction between the program leadership, staff, and families.

V.B.3.   The program provides opportunities for family involvement and educational activities that are responsive to the ongoing and expressed needs of family members.

V.B.4.   Families are full partners in the decisions that affect their children and are included in the development and implementation of program activities.

Standard V.C. **The program assures that families have access to comprehensive services.**

While one of the primary goals of birth to 5 programs is to enhance parent/child relationships, Maslow's hierarchy of needs tells us that food, clothing, shelter, and medical needs must be met first. In order to be successful in this, it is critical for programs to have systems in place for identifying the needs of families, making referrals to other community agencies, and following up to be sure services were delivered as anticipated.

Quality Indicators:

V.C.1.   Program leadership and staff have a working knowledge of the resources in their community.

V.C.2.   The program has both a referral and follow-up system to assure that families are able to access services determined appropriate.

V.C.3.   The program works to address family needs.

V.C.4.   The program prioritizes services for children and families experiencing homelessness.

Standard V.D. **The program develops a partnership with families in which the family members and staff determine goals and services.**

An important focus of the program is to help families identify how they want to improve their lives and the steps that will help them reach their goals. Through collaborative planning with staff, parents can be supported to use their individual gifts as a springboard for change. By evaluating where they are, where they want to go, and how to get there, parents will begin to experience success in taking charge of their own destinies and will naturally promote these skills in their own children. Being in charge of one's own destiny helps to build strong families. Children who grow up in strong families are more likely to reach their full potential.

Quality Indicators:

V.D.1.   The program provides services that promote family growth and enrichment to identify and build on family strengths.

V.D.2.   The program offers parents opportunities to develop and implement a family plan that describes family goals, responsibilities, timelines, and strategies for achieving these goals.

V.D.3.   Program staff and families regularly review the family plan, document progress toward goals, and make needed revisions.

Standard V.E. **The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families.**

Programs must take affirmative steps to establish ongoing collaborative relationships that go beyond the development of referral networks. Therefore, programs are encouraged to secure a broad range of services by working together with community agencies.

Quality Indicators:

V.E.1.   Efforts are made to work in collaboration with other providers of services to families with young children in order to maximize services and resources available in the community.

V.E.2.   Comprehensive physical and mental health, educational, social, and recreational resources for children and their families are developed and promoted in collaboration with the community.

V.E.3.   The program leadership recognizes the urgent need for high-quality child care for infants, toddlers, and preschoolers and participates in community collaboration to identify, locate, and provide access to this service.

V.E.4.   The program leadership works with the family and community in supporting transitions, respecting each child's unique needs and situation.

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Goals

Screening to Determine Program Eligibility   Goal 1 - Illinois' neediest children will be identified and served.

Evidence Based Program Model and Research-Based Curricula   Goal 2 - Families will receive intensive, research-based, and comprehensive prevention services.

Developmental Monitoring   Goal 3 - Children's developmental progress will be regularly monitored to inform education and to ensure identification of any developmental delays or disabilities.

Individual Family Goal Plan (IFGP)   Goal 4 - Families will receive services that address their identified goals, strengths, and needs.

Case Management Services   Goal 5 - Families will receive comprehensive, integrated, and continuous support services through a seamless and unduplicated system.

Family and Community Partnerships   Goal 6 - Families will be engaged in the program, and community systems for infants and toddlers will be strengthened.

Data Collection and Evaluation   Goal 7 - The evaluation will provide critical data and information that is used for continuous program improvement.

Qualified Staff and Organizational Capacity   Goal 8 - Staff will have the knowledge and skills needed to create partnerships to support the development of infants and children.

Professional Development   Goal 9 - Staff will continue to gain skills and knowledge based on current research and best practices to improve outcomes for families.

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Fiscal Information

Introduction

The Illinois State Board of Education anticipates an appropriation to be identified from general revenue for Early Childhood Education (Early Childhood Block Grant - ECBG). A portion of the ECBG funding goes to the City of Chicago SD 299. If the appropriation to the ECBG is above level funding from the previous year's allocation, a minimum of 25 % of additional funding must be used statewide for programs serving children birth to age 3 years. The remainder of the ECBG funds will be used for programs serving children ages 3 to 5 years. In the event that funds do not become available to the Illinois State Board of Education, no proposals submitted under this RFP will be funded. It is anticipated that no more than 25% of PI funding will go toward Center-Based and/or Family Literacy Prevention Initiative Programs.

Funding Restrictions

Allowable activities and related expenditures for Prevention Initiative are provided in the instructions link on the Budget Detail page, which is a subtab under the main tab Budget Pages.

Key Financial Management Requirements

A. Maintain proper stewardship of taxpayer dollars

B. Maintain effective internal controls and fund accountability procedures

C. Expend funds only on activities consistent with the approved application, and only during the approved project period

D. Follow cost principals (see 2 CFR Part 200, Subpart E, Cost Priniciples)

E. Follow procurement standards (see Section 200.318, General procurement standards)

F. Costs charged to a federal grant must be:

    1. Allowable - either permitted or not specifically prohibited; and necessary for project success

    2. Allocable - expended for a particular purpose or time period that benefits the grant

    3. Reasonable - costs that would be incurred by a prudent person.

Cost Sharing or Matching

Not Applicable

Indirect Cost Rate

In accordance with a Delegation Agreement between the U. S. Department of Education and ISBE, and pursuant to its authority under the Grant Accountability and Transparency Act (GATA) and administrative rules, the Governor's Office of Manamgement and Budget has granted ISBE an exception to the federal Uniform Guidance and GATA regarding the determination of indirect cost rates that may be utilized by all grantees that receive a state award or federal pass-through award for grant programs administered by ISBE.

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

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

Other Funding Restrictions

NOTE: Per 23 Illinois Administrative Code, Section 235.20, the budget shall specify that no more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities.

Allowable activities and related expenditures for Prevention Initiative are provided in the instructions linked on the Budget Detail page.

Other Fiscal Information Resources

To assist with the accurate completion of a proposed budget, applicants are encouraged to familiarize themselves with the ISBE handbooks:

State and Federal Grant Administration Policy, Fiscal Requirements and Procedures

Requirements for Accounting, Budgeting, Financial Reporting, and Auditing

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Overview	General Information	Applicant Pages	Program Specific Pages	Proposal Narrative	Budget Pages	Assurance Pages	Submit	Application History	Page_Lock Control	Application Print

Program Description	Background	Position Statement	Program Standards	Goals	Fiscal Information	Review Criteria

Review Criteria

Review and Selection Process

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined by the features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program.

Proposals will be evaluated in comparison with other Prevention Initiative Birth to Age 3 Years FY 2018 proposals received by ISBE, based upon the criteria below. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the evaluation/review process. Before making funding decisions, the State Board of Education staff may conduct site visits for selected applicants in order to validate information provided in the proposal. The proposal must provide a comprehensive description of how the PI components (1-9) under the Proposal Narrative in this application will be implemented.

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

Quantitative Criteria

Proposals shall first be screened to identify those proposals that demonstrate the greatest need for services as evidenced by the proportion of children in the program who come from families experiencing multiple at-risk factors. 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. [Section 2-3.71(a)(4.5) of the School Code]

* Children and their families have been identified as part of the highest priority populations or are experiencing multiple at-risk factors.
* Children and families served reside outside the City of Chicago.
* A PI program implements an evidence-based program model for parent/family education.
* Center-Based programs must be identified as Quality Recognition and Improvement System (QRIS) Silver or Gold Circle of Quality.

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

Among substantially similar proposals within a category, priority will be given to those proposals serving children from a community with limited prenatal through age 3 programs or few resources promoting birth to age 3 education.

QUALITATIVE CRITERIA (TOTAL POSSIBLE POINTS ARE **100**)

Population to be Served (30 points)

1. The proposal clearly indicates that the area to be served has a high number of children and families that are most in need of the services provided by the Early Childhood Block Grant program. These children are subject to such language, cultural, economic, and like disadvantages that they have been determined by screening procedures to be at risk of academic failure. The competitive preference priorities and locally defined risk factors need to be clearly explained and embedded throughout the identification and screening process.
2. Criteria and indicators for identifying children and families who are eligible for the program are clearly established and likely to target those children and families most in need of services.
3. Effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families are enrolled in the program.
4. Effective community collaborations that support reduction of duplication of services are present.

Quality of Proposed Program (40 points)

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

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

3. The proposed program is built upon effective research about early childhood education and aligned to the applicable Illinois Early Learning Guidelines and the Illinois Birth to 5 Program Standards.

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

Experience and Qualifications (20 points)

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

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

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

   a. Holds the appropriate licensure to operate as a day care facility;

   b. Holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the Early Childhood Block Grant program; and

   c. Has a successful track record with similar grants or contracts.

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

Budget (10 points)

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

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting the division responsible for issuing the RFP. (See CONTACT PERSON under GENERAL INFORMATION.)

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

For a previously funded applicant, progress toward correcting any deficiencies contained in an unfavorable monitoring report issued under Section 235.67 shall be considered in the review process.

Merit-Based Review and Selection Process for Competitive Grants

ISBE is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at the link below. Applicants are advised to refer to the policy document.

https://www.isbe.net/Documents/ISBE-merit-based-review.pdf

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| Applicant Information | Amendments |

Applicant Information   **Instructions**

A. Program Contact Person:

Last Name*   First Name*   Middle Initial

Address 1*

Address 2

City*   State*   Zip + 4 *

Phone*   Extension   Fax

Summer Phone *   Extension   Email*

EXAMPLE

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

            Yes   No

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

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

Budget Contact Person:

Last Name   First Name   Middle Initial

Address 1

Address 2

City   State   Zip +4

Phone   Extension   Fax

Summer Phone   Extension   Email

B. Type of Agency:*

School District

Regional Office of Education

Higher Education Institution

Community-Based Organization

Child Care Center, Not-For-Profit

Child Care Center, For-Profit

Faith-Based Organization

Other (specify):

C. Prioritization

The program serves 100% of children and families from state-identified priority populations or children and families experiencing multiple risk factors (as defined within the Proposal Narrative tab, Screening Process subtab).

Yes

No

D. Programs Monitoring

Programs will be monitored every 3-4 years using the ISBE Prevention Initiative Compliance Checklist (PICC) and the Prevention Initiative Quality Rating Instrument (PIQRI), Group Observation Protocol (GOP), Home Visit Rating Scales – Adapted and Extended (HOVRS A+) and, if applicable, Infant Toddler Environment Rating Scale-Revised (ITERS-R).

E. Select the area impacted by this project:

District

City

County

Statewide

Multiple areas (list)

Other (describe)

EXAMPLE

Activity Period:

Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).

Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities, and/or audit services.

Grant Period:

Begin Date: November 29, 2017, or the submission date of the original application, whichever is later.

End Date:

District Comments:

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

(0 of 1500 maximum characters used)

*Required field

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Applicant Information	Amendments

Amendments

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

Is this an Original application or Amended application? *

Original Application   Amended Application

Amendment Number

Grant Changes

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

(0 of 1500 maximum characters used)

EXAMPLE

*Required field

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Competencies	Abstract	Statement of Need	Population to Be Served

Evidence of Existing Competencies   **Instructions**

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

Yes   No   Is this a joint application?*

* Required field

EXAMPLE

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http://webqa1.isbe.net/eGrant_Web/ApplicationShell.aspx?DisplayName=Abstract[10/10/2017 12:00:06 PM]

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| Competencies | Abstract | Statement of Need | Population to Be Served |

Proposal Abstract   **Instructions**

Summarize the proposed program, including outcomes. Briefly describe the overall objectives and activities of the program. Please explain specifically what types of services are being requested (half-day, full-day, etc.). *

(0 of 3000 maximum characters used)

EXAMPLE

* Required Field

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Competencies	Abstract	Statement of Need	Population to Be Served

Statement of Need   **Instructions**

The proposal must document the need for the early childhood initiative in the community. The need must be based on current statistical, demographic (including the prevalence of homelessness), and descriptive information regarding the community in which the families and children reside. The following points must be included in the narrative.

A. Provide a description that may include, but need not be limited to: *

    i. Educational level of parents;

    ii. Employment conditions;

    iii. Number of children age birth to 3 years in service area;

    iv. Rates of infant mortality, birth trauma, low birth weight, or prematurity;

    v. District's rate of dropouts, retention, truancy, teenage pregnancies, and students experiencing homelessness;

    vi. The number of families where a language other than English is spoken;

    vii. Rates of poverty, child abuse, and neglect; and

    viii. Information regarding drug/alcohol abuse.

EXAMPLE

* Required Field

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| Competencies | Abstract | Statement of Need | Population to Be Served |

Population to Be Served

A. Describe the efforts that will be made for outreach and recruitment of the eligible population to be serviced by the Prevention Initiative program. The proposal must clearly indicate that the area to be served has a high number of children and families determined to be the most in need of the services provided by the PI program, as indicated by 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. Risk factors may include high levels of poverty, illiteracy, unemployment, English Learners, or other need-related indicators, such as the school district's rate of dropouts, retention, truancy, teenage pregnancies, students experiencing homelessness, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect. The competitive preference priorities and locally defined risk factors need to be clearly explained and embedded throughout the identification and screening process.*

EXAMPLE

B. Describe the criteria and indicators used for identifying children and families experiencing multiple risk factors and that are eligible for the program and how you will likely target those children and families most in need of services. The description shall include:*

    i. Geographic area to be served;

    ii. How the eligible population will be recruited; and

    iii. Estimated number of children and/or families to be enrolled.

C. Explain how the community partners work together to reduce the duplication of services. Describe the process that is used to determine the need for the program in the community in relation to other similar services that may be operating in the same geographic area; this description must list, to the extent known, the other services offered and an estimate of the number of children being served (provide a description of the process used to determine the need for the Prevention Initiative program that is not a duplication of services). Include the number of other programs providing services to the birth to age 3 population and a description of the services being provided.*

EXAMPLE

* Required Field

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Screening Process	Model And Curricula Pages	Developmental Monitoring	Individual Family Goal Plan	Case Management	Partnership Plans	Evaluation Design	Staff and Capacity	Professional Development

Screening Process

A. **Provide a description of the procedures to be used to screen children and their families to determine their need for services. Results of the screening shall be made available to the program staff and parents of the children screened. All screening procedures shall include:***

  i. Research-based criteria to determine at what point performance on the screening instrument indicates that children are at risk of academic failure as well as to assess other environmental, economic, and demographic information that indicates a likelihood that the children would be at risk. The following factors must be considered and prioritized for PI program enrollment. If a child is identified with any one of the priority population risk factors, the family should be considered the highest priority and be directly enrolled in the PI program or placed at the top of the waiting list.

  1. Income at or below 50% of Federal Poverty Level (FPL);
  2. Family is experiencing homelessness;
  3. Child is current or recent youth in care as defined by the Illinois Department of Children and Family Services (youth in care, foster care, intact family services, Teen Parenting Service Network (TPSN) program);
  4. Child has an Individual Family Service Plan (IFSP) from Early Intervention

  ii. Screening instruments/activities that are:*
  1. Related to and able to measure the child's development in at least the following areas (as appropriate for the age of the child): vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and emotional and cognitive development; and
  2. Formally validated with evidence that the instruments/activities reliably and accurately detect children who are at risk for developmental delays and do not incorrectly identify children disproportionately as being at risk of academic failure.

  iii. Parent interview (to be conducted in the parents' home language, if necessary), including at least the following:*
  1. A summary of the child's health history and status, including whether the child has an existing disability, and social development; and
  2. Information about the parents, such as age, educational achievement, and employment history.

iv. Vision and hearing screening; and*

v. Where practicable, provision for the inclusion of program staff in the screening process.*

EXAMPLE

B. **Describe the criteria that will be used to assess environmental, economic, and demographic information that indicates a likelihood that the children/families would be at risk. For children age 3 months of age or older, the screening criteria should be used to determine at what point performance on an approved screening instrument indicates that children would be at risk of academic failure. Indicate the method(s) to be used to select criteria for participation and describe how the weighted system to determine eligibility will be implemented, including the competitive preference priorities. Explain how the program will utilize the weighted criteria system for:***
  i. Enrolling families identified as having most points on the weighted eligibility criteria measure; and
  ii. Ensuring families having the most points on the weighted eligibility criteria measure are prioritized on a waiting list (if applicable).

C. **Describe the procedures for obtaining written parental permission for the screening of the child.***

D. Describe the procedures to be used to include the program staff in the screening process and to make the results of the screening available to the program staff and parents.*

EXAMPLE

E. Check all screening components that apply.*

The program conducts screening to determine eligibility.

The program uses weighted eligibility criteria to enroll families.

The program utilizes the weighted criteria system for:

a) Enrolling families identified as having most points on the weighted eligibility criteria measure; and

b) Ensuring families having the most points on the weighted eligibility criteria measure are prioritized on a waiting list (if applicable).

The program implements a weighted criteria form that includes the competitive preference priorities:

a) Income at or below 50% of Federal Poverty Level (FPL);

b) Family is experiencing homelessness;

c) Child is current or recent youth in care as defined by the Illinois Department of Children and Family Services (youth in care, foster care, intact family services, TPSN)

d) Child has IFSP from Early Intervention

The program conducts a parent interview as a part of screening procedures.

The program uses a published, research-based child developmental screening instrument for children 3 months of age or older as a part of screening procedures.

The program obtains written parental permission to conduct a child developmental screening as a part of screening procedures.

The program has a provision (policies, procedures, protocol) for sharing the results of the screening with appropriate program staff as a part of screening procedures.

The program has a provision (policies, procedures, protocol) for sharing the results of the screening with the parents of the children screened as a part of screening procedures.

* Required Field

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Program Model Fidelity and Curriculum	Program Model Information

Evidence-Based Program Model and Research-Based Curricula

Describe how the program maintains fidelity to the evidence-based program model. Provide a description of the research-based parent/family centered curriculum, research-based child-centered curriculum, and/or any supplemental curricula. The narrative should include each of the following points.*

A.   Describe how the comprehensive services to be provided and the curriculum implemented are aligned with the Illinois Birth to 5 Program Standards.* More information can be found in the Prevention Initiative Implementation Manual at this link https://www.isbe.net/Documents/manual-complete.pdf

EXAMPLE

B.   Describe how the comprehensive services to be provided and the curriculum implemented are aligned with the Illinois Early Learning Guidelines found at this link* https://www.isbe.net/Documents/el-guidelines-0-3.pdf

C.   If applicable, describe all the parts of the program including home visiting, center-based services, and family literacy programming. Also provide detailed information about what is being funded by Prevention Initiative and what is being funded by another funding source (include the funding source name and funded amount in dollars - $). If not applicable, enter NOT APPLICABLE and continue to the next question.*

D.   Will programming be year-round or partial year? (Note: Year-round programming is preferable.)

Year-Round

Partial Year

If partial-year services must be offered explain:

1. Why partial services must be offered

2. What services will be offered when programs are not providing services as defined by the program model (limited services)

3. The duration of the limited services

4. What months of the year *limited* services will be offered

Describe the anticipated schedule of services, including, as appropriate, the frequency (intensity of services) and estimated length of home visits, home visiting case load size, center-based adult/child ratio, the frequency and length of parent group meetings and the schedule of services for children, parent/child interactions, and parent groups and/or workshops.

E.   Describe the program activities, including parent activities, child activities, parent-child interactive activities and family activities; indicate whether they are home-based or center-based; and describe how these activities will help guide and/or teach parents new ways of supporting their child's development.

F.   Describe the steps that will be taken to encourage families to attend regularly and remain in the program a sufficient time to make sustainable changes.

G.   Describe how the applicant will ensure that no fees will be charged to parents or guardians and their children who are enrolled and participate in the Prevention Initiative program.

H.   Provide a detailed description of procedures for reimbursement of transportation and child care costs, if these are to be included in the program. If NOT included in the program, enter NOT INCLUDED and continue to the next question

I. Describe the program activities that will be included to address each of the following eight areas of education:
    1. Child growth and development, including prenatal development;
    2. Childbirth and child care;
    3. Child safety and injury prevention (including lead concerns);
    4. Family structure, function, and management;
    5. Prenatal and postnatal care for mothers and infants;
    6. Prevention of child abuse;
    7. The physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships; and
    8. Parenting skill development.

J. Provide a brief description of the use of technology in the program. Technology use should be age appropriate.

EXAMPLE

K. Describe the contents and function of the toy/book library and the parent resource library and how the program will promote the use of the items.

L. Describe the components of the planned program newsletter.

M. Is the program Center-Based or a Family Literacy program? If yes, respond to the questions below.

  Yes

  No

    i. Provide daily schedules

    ii. Provide the number of hours per day and days per week the program will operate

iii. Provide classroom locations

iv. Describe the plan for snacks or meals in the 2½ to 5 hour program that aligns with the DCFS standards set forth at 89 Ill. Adm. Code 407.330 (Nutrition and Meal Service).

* Required Field

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Program Model Fidelity and Curriculum	Program Model Information

Program Model Information

Program Type - Indicate which type of program(s) will be provided with grant funds. Check all that apply.* Provide the funding amount requested for each program type.

NOTE: THE PROGRAM MAY CHOOSE MORE THAN ONE PREVENTION INITIATIVE PROGRAM MODEL. HOWEVER, THE PROGRAM MUST IMPLEMENT ALL COMPONENTS OF EACH PROGRAM MODEL CHOSEN AND THE PROGRAM MAY NOT DUPLICATE CHILDREN OR FAMILIES AMONG OR BETWEEN PI MODELS.

1. Home visiting (HV) $

- Family receives services from an evidence-based Home Visiting program model (only).

2. Center-based with home visiting (CB) $

- Child receives services in a DCFS-licensed child care center; and
- Family receives services from an evidence-based Home Visiting Program model.

3. Family literacy with center-based and home visiting (FL) $

- Child receives services in a DCFS-licensed child care center;
- Family receives services from an evidence-based Home Visiting Program model; and
- Caregiver receives services in an adult education program such as High School Credits, GED, or bilingual education.

Total Funds - must equal total funds requested on Budget Detail page $

Respond to the questions below, based upon the program type(s) selected above. Each question will indicate which program types require responses (HV, CB, and/or FL).

1. Family and Student Participation (HV, CB, FL)*

	HV	CB	FL
Number of families who have participated in the last fiscal year (actual enrollment), if applicable; enter 0 if not applicable*			
Number of children who have participated as of April 1st (actual enrollment), if applicable; enter 0 if not applicable*			
Number of pregnant women served as of April 1st (actual enrollment), if applicable; enter 0 if not applicable*			
Number of families you plan to serve in the upcoming fiscal year/school year with these funds (funded enrollment)*			
Number of children you plan to serve in the upcoming fiscal year/school year with these funds			
Number of pregnant women you plan to serve in the upcoming fiscal year/school year with these funds*			

2. Child Care Centers (CB, FL)*

	Center-Based (CB)	Family Literacy (FL)
A. Children are provided child-centered services in an Illinois Department and Children and Family Services-licensed child care center - check either or both, as applicable		
B. Indicate ExceleRate Circle of Quality rating for child care center if licensed		

Describe Awards of Excellence, if applicable

C. Provide the number of hours Prevention Initiative Center-Based services are offered per day to PI children (required range is 2.5 to 5 hrs)

D. Check if the program has the ability to access CCAP reimbursement.

E. Check if the child care center adheres to the standards of a nationally recognized accrediting organization (e.g., NAEYC) and specify the organization

Specify organization:

---

3. Access to Funds for Adult Education (FL only*)

Does the program have access to funds to provide adult education (e.g. High School, General Education Development/GED, English Language Learning, etc.)?

Yes

No

---

4. Program Implementation (HV, CB, FL)*

A. Indicate which services the program will implement using an Evidence-Based Program Model for parent/family education.* The model must align with the Illinois Birth to 5 Program Standards and the Illinois Early Learning Guidelines for Children Birth to Age 3. (Program may include more than one model; however, there must be a fiscal and programmatic justification for doing so.)

	HV	CB	FL
Baby TALK™			
Early Head Start (EHS)			
Healthy Families America ® (HFA)			
Parents as Teachers™ (PAT)			
Other			

Specify Other, if applicable

If more than one model was selected, provide the fiscal justification below.

If more than one model was selected, provide the programmatic justification below.

B. If the program implements supplemental services to enhance programming, select all that apply. Supplemental services must be aligned with the Illinois Birth to 5 Program Standards and the Illinois Early Learning Guidelines for Children Birth to Age 3, as applicable.

	HV	CB	FL
Doula Services			
Fussy Baby Network ®			
TouchPoints™			
Abriendo Puertas/Opening Doors			
Other			

Specify Other, if applicable

C. Select at least one Research-Based Parent/Family Centered Curriculum.* (Must be aligned with the Illinois Early Learning Guidelines and the Birth to Age 5 Program Standards.)

	HV	CB	FL
Baby TALK™ Curriculum			

Parents as Teachers™ Curriculum

Partners for a Healthy Baby Curriculum (Florida
State)

Other

Specify Other, if applicable

D. Select at least one program that implements a Research-Based Child-Centered Curriculum.* (Must be aligned with the Illinois Early
Learning Guidelines and the Birth to Age 5 Program Standards.)

	CB	FL
Creative Curriculum ® for Infants, Toddlers & Twos		
HighScope ® Infants &Toddlers Curriculum		
Other		
Specify Other, if applicable		

---

5. Program Description (HV, CB, FL)

A. Indicate if the program aligns with standards and whether fees are charged.*

	HV	CB	FL
The program is aligned with the Illinois Birth to 5 Program Standards.			
The program does not charge fees to participate.			

B. Check to indicate the program(s) provide(s) full programming, as defined by the
evidence-based program model, 12 months of the year.

If not, how many months of full programming, as defined by the program model, does
your program offer?

If not, indentify each program and provide the reason(s) why it is not possible to offer full
programming, as defined by the evidence-based program model.

EXAMPLE

If not, identify each program and explain the services offered in the months of limited programming.

C. Caseload - provide all required information. Enter 0 if none for that program.

	HV	CB	FL
Number of families that will receive weekly scheduled visits throughout the fiscal year. (intensive)			
Number of families that will receive biweekly visits throughout the fiscal year. (standard)			
Number of families that will receive monthly visits throughout the fiscal year. (rare)			

Total Program Caseload

D. Provide the name of each group offered, number of sessions, frequency of sessions, and for which program the group is offered.*
Click on the Add Additional Entries button as necessary to include all groups.

Name of Group	Number of Sessions	Frequency	HV CB FL
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			

Name of Additional Group	Number of Sessions	Frequency	HV CB FL

Additional Group 1

Additional Group 2

Additional Group 3

Additional Group 4

Additional Group 5

---

6. Program Technology (HV, CB, FL)

HV CB FL

The program has chosen the option to use technology to support parent education.

---

7. Program Features (HV, CB, FL) All program features are required.* Check all for each program as applicable to confirm that all will be provided.

The program provides a schedule for parent/child interactions and parent education activities at least quarterly.

The program has a children's toy/book lending library.

The program has a parent resource lending library that includes resources that provide information about the eight designated areas of education.

The program has a newsletter.

The program provides parent education and/or services that address the eight designated areas of education listed below:

1. Child growth and development, including prenatal development;

2. Childbirth and child care;

3. Child safety and injury prevention;

4. Family structure, function, and management;

5. Prenatal and postnatal care for mothers and infants;

6. Prevention of child abuse;

7. The physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships; and

8. Parenting skill development.

* Required Field

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Screening Process	Model And Curricula Pages	Developmental Monitoring	Individual Family Goal Plan	Case Management	Partnership Plans	Evaluation Design	Staff and Capacity	Professional Development

Developmental Monitoring

A. Provide a description of the developmental monitoring plan and include each of the following points:*

i. Provide a description of how developmental and/or educational progress will be assessed and documented to ensure that the program meets the needs of the child and provides a system whereby that child's parents are routinely advised of their child's progress.

ii. Describe the procedures to assess progress that is formally validated with evidence that the procedures reliably and accurately assess a child's progress relative to his or her individual needs and the standards set forth in the Illinois Early Learning Guidelines. The procedures must address each of the domains of development, as appropriate for the age of the child: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and emotional and cognitive development.

iii. Describe the methods and sources of information used to regularly monitor children's development.

iv. Describe how the program will communicate with parents about their child's development.

v. Describe how regular and ongoing assessment will inform individualized education.

vi. Describe how regular and ongoing assessment will be used to ensure that children who have a potential developmental delay or disability will be referred for diagnostic assessment and/or follow-up.

vii. Describe how an authentic assessment will be implemented and how it will be used to guide education and/or the IFGP. Describe the process for obtaining a diagnostic assessment when needed.

viii. Describe the tool to be used to assess parent and child interactions and how it will be implemented.

EXAMPLE

ix. Describe how the results of the tool that assesses parent and child interactions will be used to guide education and/or the IFGP.

B. Confirm that the Developmental Monitoring Screening Process contains all the required components by checking each box.*

i.   The program uses a published, research-based developmental screening instrument for children 3 months of age or older for the purposes of developmental monitoring at least every six months.

ii.   The program uses a published, research-based social and emotional developmental screening instrument for children 3 months of age or older for the purposes of developmental monitoring at least every six months (if applicable).

iii. The program updates information regarding each child's health history, including well child visits and immunizations, at least annually.

iv.   The program implements a tool to assess parent and child interactions at least two times in the fiscal year.

* Required Field

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Individual Family Goal Plan (IFGP)

A. Provide a description of the Individual Family Goal Plan and include the following points:*

i. Describe the Family Centered Assessment to be implemented with each family, including the issues addressed on the tool.

ii. Describe how parents and families will be involved in making decisions regarding the goals and outcomes of their Individual Family Goal Plan.

EXAMPLE

iii. Describe how the needs of the family enrolled in the program will be assessed and how this information will be used to develop an Individual Family Goal Plan.

iv. Describe how the Individual Family Goal Plan is used to guide services for the family.

v. Describe the policies and procedures the program has to ensure that families working with other entities in the community will experience seamless and coordinated services, including the Individual Family Goal or Service Plans.

B. Indicate how the IFGP is developed. Check all that apply

i. The program uses a published, research-based Family Centered Assessment for each family served within 60 days of enrollment and at least every six months.

ii. The program develops an Individual Family Goal Plan in partnership with each family served within 60 days of enrollment and reviews and updates the IFGP at least every six months.

* Required Field

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Case Management Services

A. **Provide a description of the case management services and include each of the following points:***

   i. Describe how the program will coordinate the Individual Family Goal Plan with plans that other community service providers have developed with or for the family.

   ii. Describe how the program will provide families with access to comprehensive services, including those not provided directly by the program.

   iii. Describe the system for referring families to other service providers and following up on these referrals.

   iv. Describe the referral system to be implemented to place 3-year-old children in other early childhood education programs after leaving the Prevention Initiative program.

   v. Describe the memorandums of understanding (MOUs), partnership agreements, or letters of intent the program will maintain.

vi. Describe the collaborations the program participates in and include the purpose, mission, and activities.

vii. Describe how the program will coordinate with other providers in the same service area to reduce the duplication of services.

viii. Describe how the program will participate in the collaboration's locally driven data collection efforts, including sharing with the local collaboration available relevant program-level aggregated data that contributes to community needs assessment, problem identification, and setting a common agenda.

EXAMPLE

ix. Describe how the program will participate in the local collaboration's efforts to minimize barriers to services for families with children from birth to 5, such as providing recommendations to the state, coordinating professional development opportunities, and developing coordinated intake procedures or a coordinated referral system.

B. Select all applicable components*

i.   The program has a comprehensive referral system that addresses referrals into and out of the program.

ii.   The program has follow up procedures in place to ensure families receive needed services.

iii.   Children 2 years, 6 months old and their families are provided comprehensive transition services by the program to afford a seamless transition of services from a birth to age 3 program to an age 3 to age 5 program.

iv.   The program develops written transition plans in partnership with each family served (as applicable).

v.   The program maintains written formal agreements (as appropriate) with other service providers in the community that (at least) define the referral and follow-up system, establish a plan for reducing duplication of services, and offer guidance for coordinating Individual Family Service Plans.

vi.   The program participates in collaboration's locally driven data collection efforts, including sharing with the local collaboration available relevant program-level aggregated data that contributes to community needs assessment, problem identification, and setting a common agenda.

vii.   The program participates in the local collaboration's efforts to minimize barriers to services for families with children from

birth to 5, such as providing recommendations to the state, coordinating professional development opportunities, and developing coordinated intake procedures or a coordinated referral system.

* Required Field

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Screening Process	Model And Curricula Pages	Developmental Monitoring	Individual Family Goal Plan	Case Management	Partnership Plans	Evaluation Design	Staff and Capacity	Professional Development

Partnerships Plans

A. Provide a description of the family engagement plan and include each of the following points:*

Provide a description of the family engagement plan and include the following points:

1. Written and verbal orientation to the educational program;
2. Opportunities for engagement in home-based and/or site-based activities;
3. Intensity of the activities and services offered, including home visits, groups, and case management;
4. Provision for communication to and from parents about the program;
5. Refer and follow up with families obtaining additional services or leaving the program;
6. Provision for promoting and supporting parenting skills;
7. Activities that emphasize and strengthen the role of the parent(s) as the child's primary educator;
8. Provision for seeking parents' support and engagement in the program;
9. Ensuring parents are full partners in the decisions that affect children and families; and
10. Comprehensive written Planned Language Approach (a coordinated, systems, program-wide approach to supporting the school readiness of all children served).

B. Provide a description of the community collaboration plan and include the following points:*

i. Describe how the program will support staff as they work to ensure children birth to age 3 and their families have access to comprehensive services that address education, welfare, health, and safety.

ii. Describe how the community collaboration plan will provide guidance to staff on how to:
   1. Coordinate with Head Start, Early Head Start, and other service providers within the same service area that are concerned with the education, welfare, health and safety needs of children (prenatally and birth through 3rd grade/8 years old);
   2. Coordinate with other early childhood providers to create a system for making referrals, providing follow-up, and explaining how case management services will be used;
   3. Reduce duplication of services; and
   4. Coordinate Individual Family Goal Plans.

EXAMPLE

C. **Describe the staff development activities that will ensure staff have the knowledge and understanding to implement the plans.***

D. Describe the evaluation activities that will assess if the plans are being implemented as intended and are reaching the expected outcomes.*

EXAMPLE

E. Provide the policies and procedures that support the family and community engagement plan and the community collaboration plan.*

F. The applicant confirms that the program has a written family engagement plan that includes all of the following by checking each box.*

Written and verbal orientation to the educational program;

Opportunities for engagement in home-based and/or site-based activities;

Intensity of the activities and services offered, including home visits, groups, and case management;

Provision for communication to and from parents about the program;

Refer and follow up with families obtaining additional services or leaving the program;

Provision for promoting and supporting parenting skills;

Activities that emphasize and strengthen the role of the parent(s) as the child's primary educator;

Provision for seeking parents' support and engagement in the program;

Ensuring parents are full partners in the decisions that affect children and families; and

Comprehensive written Planned Language Approach (a coordinated, systems, programwide approach to supporting the school readiness of all children served).

G. The applicant confirms that the program has a written community collaboration plan that includes all of the following by checking each box.*

Coordinate with other service providers, within the same service area, concerned with the education, welfare, health and safety needs of children (prenatally and birth through 3rd grade/8 years old);

Coordinate with other early childhood providers to create a system for making referrals, providing follow-up, and explaining how case management services will be used;

Reduce duplication of services; and

Coordinate Individual Family Goal or Service Plans.

* Required Field

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Data Collection and Evaluation

A. **Provide a comprehensive description of the projected data and information to be collected and the measures, methods, and processes to be used to evaluate specific Prevention Initiative components 1 through 9 (Proposal Narrative tab, Evaluation Design subtab).***

EXAMPLE

B. **Describe how the information and data collected through the evaluation system will be used for program planning and continuous quality improvement.***

C. **Provide a description of the plans for evaluation that includes the following points:***
    i. Describe the process to be used to determine whether progress is being made toward successful implementation of the program model and the Illinois Birth to 5 Program Standards.
    ii. Describe the process to be used to determine the progress that children and families are making toward their goals.

EXAMPLE

D. **Describe the components the program plans to include in the written evaluation summarizing the results of the self-assessment and continuous quality improvement.***

E. Describe the process or procedures for sharing the written evaluation summary with program staff and program participants.*

EXAMPLE

F. Select all evaluation strategies that apply.

i.   The program has a written framework that contains the data and information to be collected and the measures, methods, and processes to be used to evaluate specific Prevention Initiative components 1 through 9 updated annually.

ii.   The program conducts an annual self-assessment and develops a written continuous quality improvement plan annually that includes:

    * Specific issues that are deficient or areas that the program would like to strengthened;

    * Actions to be taken to remedy the deficiencies and, as applicable, the resources and professional development that will be targeted towards improvement efforts; and

    * The person responsible and the timelines in which the deficiencies are expected to be corrected.

iii.   The program has a written annual evaluation updated annually.

* Required Field

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Staff Qualifications and Capacity Narrative

A. Staff Qualifications and Organizational Capacity Descriptions

a. Describe the school district's or agency's organizational capacity to implement PI programming and services.*

EXAMPLE

b. Describe the full-time and part-time professional and nonprofessional staff to be paid with PI funds, including, but not limited to, program coordinators, supervisors, home visitors, early childhood teachers, and mental health consultants, and indicate their qualifications.*

   i. For each full-time and part-time professional and nonprofessional staff to be paid by the program, list the following:

     1. Position title,

     2. Name of person who will fill the position (if known),

     3. Qualifications and experience of person who will fill the position,

     4. Roles and responsibility of the position, and

     5. Full-time equivalency for the position.

     6. Funding source from which the employee will be paid. (Indicate all funding sources including other funding sources besides the PI grant that will be utilized to implement a comprehensive PI program, e.g., CCAP, etc.)

c. Describe the procedures that will be implemented to ensure that all PI staff members who do not hold a professional educator license issued by the State Board of Education are registered in the Illinois Department of Human Services' "Gateways to Opportunity" registry.*

EXAMPLE

d. Describe the organization's capacity to operate a program of this nature.*

e. Describe how the program will use the policy and procedures manual to guide staff and ensure quality programming.*

EXAMPLE

f. Describe the program's status regarding the program model's indicated designation for model fidelity and quality.*

g. Provide a description of the contents of the program policy and procedures manual.*

EXAMPLE

B. Provide the number and full-time equivalent (FTE) of staff paid with grant funds. If Other staff are employed, specify their title(s).*

	Number of Staff Paid with Grant Funds	FTE of Staff Paid with Grant Funds	Staff Position Description
1.			Director
2.			Teacher
3.			Assistant Teacher
4.			Administrator
5.			Clerical
6.			Supervisor
7.			Home Visitor
8.			Other Appropriate Staff:
9.			Other Appropriate Staff:

10.   Other Appropriate Staff:

11.   Other Appropriate Staff:

Total Staff Number and FTEs

C. Indicate staff qualifications and program capacity by selecting all choices below that apply.

Based upon the model chosen for the program, all staff meet the required qualifications.

Based upon the model and curriculum chosen for the program, all staff will complete the required training before implementing services.

The program obtains the required staff background checks.

The program maintains the chosen program model recognition for fidelity and quality.

All staff go through mandated reporter training.

Number of PI staff turnover in the last fiscal year.

Yes   No   The program employs or contracts with a Mental Health Consultant.

* Required Field

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Professional Development

A. **Provide a description of staff development assessment procedures and ongoing professional development activities to be conducted, to include a description of how the results of the assessment will be used to inform the program's staff development and the continuous quality improvement plan.**

EXAMPLE

B. **Describe how the staff development needs will be determined for all staff members.**

C. Describe the components of the written professional development plan.

EXAMPLE

D. Describe the staff pre-service and in-service training program that will be conducted to meet the individual staff needs and to meet the requirements, if applicable, of the chosen program model.

E. Describe other professional development activities that will be provided, if applicable.

EXAMPLE

F. Select all the criteria below that apply to the professional development program.

The program will have a written, individualized professional development plan for all staff.

The program will provide administrative supervision to all staff.

The program will provide reflective supervision to direct service providers.

* Required Field

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Budget Detail	Indirect Cost Rate	Budget	Payment Schedule

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

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

Description of Function Codes and Object Codes

Function Code	Object Code	Expenditure Description and Itemization	PI03-RFP Funds	Delete Row

Total Direct Costs

- Capital Outlay Costs

Allowable Direct Costs

Indirect Cost Rate %

Maximum Indirect Cost *

Indirect Cost

Total Allotment   Grand Total

Allotment Remaining

Budget Detail

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

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

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| Budget Detail | Indirect Cost Rate | Budget | Payment Schedule |

Indirect Cost Rate as Applied to this Grant   **Instructions**

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

YES, indirect costs apply to this project and will be requested on the expenditure report

NO, indirect costs are not applicable to this application

Worksheet and Narrative:

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

Indirect Cost Budgeted

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

Salaries, Object 100: Describe the position(s) and correlated salary included in Indirect Costs.
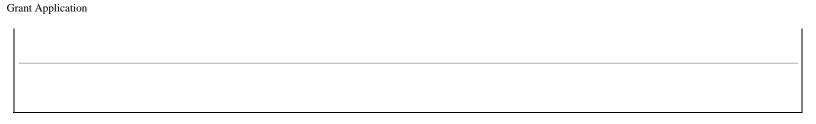
Benefits, Object 200: Describe the benefits, such as TRS, FICA, IMRF, Life Insurance, etc., that are included in Indirect Costs.

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

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

Total

Difference

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N

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Budget Detail	Indirect Cost Rate	Budget	Payment Schedule

Budget (Read Only)

Instructions

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

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

Superintendent Name: Not calling IWAS Web Service

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Budget Detail	Indirect Cost Rate	Budget	Payment Schedule

Payment Schedule   **Instructions**

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

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

EXAMPLE

Budget Detail Total

Amount Remaining

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Program Assurances	State Assurances	Assurances

Specific Terms of the Grant   **Instructions**

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

1. Prior to final funding approval, each grantee must present evidence Teachers of children ages 0 to 3 years must hold a Gateways to Opportunity Level Five and/or professional educator license endorsed in early childhood education or an educator license with stipulations endorsed in early childhood and one of the following endorsements: provisional educator, alternative provisional educator, resident teacher or visiting international educator

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. Financial Reports: Grant recipients with an approved state and/or federal grant program are required to submit quarterly expenditure reports. The quarterly reports are due twenty days following the end of the reporting quarter (e.g. September 30 expenditure report is due at ISBE on or before October 20). Failure to submit the report by the due date will result in scheduled payments being withheld until the required report is received. Expenditure Reports must be filed electronically to the Division of Funding and Disbursement Services four times a year

REPORT	CUMULATIVE THROUGH	DUE IN ISBE OFFICE
1	September 30, 2017	October 20, 2017
2	December 31, 2017	January 20, 2018
3	March 31, 2018	April 20, 2018
Final	June 30, 2018	July 20, 2018

4. Reporting: All grantees must enroll each Prevention Initiaitve student in the ISBE Student Information System(SIS) by October 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:
- Student Information System (SIS) Early Childhood Data
- Student Information System (SIS) Birth to 3 and Caregiver Demographic Data
- 0-3 Prevention Initiative - Parent Questionnaire
- 0-3 Prevention Initiative - Outcomes Questionnaire

5. 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.

6. 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.

7. 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.

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

10. Supplanting: Funds received under the Preschool for All Program shall be used to supplement, and not supplant, funds that would otherwise be used for the proposed activities. (Sections 2-3.71 and 2-3.89 of the School Code)

11. No fees will be charged of parents or guardians and their children who are enrolled and participate in Preschool for All programs.

12. No more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation. If a 10 percent exception has been approved for Function 2300 the budgeted cell may not exceed 10 percent of the total grant allotment in the Final Expenditure Report.

13. 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.

14. 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).

15. 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.

16. 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.

17. 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.

18. 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.

19. 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.

20. 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.

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to

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Program Assurances	State Assurances	Assurances

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000
ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

PROJECT

4. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential

beneficiaries.

5. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.

7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

GENERAL CERTIFICATIONS AND ASSURANCES

8. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

9. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

10. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.

11. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

12. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

13. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

14. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

15. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

16. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National 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.

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

a) Publishing a statement:

  1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.

  2) Specifying the actions that will be taken against employees for violations of such prohibition.

  3) Notifying the employee that, as a condition of employment on such contract or grant, the

    A) Abide by the terms of the statement; and

    B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

  1) The dangers of drug abuse in the workplace;

  2) The grantee's or contractor's policy of maintaining a drug-free workplace;

  3) Any available drug counseling, rehabilitation, and employee assistance programs; and

  4) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

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

v02.23.2017

EXAMPLE

Illinois State
Board of Education

eGMS - Grants Application

SESSION
TIMEOUT

EXAMPLE FOR INSTRUCTIONAL USE ONLY

| Overview | General Information | Applicant Pages | Program Specific Pages | Proposal Narrative | Budget Pages | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |

| Program Assurances | State Assurances | Assurances |

Assurances **Instructions**

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

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

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

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

Assurances for Preschool for All Prevention Initiative (PI) - Birth to Age 3

Grant Application Certifications and Assurances (State Assurances)

Signature of School District Superintendent / Agency Administrator
Signature of Board-Certified Delegated Authority for the School District Superintendent

Illinois State
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Submit   **Instructions**

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

Application was created on: 10/10/2017

Assurances

District Data Entry

Business Manager

District Administrator

Grant Administrator

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Application History(Read Only)

Instructions

This Application has not been submitted

EXAMPLE

Illinois State Board of Education

eGMS - Grants Application

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Page Review Status   **Instructions**

Expand All

Prevention Initiative RFP	Page Status	Open Page for editing
Prevention Initiative RFP		
General Information		
Program Standards		
None of the pages within this section have page review data setup.		
Applicant Pages		
None of the pages within this section have page review data setup.		
Program Specific Pages		
Competencies	OPEN	
Abstract	OPEN	
Statement of Need	OPEN	
Population to Be Served	OPEN	
Proposal Narrative		
Screening Process	OPEN	
Model And Curricula Pages		
Program Model Fidelity and Curriculum	OPEN	
Program Model Information	OPEN	
Developmental Monitoring	OPEN	
Individual Family Goal Plan	OPEN	
Case Management	OPEN	
Partnership Plans	OPEN	
Evaluation Design	OPEN	
Staff and Capacity	OPEN	
Professional Development	OPEN	
Budget Pages		
Budget Detail	OPEN	
Indirect Cost Rate	OPEN	
Payment Schedule	OPEN	
Assurance Pages		
Program Assurances	OPEN	
State Assurances	OPEN	
AssurancesText	OPEN	

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Overview	General Information	Applicant Pages	Program Specific Pages	Proposal Narrative	Budget Pages	Assurance Pages	Submit	Application History	Page_Lock Control	Application Print

Selectable Application Print

Request Print Job

 Prevention Initiative RFP

Requested Print Jobs

Completed Print Jobs

EXAMPLE