



Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

July 1, 2016

TO: Eligible Applicants

FROM: Tony Smith, Ph.D. 
State Superintendent of Education

SUBJECT: NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP): Preschool for All Expansion 3 to 5 Years: FY17

CSFA Number: 586-18-0868

CSFA Title: Early Childhood Block Grant-Preschool for All Children 3-5

General Information

Eligible Applicants: Entities that currently have a Preschool for All 3 to 5 Years program in FY16 are eligible to apply.

NOTE: Applicants must register for pre-qualification on the State of Illinois GATA Web Portal before being awarded a FY17 grant. The portal will be accessed at www.grants.illinois.gov. The State's Grant Accountability and Transparency Unit has indicated it expects the portal's prequalification function to be operating by approximately mid-to-late June, 2016. Additional information will be provided as it becomes available.

Applicants must also complete and submit the Fiscal & Administrative Internal Control Questionnaire (ICQ) and Programmatic Risk Assessment Questionnaire on the ISBE Web Application (IWAS) system.

All of the aforementioned registration, pre-qualification, and questionnaire submission must be completed before a grant can be awarded. In the meantime, applicants must submit their application by the application deadline below.

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

- I. Be registered in SAM before submitting its application. If you are not registered in SAM, this link provides a connection for SAM registration: <http://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.

Grant Award: ISBE anticipates making individual grant awards that range from \$4000 to \$9000 per child depending on the types of slots (See Appendix B). This reflects the cost of operating a program for 180 days per year, the length of the school year. Applicants may request additional funds to facilitate services to the most at-risk families.

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

Grant Period: The grant period will begin no sooner than July 1, 2016, and will extend from the beginning date of the grant through June 30, 2017.

Application Deadline: Mail the original and five copies to Illinois State Board of Education, 100 North First Street, E225, Springfield, Illinois 62777-0001, to ensure receipt no later than 4:00 pm on August 15, 2016.

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

Springfield Office

Guard Station
1st Floor
100 North First Street

Chicago Office

Reception Area
Suite 14-300
100 West Randolph Street

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

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

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

Bidders' Webinar: An informational webinar can be found on the [Illinois State Board of Education Early Childhood website](#). Participation in this webinar is recommended but is not required to submit a proposal.

Contact Person: For more information on this RFP, contact the Early Childhood Education Division at 217-524-4835.

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>

Background

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

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

In addition, a Preschool for All Expansion program model has been developed based on Illinois' successful application for federal funds from the Preschool Development Grant – Expansion Grant. These elements reflect both the definition of a High-Quality Preschool Program, as established by the U.S. Departments of Education and Health and Human Services, and the State's plan. In awarding Preschool for All Expansion grants, the Illinois State Board of Education must address two legislatively mandated priorities:

- First priority in awarding grants must be given to applicants that propose to serve primarily children who have been identified as being at-risk of academic failure. At-risk children are those who, because of their home and community environment, are subject to such language, cultural, economic and like disadvantages that they have been determined, as a result of screening procedures, to be at-risk of academic failure. A disproportionate share of all children considered to be at-risk come from low-income families, including low-income working families, homeless families, families where English is not the primary language spoken in the home or families where one or both parents are teenagers or have not completed high school. However, neither a child's membership in a certain group or a child's family situation should determine whether that child is at-risk.
- Second priority in awarding grants must be given to applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2). Please take note that Congress has extended the 2016 Poverty Guidelines, see chart below for those guidelines. It is recommended that you check the website link below for updates. For each child whose participation is based on the family income, the successful applicant must collect evidence of family income levels.

The following definitions are in 23 IL Administrative Code 235, Section 235.30. For purposes of this RFP, "programs serving primarily at-risk children" are defined as those programs which:

1. Have 80 percent or more of the enrolled children identified as at-risk;
2. Prioritize at-risk students over non-at-risk students when making enrollment decisions; and
3. Have taken specific, proactive measures to ensure that parents of potentially at-risk children in the community are aware of the opportunity for preschool education through the program

Additional Requirement for Preschool for All Expansion:

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

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

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

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

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

Program Specifications

The Preschool for All Expansion initiative is made up of several required components. The first requirements are based on the current Preschool for All grant. The additional requirements specific to Preschool for All Expansion grant are listed separately below.

Additional research on best practice for each component in early childhood education is located in Appendix C.

1. Screening to determine risk status

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

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

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

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

Examples of Research-Based Screening Instruments:

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

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

- Preschool for All must offer a comprehensive screening process that meets the following requirements: Criteria to determine at what point performance on an approved screening instrument indicates that children are at-risk of academic failure as well as to assess other environmental, economic and demographic information that indicates a likelihood that the children would be at risk. All screening instruments and activities must relate to and measure the child's development in these specific areas: vocabulary, visual-motor integration, language

and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.

- All screening procedures must include a parent interview to be conducted in the parents' home/native language, if necessary. This interview should be designed to obtain a summary of the child's health history and social development and may include questions about the parent's education level, employment, income and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.
- Vision and hearing screening, in accordance with 77 Illinois Administrative Code 685 (Vision Screening) and 77 Illinois Administrative Code 675 (Hearing Screening), must be provided.
- Written parental permission for the screening as required by Section 2-3.71 of the School Code must be obtained.
- School district must administer a home language survey and provide services to eligible children as required by 23 Ill. Admin Code 228
- Where possible, teaching staff of the Preschool for All Expansion must be involved in the screening process. Results of the screening must be made available to the teaching staff.
- Additional risk factors selected should reflect the community to be served and are weighted to ensure that the children most at risk of academic failure are enrolled.
- Children who are not yet toilet trained are not excluded from the program.

Additional Requirements for Preschool for All Expansion:

- Weighted eligibility form created by the state is used and must incorporate community-specific risk factors if determined to be necessary by the program based on a needs assessment (See <http://isbe.net/earlychi/preschool/pdg-eg-grants.htm> under ISBE Guidance Information-Programmatic Descriptions).
- Children have multiple risk factors or one highest priority selection factor according to the weighted eligibility form.
- The program collects and reviews proof of family income to determine eligibility (below 200% FPL) and priority points (50% or 100% of FPL).
- The program must actively seek out and enroll children with special needs, and maintains a clear, written process for referral/assessment of children with suspected special needs and comprehensive support to parents during the assessment process.

2. Educational Program

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

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

defined by the inclusion program model selected. Inclusion model document can be found at <http://isbe.net/earlychi/pdf/pres-placement-IEP.pdf>

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

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

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

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

- The curriculum and instructional practices are aligned with the Illinois Early Learning and Development Standards (<http://www.isbe.net/earlychi/preschool/default.htm>). The Illinois State Board of Education does not endorse specific curricula for use in Preschool for All. An evidence-based curriculum is used. Local projects should consider the following criteria when selecting a curriculum:
 - An evidence-based curriculum is used
 - Alignment with the Illinois Early Learning and Development Standards (IELDS);
 - Inclusion of content to be taught with intentionality and integration;
 - Provision for child initiation and engagement;
 - Use of content based on research of how young children learn;
 - Provision for parent involvement, through meaningful communication with families;
 - Alignment with an authentic assessment tool that is ongoing and comprehensive;
 - Consideration of the child’s linguistic and cultural background;
 - Consideration of the range of experience and qualifications of early childhood teachers;
 - Consideration of a wide range of children’s abilities, including those of children with IEPs; and
 - Provision of research evidence of the effectiveness of the curriculum.
- The individualized assessment profile for each child will be the basis for determining that child’s educational program.
- The following domains of development are addressed: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
- A language and literacy development program shall be implemented for each child based on the child’s individual assessment.

- For children who are identified as English Learners, the program of instruction must provide language development supports in compliance with the bilingual education rules and procedures required by 23 Ill. Admin Code 228. For programs that will serve English learners, curriculum must align to the “Early English Language Development Standards Ages 2.5-5.5 2013 Edition”
- Student progress will be assessed over time with measurable outcomes and documented to ensure that the educational program meets the needs of the student.
- A system is established whereby each student’s parents are routinely advised of their child’s progress, in their native language, if applicable.
- Individual student files are maintained and contain the following information:
 - weighted eligibility criteria, including income verification;
 - health record, including vision and hearing screening and physical and immunization record;
 - evidence of screening results and/or IEP
 - written permission to participate in the program, photo release (if agreed to by parent), and pick-up authorization form; and
 - attendance and enrollment records.
- The program meets five days a week.
- The program meets a minimum of 165 days a year.
- The program environment and structure promotes social and emotional health.
- Individual student plans have been developed and are reflective of the philosophy of the program and the Illinois Early Learning and Development Standards.
- Emergency drill procedures and the class schedule are posted.
- The classroom is stocked with developmentally appropriate materials, supplies, and equipment.
- Blocks of time are scheduled in such a way that the children can become absorbed in their learning experiences without being interrupted.
- The schedule provides a balance of:
 - teacher-directed and meaningful child-initiated activities;
 - active and quiet activities;
 - independent and guided activities;
 - large- and small-group, and individual activities; and
 - a minimum of time wasted by waiting in line, group snack, etc.
- Children are read to every day.
- Provisions are made for children with disabilities to participate in the program.
- Native language and English Learners materials are provided in the classroom.
- Provisions are made for transportation of children of homeless families that move out of the program’s immediate service area for purposes of continued participation in the program and consequent educational stability.
- Activities that pull children out of the classroom are minimal or nonexistent.
- Program does not charge families fees for field trips or registration; nor does program require families purchase student supplies or materials. Parent/guardians are not required to provide or pay for meals/snacks.

Additional Requirements for Preschool for All Expansion:

- The program meets for a full day equivalent to a first grade classroom in the local district, a minimum of five hours each day.
- Universal and targeted supports for children’s positive behavior and social-emotional development are included and the program follows a social-emotional model or curriculum.

- Daily schedule includes at least 60 minutes of physical activity per day with materials and equipment that support a variety of vigorous physical activity and aligns with the IELDS Physical Development and Health domain.
- Comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health. The program ensures that each child receives a dental and health screening.
- Mental health services are provided to children and families including observations, consultation and referral. The program ensures that each child receives a mental health screening.
- IEP services are provided to children within the classroom setting.
- A nutritious breakfast, lunch and afternoon snack are offered to children at no cost to families and aligned with U.S. Department of Agriculture's Food and Nutrition Guidelines. and meet DCFS' standards for licensed child care centers or community settings.
- Early learning programs are aligned within a birth-through-third grade continuum of services.

3. Parent Education and Involvement

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

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

- Communication: Communication between home and the Preschool for All Expansion program should be regular, two-way, meaningful and when appropriate, in the parents' native language.
- Parent Education: Parenting skills are promoted and supported.
- Student Learning: Parents play an integral role in assisting student learning.
- Involvement: Parents are welcome in the program, and their support and involvement are sought.
- Decision-Making and Advocacy: Parents are full partners in the decisions that affect children and families.

Additional Requirements for Preschool for All Expansion:

- A parent educator is employed to support parent engagement in the program and lead parent education and family support efforts. Families are connected to a medical and dental home to ensure regular access to care and follow-up.
- Program staff works with families to provide referrals, resources and services that address the needs of families and conducts follow up to ensure effectiveness of services. The program must have signed Memoranda of Understanding with health, mental health and dental partners specifying the process for referral.
- Workshops and training are offered to parents on a regular basis on topics related to child health, dental care, mental wellness and healthy lifestyles. Parents will also be educated about kindergarten transition and engaged in collaboratively developing a transition plan for their child.
- Align to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family and Community Engagement Framework. The ISBE Family Engagement Framework can be viewed at <http://www.isbe.net/family-engagement/html/framework.htm>. The Head Start Parent, Family and Community Engagement Framework can be found at <http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf>.
- A Parent Advisory Council is formed that encourages parents to participate and receives necessary programmatic information to understand and inform program policies/procedures and to make substantive suggestions or express concerns. Parents will also have opportunities to participate in a variety of leadership opportunities throughout the year.

4. Community Collaboration

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

Preschool for All must have collaborative partnerships that combine high-quality education and care for preschool that meet the following requirements (see Appendix E for examples of collaboration models for preschool in community settings):

- The program has a written plan outlining collaboration with members of the local community that serve young children and families.
- The program has a signed Memorandum of Understanding (MOU) with local Head Start.
- The program has written procedures for assisting children make the transition both into and out of the program, including into kindergarten, and supporting the continuity of linguistically and culturally supported learning.

Additional Requirements for Preschool for All Expansion:

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

5. Staff Requirements

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

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

- Teachers of children ages 3 to 5 years must hold a professional educator license endorsed in early childhood education or an educator license with stipulations endorsed in early childhood and one of the following endorsements: provisional educator, alternative provisional educator, resident teacher or visiting international educator. (See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1.Appendix A.)
- Preschool for All/Early Childhood Special Education (ECSE) blended classroom teacher must hold current, PEL with ECE endorsement AND ECSE approval.
- Paraprofessional staff employed to assist in instruction provided to children ages 3 to 5 years shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(b) (Endorsement for Paraprofessional Educator) or hold an approval for paraprofessional educator received in accordance with Section 25.15(a)(2)(J) (Types of Licenses; Exchange).

- Teachers of children ages 3-5 years who are assigned to a transitional bilingual program or a transitional program of instruction that is administered by a school district, either in an attendance center or a non-school-based facility, shall meet the requirements set forth in 23 Ill. Adm. Code 228.35 (Transitional Bilingual Education), as applicable.
- By July 1, 2017, directors of child care centers offering preschool programs funded under Section 2-3.71 of the School Code and this Part shall have either:
 - a minimum of a baccalaureate degree in child development or early childhood education or the equivalent (i.e., baccalaureate in any discipline with a minimum of 24 semester hours of credit in child development, early childhood education, or early childhood special education, including relevant field experience) and a Gateways to Opportunity Level II or III Illinois Director Credential issued pursuant to Section 10-70 of the Department of Human Services Act [20 ILCS 1305/10-70] (see <http://www.ilgateways.com/en/credentials>); or
 - meet the requirements of subsection (c)(9)(E).
- By July 1, 2017, directors of preschool programs funded under Section 2-3.71 of the School Code and this Part and administered by school districts shall hold a professional educator license endorsed for principal or general administrative issued under 23 Ill. Adm. Code 25.337 (Principal (2013)) or 25.335 (General Administrative (Through August 31, 2014)), respectively.

Review Licensure Rules at <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>

Additional Requirements for Preschool for All Expansion:

- Teaching staff salaries are comparable to local K-12 teaching staff salaries.
- Program shall employ at least one instructional leader (master teacher, curriculum coordinator, or education coordinator) with a bachelor's degree in child development or early childhood education and specific early childhood expertise and expertise in serving culturally and linguistically diverse children for every 10 classrooms.
- Program shall employ at least one parent educator, serving a maximum caseload of 100 children, with a Bachelor's degree in child development, early childhood education, social work or a related field required.
- Classroom teachers and school/center-level leadership participate on the Parent Advisory Council.
- Applicants should also note the requirement for staff background checks in the Program Assurances.

6. Professional Development

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

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

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

- Professional development needs and interests of each staff member within the program are determined. This information may be obtained through an annual staff survey, program monitoring, or a staff member's individual evaluation.
- An annual written plan that addresses each staff member's professional needs and interests is developed. Professional development opportunities may include, but are not limited to: district or agency in-service/training, outside consultants, book studies, webinars, coaching, professional learning communities, classroom observations, or graduate courses.

- Plans are created collaboratively with staff member and administrator in order to reflect both professional interests and professional needs. In order to enable staff to achieve the purpose and goals of the Preschool for All Expansion, staff development needs must be assessed and appropriate ongoing professional development activities provided.

Additional Requirements for Preschool for All Expansion:

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

7. Evaluation

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

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

- A local evaluation that provides critical data and information to the local program on the performance of each child/family, as well as on the quality of the implementation of the required components.
- The program should use the data and information for continuous program improvement to lead to better family outcomes.

Fiscal Information

The Illinois State Board of Education has requested an additional \$75,000,000 for the FY2017 Early Childhood Education appropriation. A portion of additional funding beyond the FY17 Early Childhood Block Grant allocation must be used statewide for programs serving children birth to age 3 years and a portion is used for the Chicago block grant. The remainder of the ECBG funds are used for programs serving children ages 3 to 5 years. In the event that these funds do not become available to the Illinois State Board of Education, no proposals submitted under this RFP will be funded.

Key Financial Management Requirements:

- Maintain proper stewardship of taxpayer dollars
- Maintain effective internal controls and fund accountability procedures
- Expend funds only on activities consistent with the approved application, and only during the approved project period
- Follow cost principles (see 2 CFR Part 200, Subpart E, Cost Principles)
- Follow procurement standards (see 2 CFR 200.318, General procurement standards)
- Costs charged to a federal or state grant must be:
 - Allowable - either permitted or not specifically prohibited; and necessary for project success
 - Allocable - expended for a particular purpose or time period that benefits the grant
 - Reasonable - costs that would be incurred by a reasonably prudent person.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

1. **Uniform Application for State Grant Assistance (Attachment 1):** Include the entity name, address, telephone and fax numbers, e-mail, name and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM Cage Code; and all other listed information. The Uniform Application must be signed by the official authorized to submit the proposal.

2. **Cover Page (Attachment 2):** The cover page must be signed by the school district superintendent or official authorized to submit the proposal.

3. **Joint Application (Attachment 2a):** Joint proposals must have the signature of the superintendent of each participating school district or agency official authorized to submit the proposal, in the case of other eligible applicants. Joint applications must designate either the superintendent of one of the participating school districts, or official from one of the participating entities, to serve as the administrative agent. Eligible applicants may participate in only one proposal for a specific initiative.

4. **Evidence of Existing Competencies (Attachment 3):** This must be completed by applicants other than public school districts and by applicants submitting joint applications.

- Applicants other than public school districts must include the agency's mission statement, goals or policies regarding early childhood programs, and a description of the agency's organizational structure.
- Joint applications must include the goals and objectives of the collaboration and a brief description of each partner's experience in providing similar services.

5. **Early Childhood Accreditation (Attachment 4):** Indicate any early childhood accreditations that have been achieved as well as the ExceleRate Illinois Circle of Quality.

6. **Proposal Abstract (Attachment 5):** Briefly describe (200 words or less) the program, including the anticipated outcomes. Include the name of the instrument and proposed process for conducting the screening and assessments and a brief summary of the proposed curriculum, activities, and comprehensive services to be provided.

7. **Proposal Narrative (Attachments 6 through 14):** Follow the proposal narrative requirements, beginning on page 12, using the appropriate attachment for each component to be addressed.

8. **Objectives and Activities:** The objectives and activities to be implemented to support Preschool for All Expansion programs should be fully described in the proposal narrative.

9. **Evaluation Design:** The evaluation design to be implemented will be described in the Evaluation Section of the Proposal Narrative, section 7.

10. **Budget Summary and Payment Schedule (Attachment 15):** Budget must be submitted on the form provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated. See Appendix F for definitions of budget functions and objects.

11. **Budget Breakdown (Attachment 16):** Breakdown must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. It must include subcontract information, if applicable (see item 6 of the document titled "Certification and Assurances, and Standard Terms of the Grant," Attachment 19).

12. **Certifications and Assurances (Attachments 18 and 19):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the certification forms attached ("Preschool for All Expansion-Specific Terms of the Grant" and "Certification and Assurances, and

Standard Terms of the Grant"). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

Proposal Narrative Requirements

Use the appropriate attachment to respond to each of the following. Duplicate each form as needed. Assemble your proposal narrative in the order in which each requirement is presented below.

Project Need (Attachment 6)

The proposal must document the need for the Preschool for All Expansion program in the community and indicate whether funding would be for a new program or to enhance a Preschool for All program into the Preschool for All Expansion model. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside.

1. Provide a description that may include, but need not be limited to:
 - educational and income levels of parents;
 - employment conditions;
 - rates of infant mortality, birth trauma, low birth weight or prematurity;
 - the district's rate of dropouts, retention, truancy, teenage pregnancies and homeless students;
 - the number of families where a language other than English is spoken;
 - rates of poverty, child abuse and neglect;
 - the prevalence of homelessness as defined by Title X, Part C, McKinney-Vento Homeless Education Assistance Act (see <http://www.isbe.net/homeless/pdf/definition.pdf>); and
 - information regarding drug/alcohol abuse.

2. Describe the criteria and indicators used for identifying children and families for participation in the program and likely to target those children and families most in need of services.

Population to Be Served (Attachment 7)

The proposal must indicate the population to be served for the Preschool for All Expansion program. The following points must be included in the narrative.

1. Describe the comprehensive recruitment strategy designed to identify and enroll the children who are most at-risk, including the recruitment plan, waiting list process, and community outreach.
2. Estimate the number of children ages 3 to 5 to be served who are not age-eligible for kindergarten.
3. Estimate the number of children to be enrolled in Preschool for All Expansion who have been served by other programs serving at-risk children and their families (e.g., Head Start, Child and Family Connections or other prevention programs).
4. Estimate the number of children to be enrolled in Preschool for All Expansion who have never been served by any early childhood program (e.g., Head Start, Child and Family Connections or other early childhood education programs).

5. Estimate the number of children who may be English Learners.
6. Indicate the geographic area to be served by the preschool educational program.
7. Estimate the number and percentage of children who are at-risk (as defined on page 2 of this RFP);
8. Estimate the number and percentage of children from families who meet income guidelines (as defined on page 2 of this RFP).
9. Estimate the number and percentage of children from the highest priority selection factors (as defined on page 2 of this RFP).
10. Estimate the number and percentage of Eligible Children not currently served by any publicly funded preschool program.
11. Provide any additional information needed to describe the population to be served (OPTIONAL).

Screening Process to Identify Children Who Are At-risk (Attachment 8)

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

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

1. Identify the criteria to determine at what point performance on the screening instrument indicates that children are at-risk of academic failure as well as to address other environmental, economic and demographic information that indicates the likelihood that the children would be at-risk. Explain how the screening instruments and activities are related to and measure the child's development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
2. Describe the procedures to be used to include a parent interview (to be conducted in the parents' home/native language, if necessary). This interview should be designed to obtain a summary of the child's health history and social development, and may include questions about the parent's education level, employment, income and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.
3. Describe how the vision and hearing screening, in accordance with 77 Ill. Adm. Code 685 (Vision Screening) and 77 Ill. Adm. Code 675 (Hearing Screening), has been or will be provided.
4. Describe how the written parental permission for the screening as required by Section 2-3.71(a) of the School Code has been or will be obtained and how the results of the screening will be shared with the parents.

5. Describe your prescribed screening procedures for each student identified through the Home Language Survey as having a language background other than English to determine English language proficiency.
6. Describe the procedures to be used to include teaching staff in the screening process. Results of the screening must be made available to the Preschool for All Expansion teaching staff.
7. Describe the method(s) to be used to adhere to the weighted eligibility criteria established by the state to prioritize children who are most at-risk of academic failure to determine eligibility and how additional risk factors reflect the community to be served and will be weighted to ensure that the children most at risk of academic failure are enrolled.
8. Describe the method for collecting and reviewing proof of family income to determine eligibility.
9. Describe how the program plans to actively seek out and enroll children with special needs to be served in the classroom.
10. Describe the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program.
11. Provide any additional information needed to describe the screening process (OPTIONAL).

Appropriate Education Program (Attachment 9)

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

The following points must be included in the narrative:

1. Indicate the daily schedule (including the number of hours per day and days per week the program will operate, which must provide for at least 25 hours a week), an annual calendar of at least 165 days, classroom locations, facility information (e.g. owner's name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable.
2. Describe how the services to be provided are aligned with the Illinois Early Learning and Development Standards. (Note: Applicants should describe how their program addresses each area of the standards, rather than simply restating the standards in their proposal).
3. Describe the research-based curriculum to be used and how it is developmentally appropriate for each child and addresses the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social. Include a description of how the results of the individualized assessment profile for each child will be the basis for determining that child's education program and how a language and literacy development program will be implemented for each child based on that child's individual assessment. Also include if the curriculum aligns to the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition."
4. Describe your program's supports and indicate the classroom models to be utilized to support the preschool English Learners. List teacher endorsements, if applicable.

5. Describe the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for routinely sharing this information with parents. Include a description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs.
6. Describe how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program.
7. Describe the provisions to be made to allow for the participation of children with disabilities in the program.
8. Describe provisions to be made to allow for the continued participation of children of homeless families in the program in instances where children move outside the immediate area.
9. Describe the research-based Social Emotional Learning (SEL) curriculum to be used, as well as how you will ensure your program implements this curriculum with fidelity.
10. Describe the plan to integrate physical activity into the curriculum and how it aligns with the Illinois Early Learning and Development Standards Physical Development and Health domain.
11. Describe the plan to provide comprehensive services to support the development of the whole child. The plan should ensure that each child receives a dental screening, any necessary medical treatment or immunizations, and a mental health screening. The plan should also address mental health services to children and families, including observations, consultation and referral.
12. Describe the plan for children with IEPs to have services integrated across the school day with accommodations provided for the children to access the environment. Describe how special education supports and services will be provided in the classroom and embedded within the routines of the day, including what inclusion model the program will utilize (co-teaching, itinerant, dually certified teacher).
13. Public school districts must submit an acknowledgement form indicating the special education department is aware of the requirements of the Preschool for All Expansion grant (See Appendix H).
14. Applicants other than public school districts must submit a completed Special Education Services Memorandum of Understanding (MOU) including all aspects of provision of special education services (child find, referral, evaluation, services) to children with IEPs and how coordination with the LEA will occur. The MOU should contain signatures of the superintendent and authorized official. A sample MOU can be found at <http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=52>
15. Describe your action plan for aligning early learning programs within a birth-through-third grade continuum of services, as well as any work done to date in this area.
16. Provide any additional information needed to describe the educational program. (OPTIONAL).

Parent Education and Involvement (Attachment 10)

Preschool for All Expansion must offer appropriate parent education and involvement services that addresses communication, parent education, student learning, involvement, decision-making, and advocacy. Parent education activities requiring substantial parent participation must occur. Activities such as discussion groups are encouraged. The component may also include program orientation, identification of parental needs, student progress plans shared with parents, preferences for parental involvement, home visitations and parent involvement in the classroom.

The following points must be included in the narrative:

1. Describe the job description, roles and responsibilities of the parent educator and how they will support parent engagement in the program as well as lead parent education and family support efforts.
2. Describe the activities that will ensure that communication between home and the Preschool for All Expansion program will be regular, two-way, meaningful and when appropriate, in the parents' native language.
3. Describe education activities that will promote and support parenting skills.
4. Describe activities that will ensure that parents play an integral role in assisting student learning and how parental involvement will be encouraged.
5. Describe how the program will ensure that parents are full partners in the decisions that affect children and families, including how the program will encourage parents and families to make decisions regarding their parenting skills and their children's development.
6. Describe the family activities, such as workshops, field trips and child/parent events that will be provided. Include a schedule for the activities proposed.
7. Describe how families are connected to a medical and dental home to ensure regular access to care and follow-up.
8. Describe the plan as to how the program will work with families to provide referrals, resources and services that address the needs of families and monitor effectiveness of services.
9. Describe activities that will promote learning from experts in the areas of child medical and dental health, mental wellness and family strengthening.
10. Describe how the program will be educated about transitioning their child to kindergarten and engaged in collaboratively developing a transition plan for their child.
11. Describe how the program will align to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family and Community Framework.
12. Describe how the program plans to engage parents as leaders and maintain an active Parent Advisory Council and what the role of the council will be in the program.
13. Provide any additional information needed to describe the parent education and involvement component. (OPTIONAL).

Community Collaboration (Attachment 11)

Evidence of collaboration with other agencies must be provided.

The following points must be included in the narrative:

1. Describe the collaboration plan to include how services and activities to be provided will be coordinated with other programs in operation in the same service area that are concerned with

the education, welfare, health and safety needs of young children and their families (e.g., Preschool for All, Prevention Initiative, other birth-to-age-3 programs, early childhood special education, Head Start, Title I, child care providers, homeless education liaisons).

2. Describe how the program will actively collaborate with the local Head Start grantee and early childhood collaboration groups to advance outcomes for at-risk children and families. Provide documentation that initial discussion has taken place regarding the Head Start collaboration (See Appendix G).
3. Describe how the program will actively partner with regional DCFS liaisons and McKinney-Vento liaisons to ensure services are provided to homeless families and those involved in the child welfare system.
4. Describe how the program maintains active linkages to community social service resources, including housing services, adult literacy and education programs, financial asset building services, domestic violence and substance abuse, and cultural resources to address family needs and provide children and families with opportunities to engage in cultural and social enrichment
5. Provide any additional information needed to explain your community collaboration efforts. (OPTIONAL).

Staff Requirements (Attachment 12)

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

The following points must be included in the narrative:

1. Describe the procedures to ensure that all staff employed with Preschool for All Expansion will hold appropriate licensure and endorsements. Evidence of the Educator Licensure status of all staff must be available for review if requested prior to final funding approval.
2. Describe a plan to ensure that teaching staff salaries are comparable to the local K-12 salary scale.
3. Provide evidence that classroom teachers, school and center-level leadership will participate on the Parent Advisory Council.
4. Provide any additional information needed to explain staff qualifications (OPTIONAL).

Professional Development (Attachment 13)

The following points must be included in the narrative:

1. Describe staff development assessment procedures and ongoing professional development activities to be conducted, which should include a description of how the results of the assessment will be used to inform the program's staff development.
2. Explain how professional development will be provided to support continuous quality improvement and professional growth.
3. Describe how the program's professional development plan will address issues of language and cultural diversity within the program.

4. Provide evidence that the administrator and all program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing and implementing them.
5. Describe how your program will fulfill the requirement of employing an instructional leader with a primary responsibility to provide embedded professional development and implement a professional learning community focused on instructional excellence.
6. Provide any additional information needed to explain staff qualifications (OPTIONAL).

Evaluation (Attachment 14)

Evidence of a written evaluation must be provided.

The following points must be included in the narrative:

1. Describe the process to be used to determine whether progress is being made toward successfully implementing the required components of the Preschool for All Expansion program.
2. Describe the process by which evaluation data will be used to inform continuous program improvement, including who will review the data and on what schedule. Describe how program improvement plans will be developed and how their implementation will be periodically reviewed.
3. Describe procedures to be used to show measurable outcomes for children and families participating in the program.
4. Provide any additional information needed to fully describe the evaluation process. (OPTIONAL)

Criteria for Review and Approval of Proposals

Proposals will be evaluated in comparison with other Preschool for All Expansion FY17 proposals received by the Illinois State Board of Education, based upon the criteria below. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the evaluation/review process. Before making funding decisions, the State Board of Education staff may conduct site visits for selected applicants in order to validate information provided in the proposal.

It is the intent of the State Board of Education that should these funds become available, successful applicants will be notified by October 1, 2016.

Each proposal will be reviewed using both quantitative and qualitative criteria. Proposals will first be screened to determine the percentage of children being served in each mandated priority listed below.

- 75 percent or more of the children who are enrolled must be 4 years old by September 1st and at or below 200% of the federal poverty level. Of this population, 80% of enrolled children have at least 2 risk factors or 1 highest priority selection factor.
 - The highest priority selection factors for the program are: homelessness, child welfare involvement, disability (child has Individual Education Plan [IEP] for more than itinerant speech services or has been referred for special education evaluation), and family income at or below 50 percent of the FPL.
 - Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.

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

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

Qualitative Criteria (Total possible points are 100)

1. Population to be Served (30 points)
 - A. The proposal clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services provided by the Early Childhood Block Grant program, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as the school district's rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect, and that there exists in the area to be served an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.
 - B. Criteria and indicators for identifying children and families for the program are clearly established and likely to target those children and families most in need of services.
 - C. Effective recruitment strategies are proposed that are likely to ensure that the maximum number of children and families are enrolled in the program.
2. Quality of Proposed Program (40 points)
 - A. The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.
 - B. 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.
 - C. The proposed program is built upon effective research about early childhood education and aligned to the Illinois Early Learning and Development Standards.
 - D. The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.
3. Experience and Qualifications (20 points)
 - A. Proposed staff hold the appropriate educator and/or professional licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality early childhood program.
 - B. The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities.
 - C. In addition, an eligible applicant other than a school district has presented evidence that it:

- i. holds the appropriate licensure to operate as a day care facility (as applicable);
 - ii. 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
 - iii. has a successful track record with similar grants or contracts.
5. 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 (10 points)
 6. 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.
 7. 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

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

All grant applications will be reviewed by an evaluation committee. The evaluation committee will consist of a minimum of three members. An evaluation committee member may not be a grant applicant. An evaluation committee member may not have any conflicts of interest or apparent conflicts of interest. Confidentiality Agreement and Conflict of interest Disclosure will be signed by all committee members. Evaluation committee members will be assigned a code for confidentiality purposes.

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

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

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

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

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

- a. The terms and conditions of the award.
- b. Specific conditions assigned to the grantee based on the fiscal and administrative, and programmatic risk assessments.

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

Appeal Process

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

Submission of Appeal

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

Resolution

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

Mail a hard copy of the appeal to:

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

APPENDIX A

ILLINOIS STATE BOARD OF EDUCATION Early Childhood Care and Education Position Statement

Adopted January 20, 2000

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

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

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

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

- 1) Emphasize the need for high-quality early experiences that reflect research and knowledge on program quality and outcomes across the developmental period of birth through age 8.
- 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 prekindergarten programs available for all Illinois children identified as at risk of academic failure and actively seek their participation. Support the provision of full-day prekindergarten for at-risk students who need additional educational experiences.
- 4) Support the availability of full-day kindergarten programs for all Illinois children.
- 5) Collaborate with families and relevant social service providers to provide early identification of and response to educational risk factors among children from birth through 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; share resources, services, and accountability.
- 7) Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.

APPENDIX B
Funding for Types of Preschool for All Expansion Slots

The State has developed the following estimates of average annual per child costs for Preschool for All Expansion slots being paid by Early Childhood Block Grant funds or state matching funds for the various types of slots that may be funded.

Type of Preschool for All Expansion Slots	Funding
New slots without other funding (except local in-kind)	\$8,200
New slots that are extending a Head Start slot to full day	\$4,400
New slots that are adding licensed teacher & comprehensive services to full-workday, full-year child care subsidized by CCAP	\$4,400
Enhanced Preschool for All slot—extending to full day adding comprehensive services	\$5,100

As noted in the budget narratives and summary budget tables, most programs do add local in-kind and/or other contributions to the Early Childhood Block Grant funds. The full cost of a High-Quality Preschool slot averages \$10,025.

APPENDIX C

Additional Research-Based Best Practices

Screening:

- The at-risk factors are agreed upon by all partners.
- The at-risk factors are based upon the risk factors present in the community.
- Outreach and recruitment strategies are targeted to reach those families with the greatest number of risk factors (in particular, at-risk families who may not otherwise come to the screening).
- The children with the greatest number of at-risk factors are enrolled in the program.
- The screening procedures include the assessment of social and emotional development.
- For children determined to be English Learners, it is recommended that the developmental screening take place in the child's home language, whenever possible, and that these children be screened for native language proficiency.
- To screen for development in the native or home language, use of parents in play-based assessment or other techniques may be used.
- A research-based tool is used for screening.

Parent Education and Training:

- Parents, families, staff members and community representatives cooperatively develop a mission statement based on shared beliefs.
- The program develops and implements a written parent involvement plan.
- The program establishes partnerships with parents and families to promote the children's development and the parents' development.
- The program provides information to parents on the educational rights of their homeless children.
- The program encourages parents and families to make decisions regarding their parenting skills and their children's development.
- Family activities such as workshops, field trips and child/parent events are provided.
- Opportunities for parent education are provided.
- A schedule of child/parent events is provided.
- An evidence-based curriculum for parent education is followed.
- The program recognizes that both mothers and fathers play an essential role in their children's development and encourages both mother and father/male involvement in children's lives.
- Parents are encouraged to volunteer in the classroom.
- Home visits are scheduled at least annually.
- The program has a lending library for parents.
- The program has a toy/book lending library for children.
- The program has a newsletter.

Community Collaboration:

- Services and activities provided are coordinated with other programs in operation in the same service area that are concerned with the education, welfare, health and safety needs of young children and their families (e.g., Early Intervention, Prevention Initiative, other birth-to-age-3 programs, early childhood special education, Head Start, Title I, child care providers, homeless education liaisons).
- The program is structured in such a way as to minimize transitions for participating children. Whenever possible, children whose families need child care are served in a single setting for the entire length of the day the family needs them to be in care. Similarly, whenever possible, children who need specialized therapeutic services receive them in the classroom.

- The program collaborates with all entities in the community serving at-risk children and families. For example, the program can partner with other entities in the same or neighboring service area to transport children of homeless families so that such children can remain in the program even if the family finds it necessary to move.
- The program collaborates with the Homeless Education Liaison in the area (to find a local liaison; see <http://webapps.isbe.net/homelesschildliaison/>)
- The program establishes partnerships with parents and families.
- The program encourages parents and families to make decisions regarding their parenting skills and their children's development.
- The program has a written transition plan with other early childhood programs that addresses the unique needs and situations of families.
- The staff understands that the children's home, community and cultural experiences have an impact on their development and learning.

Staff Qualifications:

- The administrator and all program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing and implementing them.
- Teaching staff working with English Learners hold both the appropriate early childhood certification and bilingual or English as a Second Language (ESL) endorsement.
- The program has written personnel policies and job descriptions on file.
- The program offers opportunities and resources for staff to share and consult with others regularly.

Evaluations:

- Measurable outcomes for children participating in the program are used in the evaluation.
- Measurable outcomes for family participation are used in the evaluation.
- The effectiveness of native and English language instruction is assessed.
- Procedures are in place to use evaluation data to inform continuous program improvement, including who will review the data and on what schedule. Program improvement plans are developed and their implementation is periodically reviewed.

APPENDIX D
2016 HHS Poverty Guidelines

Persons in Family or Household*	Poverty Level	4 Times Poverty Level
1	\$11,880	\$47,520
2	\$16,020	\$64,080
3	\$20,160	\$80,640
4	\$24,300	\$97,200
5	\$28,440	\$113,760
6	\$32,580	\$130,320
7	\$36,730	\$146,920
8	\$40,890	\$163,560
For each additional person, add	\$4,160	\$16,640

SOURCE: *Federal Register*, Vol. 81, No. 15, January 25, 2016, pp. 4036-4037, see <https://federalregister.gov/a/2016-01450>

APPENDIX E

Funding Collaboration Models for Preschool for All Expansion in Community Settings

Examples of collaboration models that blend state Preschool for All Expansion funds and child care or Head Start funds to provide a full work-day, year-round program of education and care are provided below. These are not the only successful models, but are offered to provide some ideas about how funding for collaborative models might work. Programs that choose to adopt these models will need to adjust the program design and budget to meet their specific circumstances.

Child Care Collaboration with Preschool for All Expansion (PFAE)

- Hire Licensed Early Childhood Teachers to supplement child care staff
 - All teachers of children ages 3 to 5 years must hold a current, registered Professional Educator License (PEL) endorsed in Early Childhood Education (ECE)
 - Paraprofessional staff (teacher assistant) employed to assist in instruction of children shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(b) (see <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>).
- Hire Instructional Leader (master teacher, curriculum coordinator, or education coordinator) whose job is focused on instructional coordination/embedded professional development (Note – may NOT be the center director and may NOT include administrative responsibilities) or contract with instructional coach
- Hire Family Support/Parent Educator
- Contract for Health/Nurse and Mental Health services
- Share cost of educational materials and supplies

Head Start Collaborations with Preschool for All Expansion (PFAE)

- Extend half-day Head Start slots to full-day
- Prorate teacher and teacher assistant salary and benefit costs based on the number of hours that children will be served by each program with the exception that a program may charge a larger percentage of the teacher salary to PFAE to ensure that teachers receive a salary comparable to the school district
- Share cost of Instructional Leader (master teacher, curriculum coordinator, or education coordinator) between Head Start and PFAE with Head Start continuing to fund the existing functions of this position and PFAE covering only the costs of additional duties or hours specifically required by PFAE
- Preschool for All Expansion funding may be used only to supplement not supplant services and activities already provided under the Head Start program, and all Preschool for All Expansion funds must be accounted for separately from any Head Start funding received.

APPENDIX F
Fiscal Information

DETAILED FUNCTION DESCRIPTORS AND SUB-CATEGORIES

From [Title 23 Illinois Administrative Code-
Part 100](#)

Function: The action or purpose for which a person or thing is used or exists. This includes activities or actions which are performed to accomplish the objectives of the project.

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
1000	<u>Instruction</u> : The teaching of pupils or the interaction between teacher and pupils. Included are activities of aides or assistants who assist in the instructional process. Teaching may occur in classrooms or other learning situations such as those involving co-curricular activities, and may be conducted through a medium such as television, radio, telephone or correspondence.
2130	<u>Health Services</u> : Physical and mental health services that do not constitute direct instruction. Included are activities that provide pupils with appropriate medical, dental and nursing services.
2210	<u>Improvement of Instruction Services</u> : Activities for assisting instructional staff in planning, developing and evaluating the instructional process.
2300	<u>General Administration</u> : Activities concerned with establishing and administering policy in connection with operating the LEA (local education agency).
2540	<u>Operation and Maintenance of Plant Services</u> : Activities concerned with keeping the physical plant (i.e., grounds, buildings and equipment) in an effective and safe working condition. This includes activities of maintaining safety in building, on the grounds and in the vicinity of the schools.
2550	<u>Pupil Transportation Services</u> : Activities concerned with conveying pupils to and from school as provided by Article 29 of The School Code [105 ILCS 5/Art. 29]. It includes trips between home and school and trips to school activities.
2560	<u>Food Services</u> : Activities concerned with providing food to pupils and staff in a school or LEA. This services area includes the preparation and serving of regular and incidental meals, lunches or snacks in connection with school activities and the delivery of food.
3000	<u>Community Services</u> : Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, services to nonpublic schools, and home/school services.
4000	<u>Payments to Other Districts and Governmental Units</u> : Payments to other public LEAs. In-state and out-of-state public entities. (examples: payments to public university/college, payments to public community colleges, payments to Regional Offices of Education/Intermediate Service Centers, payments to Special Education Cooperatives/Education for Employment Centers)

DETAILED OBJECT DESCRIPTORS AND SUB-CATEGORIES

From [Title 23 Illinois Administrative Code-Part 100](#)

Object: Service or commodity obtained as a result of a specific purpose.

OBJECT	DESCRIPTORS & SUB-CATEGORIES
100	<p><u>Salaries</u>: Amounts paid to permanent, temporary or substitute employees on the LEA's payroll. This includes gross salary for personal services rendered while on the payroll of the LEA.</p>
200	<p><u>Employee Benefits</u>: Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary, but are over and above it. Payments such as fringe benefits, while not paid directly to the employees, nevertheless are a part of the cost (to the applicable functional areas). These types of costs are not considered a cost to the board of education function and should not all be charged to one area. These costs apply to the same function number as the cost of the applicable salary.</p> <ul style="list-style-type: none"> -Retirement -Teachers' Retirement (TRS) -Municipal Retirement (IMRF) - FICA (Federal Insurance Contributions Act for Social Security) -Insurance (examples: Health, Life, Medical, Dental) -Medicare only -Tuition reimbursement -“On-behalf” payments
300	<p><u>Purchased Services</u>: Amounts paid for personal services rendered by personnel who are not on the LEA's payroll, and others services the LEA may purchase. While a produce may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results.</p> <ul style="list-style-type: none"> -Professional & Technical Services -Audit/Financial Services -Legal Services -Professional Services-Administrative -Professional Services-Instructional -Professional Employee Training & Development Services -Property Services (examples: services to operate, repair, maintain and rent property owned or used by the LEA). -Transportation Service -Travel (examples: transportation meals, hotel, and other expenses associated with traveling or business for the LEA) Employer Insurance (examples: Workers Compensation/Unemployment Compensation/Liability Insurance) to protect the employer -Communication Services -Printing/Binding Services -On-Line Services -Water/Sewer Services -Software (example: license fee)

400	<p><u>Supplies & Materials</u>: amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.</p> <ul style="list-style-type: none"> -Consumable Supplies -Library Books -Software Package -Energy (examples: Bottled Gas, Oil, Coal, Gasoline, Natural Gas, Electricity) -Textbooks -Periodicals (printed or electronic) -Equipment costing < \$500/unit
500	<p><u>Capital Outlay</u>: Expenditures for the acquisition of fixed assets or additions to fixed assets. These are expenditures for land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, initial equipment, additional equipment and replacement of equipment. (example: any instrument, machine, apparatus, or set of articles that equals or exceeds the LEA's capitalization threshold).</p>
600	<p><u>Other Objects</u>: Amounts paid for goods and services not otherwise classified in the 300, 400, or 500 series of accounts. Describe and itemize.</p> <ul style="list-style-type: none"> -Dues and Fees (example: membership in professional or other organizations or associations) -Transfers (example: disbursements of flow-through funds) -Student Tuition
700	<p><u>Non-Capitalized Equipment</u>: Items that would be classified as capital assets except that they cost less than the capitalization threshold adopted by the school board but more than the \$500 minimum value established for purposes of calculating per capita costs pursuant to Section 18-3 of the School Code [105 ILCS 5/18-3].</p>

SUPPLEMENT VS. SUPPLANT

The provision of federal and state funded programs provides that only supplemental costs may be charged. Those funds are intended to supplement and not supplant local funds. Grantees are required to maintain, in each eligible attendance area, a level of expenditure which is at least equal to the level of expenditure that would be maintained if federal/state funds were not being expended in that area.

No project or activity can be approved which proposes to provide a service required by State law. For example, any project to singly provide special education for children with disabilities cannot be approved because special education is required by State law with special funds appropriated to pay for it. In like manner, basic kindergarten programs cannot be approved for the same reason.

In most cases, compensation for supervisory personnel (including superintendents of schools, directors of education, supervisors of instruction in regular curriculum areas, and principals) falls within the category of expenses that would be incurred if a school were not participating in a federal/state funded program. This would not be eligible for reimbursement unless additional administrative personnel are necessary and hired specifically for that purpose. Extreme care should be taken in determining the applicability of the charges to the federal/state program.

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.

**EARLY CHILDHOOD BLOCK GRANT
PRESCHOOL FOR ALL EXPANSION BUDGET WORKSHEET**

PRESCHOOL FOR ALL EXPANSION THREE TO FIVE BUDGET WORKSHEET								
FUNCTION	EXPENDITURE ACCOUNTING	SALARIES (Obj. 100's)	EMPLOYEE BENEFITS (Obj. 200's)	PURCHASED SERVICES (Obj. 300's)	SUPPLIES & MATERIALS (Obj. 400's)	CAPITAL OUTLAY (Obj. 500's)	OTHER OBJECTS (Obj. 600's)	NON-CAPITALIZED EQUIPMENT (Obj. 700's)
1000	Instruction (Student Use)-Direct Instruction	Teacher/Aide salaries (List FTE, staff title, name), substitutes for sick/personal days. (Example: 1.0 FTE, Teacher, J. Smith, \$32,000)	Itemize Costs. Teacher/Aide benefits (health, insurance, Medicare, TRS, IMRF, FICA for subs.) Example: health insurance \$8000, IMRF \$4000, FICA \$2000) (Example: J. Smith \$3000 Health Insurance, \$6000 TRS) The Employee share should never be approved. You should never see: State and Federal Taxes	Itemize Costs. Worker compensation - field trip entry fees; unemployment -Software license fee or online service fees.	Itemize Costs. Resources needed for student use such as consumable supplies, books, manipulatives, and software packages. Portable playground equipment (trikes, etc.)	Itemize Costs. Equipment or furniture >\$500/unit housed in classroom for direct student instruction Must be on inventory records.		Provide Board Approval Date. Non-capitalized equipment - items that would be classified as capital assets except they cost less than the capitalization threshold, but more than the \$500 minimum value established for purposes of calculating per capita cost, threshold amount. Provide documentation of adoption/approval by the School Board.
2130	Health Services (Physical and Mental Health Services)	Mental Health Consultant salary (List name, staff title, FTE and salary Example: Jane Smith, MHC, 1.0FTE, \$30,000)	Itemize Benefits. (Health insurance, IMRF, FICA) (Example: Smith \$100 IMRF, FICA, etc) The Employee share should never be approved. You should never see: State and Federal Taxes	Itemize Cost-Contractual mental health services Travel/Mileage *Mileage-reimbursable at state rate Workers Compensation	Itemize Cost-Supplies and materials workshops			
2210	Improvement of Instruction Services (Staff Use)	Substitute salaries &/or stipends for staff development. (List FTE, staff titles, names)	Itemize costs. Benefits - health insurance, Medicare, IMRF, FICA for substitutes. Example: health insurance \$8000, IMRF \$4000, FICA \$2000	Itemize Costs. Workshops and conference fees, hotel/mileage for staff conference travel *Mileage is reimbursable at the state rate, speakers and consultants for staff development activities, workers compensation. mileage for travel to PD (IN STATE ONLY, refer to State Approved Rate), membership dues	Itemize Costs. Supplies needed for staff professional development workshops, in-services, etc.	Itemize Costs. Equipment & furniture >\$500/unit for staff professional development.		

2300	General Administration (5% Rule - May request up to 10% with ISBE approval.	<p>Itemize Costs. Administrator allowable if EC PREK Center ONLY. Approvable: secretary/clerical salary at a prorated amount or PreK Coordinator. Review rules about Supplanting. (Must include FTE, staff title, name, and salary.) Example: .5 Clerical Support (Pam Green, PreK Coordinator) \$10,000 Cost allocation plan applies</p>	<p>Itemize Costs. Benefits of General Administration. Benefits - health insurance, Medicare, IMRF, FICA Example: (List Names): Retirement \$_____, Medical \$_____, Dental \$_____, Life \$_____, Disability \$_____, etc..</p>	<p>Itemize Costs Unemployment compensation, workers compensation, prorated audit fee (for EC only), equipment repair & maintenance (prorated and list the equipment), phone service, liability insurance</p>	<p>Itemize Costs Office supplies, paper, pens</p>	<p>Itemize Costs. Equipment or furniture >\$500/unit Must be on inventory records.</p>		
2540	Operation & Maintenance of Plant Services	<p>Itemize Costs. Prorated janitor salary. Activities concerned with keeping the physical plant operative. (Must include FTE, Title, Name, Salary) Example: .25 FTE Janitor (Joe Smith) \$6000</p>	<p>Itemize Costs. Janitor benefits. Benefits - health insurance, Medicare, IMRF, FICA Example: (List Names): Retirement \$_____, Medical \$_____, Dental \$_____, Life \$_____, etc.</p>	<p>Itemize Costs. Contractual custodial services, equipment maintenance and repair (prorated) janitor's unemployment compensation, and worker's compensation, prorated phone services, prorated water service, liability insurance. If a district must rent/lease space it may be included here. Note: The district/program cannot already own this space.</p>	<p>Itemize Items/Costs. Cleaning supplies, prorated utilities/electricity service, mulch, pea gravel, wood chips; fencing, bollard.</p>	<p>Itemize Costs. Equipment or furniture >\$500/unit Must be on inventory records.</p>		
2550	Pupil Transportation Services	<p>Bus driver's salary, if district employee (List FTE, name & salary)</p>	<p>Itemize Costs. Related benefits for district employed bus driver (see example is 2300.200)</p>	<p>Itemize Costs. Transportation for field trips, Contractual transportation for preschool students</p>	<p>Itemize Costs Gas/oil related to student transportation</p>			
2560	Food Services (students only)	<p>Cook (prorated amount) *FULL DAY PROGRAMS ONLY</p>	<p>Itemize Costs. Related benefits. See 2300.200 for example.</p>	<p>Itemize Costs. Catering Services for STUDENTS ONLY (parent events use 3000.300)</p>	<p>Itemize Costs Snacks for students, paper supplies (paper plates, napkins) for students only</p>			

3000	Community Services	Itemize Costs. Parent Coordinator/Parent Educator salary (Must include FTE, title, name, salary.) Example: .5FTE Parent Coordinator (Suzy Jones) \$16,000. Stipends for screenings.	Itemize Costs. Parent Coordinator/Educator benefits. (life insurance, FICA, IMRF, Medicare) Example: .5 Parent Coordinator - life insurance \$500, FICA \$300, IMRF \$4000, medical insurance \$3000	Itemize Costs. Fees for parent workshops, guest speaker for parent workshop, screening activities, postage, unemployment compensation, workers compensation; home visit mileage	Itemize Costs. Lending Library, food for parent meetings, printing related to community relations/parent meetings, home visit materials. Equipment <\$500/unit.	Describe & Itemize Each Capital Outlay Item. Equipment & furniture >\$500/unit for the program/parent education component. Example: 1 computer for parent use \$800; 1 printer for parent use \$600		Provide Board Approval Date. Non-capitalized equipment - items that would be classified as capital assets except they cost less than the capitalization threshold, but more than the \$500 minimum value established for purposes of calculating per capita cost, threshold amount. Provide documentation of adoption/approval by the School Board.
4000	Payments to Other Governmental Units (Funds just passing through)			Purchased Services ONLY Purchased services must benefit the students/clients of the fiscal agent, not the subcontractor. INCLUDE what governmental agency being paid			Flow through funds to another governmental entity/district to provide program/program services. INCLUDE what governmental agency being paid	
5000	Debt Services						ROE only Interest paid on loans	

APPENDIX G

Sample Partnership Agreement with Head Start

The local Head Start program, _____, will work in partnership with the Preschool for All Expansion program at _____ to advance outcomes for at-risk children and families. This recognizes that initial discussion has taken place regarding the Head Start collaboration.

LEA Authorized Official

Head Start Director

APPENDIX H

Sample Acknowledgement Form for School Districts and Special Education Department

The district early childhood program, _____, will work in partnership with the district/co-op special education department at to commit to serving students with IEPs enrolled in the Preschool for All Expansion program within the classroom.

District Authorized Official

Director of Special Education

Early Childhood Program Administrator