



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

February 2009

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D.
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): Preschool for All Children Ages 3 to 5 Years:
2010

General Information

Eligible Applicants: Public school districts, university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social and/or child development services to young children and their families are eligible to submit a proposal for the Preschool for All Children program for 3- to 5-year-olds.

A separate appropriation has been awarded to the City of Chicago School District #299 for the initiatives funded under the Early Childhood Block Grant Program. Applicants proposing to provide services for children and families within the Chicago city limits must apply for funds through the Chicago school district and should contact Dr. Christine Ryan at 773/535-3245 or email her at cryan@cps.k12.il.us.

If the Preschool for All Children program is operated in or by a facility subject to licensure requirements of the Illinois Department of Children and Family Services (DCFS), then that facility must hold the appropriate licensure in accordance with rules promulgated by DCFS (see 89 Illinois Administrative Code, Chapter III: Department of Children and Family Services, Subchapter e: Requirements for Licensure at <http://www.ilga.gov/commission/jcar/admincode/089/089parts.html>).

Applicants other than public school districts must provide evidence of existing competencies to provide early childhood education programs, to include the agency's mission statement, goals or policies regarding early childhood programs, a description of the agency's organizational structure (see Attachment 1b), and a list of any early childhood accreditations that have been achieved (see Attachment 1c).

Joint applications for funds may be submitted. However, in each case an administrative agent must be designated, and the joint proposal must have the signature of each district superintendent or official authorized to submit the proposal and agree to participate in the joint agreement. A school district or other eligible applicant can participate in only one proposal for a Preschool for All Children initiative.

Grant Award: The Illinois State Board of Education anticipates making individual grant awards that average \$3,000 per child (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, 2009, and will extend from the beginning date of the grant until June 30, 2010. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Mail the **original and five copies** to Kay Henderson, Illinois State Board of Education, 100 North First Street, E-225, Springfield, Illinois 62777-0001. Proposals must be received no later than 4:00 p.m. on **April 21, 2009**.

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

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

No FAX copies will be accepted.

Bidders' Conferences: Two bidders' conferences will be held for this RFP. Attendance at a bidders' conference is recommended but is not required. Security procedures require a photo identification for entry at each location.

Springfield
Prairie Capital Convention Center
1 Convention Center Plaza
Monday, March 23, 2009
1:30 p.m. to 3:30 p.m.
Lower Level, Meeting Room B-11
Parking Ramp at 7th & Washington

Chicago Heights
Prairie State College
202 S. Halsted Street
Tuesday, March 31, 2009
1:30 p.m. to 3:30 p.m.
Auditorium
Park in Lot D

Should the conditions of this RFP change as a result of the bidders' conferences, the State Board of Education will notify all recipients of the RFP of the changes.

Contact Person: For more information on this RFP, contact:

Early Childhood Education Division
100 N. First, E-225
Springfield, IL 62777
217/524-4835
www.isbe.net/earlychi

Background

The Illinois State Board of Education is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning (see Appendix A). Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5)) establishes the Preschool for All Children program to be funded for two fiscal years (i.e., 2008-09 and 2009-10). During this time period, the Preschool for All Children program replaces the Prekindergarten Program for Children at Risk of Academic Failure for the purpose of funding new programs.

The goal of the Preschool for All Children program is to provide educational services to all 3- to 5-year-old children whose families choose to participate. The Preschool for All Children program focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure. It also provides funding for programs serving families of low to moderate income whose children are not considered to be at risk academically and other families that choose to participate.

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

- First priority in awarding grants must be given to applicants that propose to serve primarily children who have been identified as being at risk of academic failure. At-risk children are those who, because of their home and community environment, are subject to such language, cultural, economic and like disadvantages that they have been determined, as a result of screening procedures, to be at risk of academic failure. A disproportionate share of all children considered to be at risk come from low-income families, including low-income working families, homeless families, families where English is not the primary language spoken in the home or families where one or both parents are teenagers or have not completed high school. However, neither a child's membership in a certain group nor a child's family situation should determine whether that child is at risk.
- Second priority in awarding grants must be given to applicants proposing to serve primarily children whose family's income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2) (see Appendix B for 2009 HHS Poverty Guidelines). For each child whose participation is based on the family's income, the successful applicant must collect evidence of family income levels.

For purposes of this RFP, "programs serving primarily at-risk children" are defined as those programs which:

1. Have 51 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 availability of the opportunity for preschool education through the program.

"Programs serving primarily children whose family meets income guidelines" are defined as those programs serving 51 percent or more children from families with incomes below the maximum levels outlined in Appendix B, with less than 51 percent of those children also identified as at risk.

Preschool for All Children 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 Children program is to be implemented).

As part of the Early Childhood Block Grant, the Preschool for All Children 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 Children 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 <http://www.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 Children initiative is made up of seven required components.

1. Screening to determine risk status (See Appendix C for definition and examples.)

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

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 communitywide 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).

Applicants may use an existing screening procedure or one that they have developed. In either case, all comprehensive screening procedures must include the following:

- 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.
- Where possible, teaching staff of the Preschool for All Children initiative must be involved in the screening process. Results of the screening must be made available to the teaching staff.

Research has shown that a successful screening component addresses the following elements.

- 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.
- A research-based tool is used for screening.

2. Educational Program

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

Preschool for All Children initiatives must offer an appropriate education program for children who participate. The education program that is established must meet the following requirements.

- The curriculum and instructional practices are aligned with the Illinois Early Learning Standards (to review the standards, go to <http://www.isbe.net/earlychi/preschool/default.htm> and then scroll down to “Illinois Early Learning Standards for 3 to 4 year olds”).
- 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.
- A snack is provided for children participating in a half-day program.
- Student progress will be assessed over time with measurable outcomes and documented to ensure that the educational program meets the needs of the student. (See Appendix C for definition.)
- A system is established whereby each student’s parents are routinely advised of their child’s progress.
- Individual student files are maintained and contain the following information:
 - reasons why a child receives priority for participation in the program, if applicable;
 - health record, including vision and hearing screening and physical and immunization record;

- 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 staff-child ratio for each classroom must not exceed one (1) adult to ten (10) children, and no more than twenty (20) children can be served in a single classroom.
- Programs are encouraged to serve the maximum number of children in each classroom if, following the completion of the screening process, the program has a waiting list of children. Programs with a waiting list are required to serve all children identified as being at risk of academic failure before enrolling other children not identified as being at risk.
- The program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the Preschool for All Children program.

While not requirements of the Preschool for All Children program, the following elements are found in successful preschool educational programs.

- The program meets five days a week.
- The program is half-day and meets a minimum of two and a half hours each day.
- The program meets a minimum of 180 days a year.
- An evidence-based curriculum is used. (See Appendix C for definition.)
- 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 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 as a Second Language (ESL) 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.

3. Parent Education and Involvement

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

Programs must provide parent education and involvement activities in each of the following areas:

- Communication: Communication between home and the Preschool for All 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.

Programs may choose from, but are not limited to, the menu of activities listed in Appendix C.

Research has shown that a successful parent education and training component contains the following elements.

- 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 the 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.

4. Community Collaboration

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

In order to meet the needs of children requiring full-day, year-round placement and other comprehensive services, collaborative partnerships that combine high-quality education and care for preschool children will be given extra consideration in the approval process. Collaborative partnerships must include a direct link between and among the initiatives (see Appendix C for examples of collaboration models for preschool in community settings).

Research has shown that successful community collaboration contains the following elements.

- 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., prekindergarten at-risk initiative, prevention initiative, other birth-to-age-3 programs, parental training initiative, early childhood special education, Head Start, Even 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/>) and utilizes The Opening Doors Project for resources regarding homeless education (see <http://homelessed.net>).
- A clear collaboration and implementation plan is available.
- 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.
- 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.

5. Staff Requirements

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

All preschool educational program administrators and staff paid by the block grant must hold appropriate certification and/or qualifications for the position for which they are hired.

All teaching staff providing instruction to preschool children in the Preschool for All Children initiative must hold either an Initial or Standard Early Childhood Certificate (formerly Type 02

and Type 04 Early Childhood Certificates). Evidence of the certification status of these staff members must be provided prior to final funding approval.

Noncertified staff employed to assist in the instruction of children shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(c) (see <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>). All noncertified staff must meet this requirement by July 1, 2014.

Applicants should also note the requirement for staff background checks in item 15 of Attachment 13, titled “Preschool for All Children Program-Specific Terms of the Grant”.

Research has shown that appropriate staff qualifications address the following elements.

- 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 language 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.

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.

In order to enable staff to achieve the purpose and goals of the Preschool for All Children initiative, staff development needs must be assessed and appropriate ongoing professional development activities provided.

Research has shown that successful professional development includes the following elements.

- Staff development needs are assessed on a regular basis.
- A staff inservice training program is conducted to meet individual staff needs.
- Teaching staff working with English language learners are provided with professional development programming to improve cultural competency.
- Other appropriate ongoing professional development activities are provided.
- The program creates and implements individualized, written professional development plans for all staff.

7. Evaluation

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

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, should be conducted annually. The program should use the data and information for continuous program improvement to lead to better family outcomes.

Research has shown that successful evaluations include the following elements.

- A clearly defined process is used to determine whether progress is being made toward achieving the required components of the Preschool for All Children program.
- 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.

Fiscal Information

The Illinois State Board of Education has recommended an increase of approximately \$12.5 million over the FY 2009 appropriation for the Early Childhood Block Grant (ECBG). A minimum of 11% of the new ECBG funds must be used for programs serving children birth to age 3 years and a portion is used for the Chicago block grant. 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.

Funds awarded under the Preschool for All Children grant may be used for any child enrolled in the program, regardless of their at-risk status or family's income level. A successful applicant should be aware, however, that should the percentage of children in the particular prioritization category (i.e., at-risk status or income levels) for which the proposal was funded drop below 51 percent, then the amount of the grant awarded will be reduced proportionate to the decrease in such children enrolled.

Proposal Format

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

The proposal cover page must be completed and affixed with original signature. Proposal pages should be numbered. Do not include information other than what is requested (e.g., program fliers, portfolios, artwork). Please staple; do not bind or clip. Do not use such things as folders, three-ring binders, or report covers.

Applicants may download this RFP and complete the attachments by using the "fill-in" forms found at <http://www.isbe.net/earlychi/> (click on Early Childhood Block Grant). Fill-in forms allow you to enter the information while the form is displayed by an Adobe Acrobat product. You can save the document before resetting/printing. The completed form can be printed.

- ___ **1. Cover Page (Attachment 1):** Must be signed by the school district superintendent or official authorized to submit the proposal.
- ___ **2. Joint Application (Attachment 1a):** 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.

- ___ **3. Evidence of Existing Competencies (Attachment 1b):** 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.
- ___ **4. Early Childhood Accreditation (Attachment 1c):** Indicate any early childhood accreditations that have been achieved.
- ___ **5. Proposal Abstract (Attachment 2):** 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 or activities to be provided. Indicate whether the program will be a new program or an expansion of existing services.
- ___ **6. Proposal Narrative (Attachments 3a through 10):** Follow the proposal narrative requirements, beginning on page 12, using the appropriate attachment for each component to be addressed.
- ___ **7. Budget Summary and Payment Schedule (Attachment 11):** 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 D for definitions of budget functions and objects.

No more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation.
- ___ **8. Budget Breakdown (Attachment 12):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Must include subcontract information, if applicable (see item 7 of the document titled “Certification and Assurances, and Standard Terms of the Grant,” Attachment 14).
- ___ **9. Certifications and Assurances (Attachments 13 and 14):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the certification forms attached (“Preschool for All Children Program-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.

GENERAL INFORMATION

Statement of Need (Attachment 3a)

The proposal must document the need for the Preschool for All Children initiative in the community. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside. The following points must be included in the narrative.

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 process used to determine the need for the Preschool for All Children program in the community in relation to other similar services that may be operating in the same geographic area.
3. 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 3b)

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

1. Describe the efforts that will be made to recruit the population to be served by the preschool educational program.
2. Indicate the geographic area to be served by the preschool educational program. Indicate the estimated number of children and/or families to be enrolled in the Preschool for All Children program and the estimated percentage to be enrolled in each of the following categories:
 - a. children who are at risk of academic failure,
 - b. children from families whose incomes are less than four times the poverty levels established by HHS, and
 - c. children who do not qualify under either category (a) or (b).

3. Indicate which of the following three prioritization categories apply to the program:
 - a. serving primarily at-risk children (as defined on pages 3 and 4 of this RFP);
 - b. serving primarily children from families who meet income guidelines (as defined on pages 3 and 4 of this RFP); or
 - c. other.

PROGRAM DESCRIPTION (Attachments 4 through 10)

Use the appropriate attachment to respond to each of the following, duplicating each form, as needed. Assemble your program description in the order in which each requirement is presented below.

1. Screening Process to Identify Participants Who Are At Risk (Attachment 4)

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 may use an existing screening instrument or one that they have developed. (See Appendix C for examples). In either case, the description of all comprehensive screening procedures must address the following points.

- The criteria to be used to determine at what point performance on an approved screening instrument indicates that children are at risk of academic failure. Indicate the method(s) to be used to select criteria for participation, and if a weighted system is used to determine eligibility, describe how the system has been developed.
- 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.
- 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.
- Evidence that 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.
- Evidence that written parental permission for the screening as required by Section 2-3.71(a) of the School Code has been or will be obtained.
- 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 Children teaching staff.

2. Appropriate Education Program (Attachment 5)

Each Preschool for All Children initiative 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 education program description must address:

- The staff-child ratio, which may not exceed one (1) adult to ten (10) children, with no more than twenty (20) children served in a single classroom. If there is a waiting list of eligible children and the maximum number is not being served in each classroom, then provide a rationale for the decision that is based on the needs of the children proposed to be served.
- The number of days a week that the program will meet.
- The number of hours the program operates.
- The number of days a year that the program will operate.
- How the comprehensive services to be provided are aligned with the Illinois Early Learning Standards. (Note: Applicants should describe how their program addresses each area of the standards, rather than simply restating the standards in their proposal.)
- The curriculum to be used, which shall include:
 - i) Integrated learning and related experiences that address the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social. Applicants must describe how these domains of development shall be incorporated into the program components to ensure effective service delivery and program administration.
 - ii) A language and literacy development program to be implemented for each child based on that child's individual assessment.
- The appropriate evidence-based assessment system for documenting children's progress on an ongoing basis with measurable outcomes and procedures for sharing this information with parents. Such documentation could include a developmental checklist, portfolio collections, or narrative summary reports.
- How the assessment information will be used to adjust the curriculum to address each child's strengths and needs.
- The provisions to be made to allow for (i) the participation of children with disabilities in the program and (ii) the continued participation of children of homeless families in the program in those instances where such children move outside the immediate area.
- The steps to be taken to ensure that no fees will be charged of parents or guardians and their children who are determined to be eligible for and are enrolled in the Preschool for All Children program.

3. Parent Education and Involvement (Attachment 6)

Each Preschool for All Children initiative must offer appropriate parent education and involvement services in each of the following areas: communication; parent education; student learning; involvement; and decision-making and advocacy (see Appendix C for Definitions). 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 parents' involvement in the classroom.

- Describe the activities that will ensure that communication between home and the Preschool for All program will be regular, two-way, meaningful and when appropriate, in the parents' native language.
- Describe activities that will promote and support parenting skills.
- Describe activities that will ensure that parents play an integral role in assisting student learning.
- Describe activities that will encourage and support parental involvement.
- 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.
- Describe the family activities, such as workshops, field trips and child/parent events, that will be provided. Include a schedule for the activities proposed.

4. Community Collaboration (Attachment 7)

Evidence of collaboration with other agencies must be provided. The following points must be included in the description.

- Describe 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., prekindergarten at-risk initiative, prevention initiative, other birth-to-age-3 programs, parental training initiative, early childhood special education, Head Start, Even Start, Title I, child care providers, homeless education liaisons).
- Describe how children will make the transition both into and out of the program, including into kindergarten.
- Describe the procedures to be used to move children into other early childhood programs that address the unique needs and situations of the children and their families.
- Describe how the program will reflect the understanding that the children's home, community and cultural experiences have an impact on their development and learning.

5. Staff Requirements (Attachment 8)

All preschool educational program administrators and staff paid by the block grant must hold appropriate certification and/or qualifications for the position for which they are hired. The following points must be included in the narrative.

- The procedures to ensure that all teaching staff educating preschool children in Preschool for All Children initiatives will hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates). Evidence of the certification status of all staff must be provided prior to final funding approval.
- The number of noncertified staff who will be employed to assist in the delivery of instruction to children and of those individuals, the number who have been approved as teacher aides by the State Board of Education.
- A list and description of the roles of full-time and part-time professional and nonprofessional staff to be paid by the program. **Do not** include resumes. Include the full-time equivalent for each position.
- 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.

- Evidence that the program has or will have written personnel policies and job descriptions on file.
- Procedures to ensure that the program will offer opportunities and resources for staff to share and consult with others regularly.

6. Professional Development (Attachment 9)

Evidence of a written professional development plan must be provided. The following points must be included in the narrative.

- Describe how the staff development needs will be determined for all staff, including noncertified program staff.
- Describe the staff inservice training program that will be conducted to meet the individual staff needs.
- Describe how the program's professional development plan will address issues of language and cultural diversity within the program.
- Describe other professional development activities that will be provided, including any collaborations with other organizations to provide professional development.

7. Evaluation (Attachment 10)

Evidence of a written evaluation must be provided. The following points must be included in the narrative.

- Describe the process to be used to determine whether progress is being made toward successfully implementing the required components of the Preschool for All Children program.
- Describe procedures to be used to show measurable outcomes for children participating in the program.
- Describe procedures to be used to show measurable outcomes for family participation.
- 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.

Criteria for Review and Approval of Proposals

Proposals will be evaluated in comparison with other Preschool for All Children Ages 3 to 5 Years: 2010 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, 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 July 1, 2009.

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. Proposals will be separated into the following three categories:

1. Proposals for programs serving primarily at-risk children (as defined on pages 3 and 4 of this RFP);
2. Proposals for programs serving primarily children from families who meet income guidelines (as defined on pages 3 and 4 of this RFP); and
3. All other proposals.

Within each of the three categories, the proposals will then be judged against 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.

All qualified programs within the first category will be funded before funding any qualified programs in the second category. All qualified programs within the second category will be funded before funding any qualified programs in the third category. Among substantially similar proposals within a category, first priority will be given to those proposals serving children from a community with limited preschool programs or few resources promoting preschool education. Priority will also be given to proposals that include a signed partnership agreement with the local Head Start program (see Appendix E for an example).

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

Finally, among substantially similar proposals, extra consideration in the approval process will be given to proposals that form collaborative partnerships that combine high-quality education and care for preschool children.

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.

- 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 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 certifications and/or 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.
4. 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. (10 points)

APPENDIX A

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

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

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

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

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

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

APPENDIX B

2009 HHS Poverty Guidelines

Persons in Family or Household*	Poverty Level	4 Times Poverty Level
1	\$10,830	\$43,320
2	14,570	\$58,280
3	18,310	\$73,240
4	22,050	\$88,200
5	25,790	\$103,160
6	29,530	\$118,120
7	33,270	\$133,080
8	37,010	\$148,040
For each additional person, add	\$3,740	\$14,960

SOURCE: *Federal Register*, Vol. 74, No. 14, January 23, 2009, pp. 4199-4201, see <http://aspe.hhs.gov/POVERTY/09fedreg.pdf>.

APPENDIX C

Preschool for All Children Initiative Definitions and Examples

SCREENING

Screening is a general type of assessment that addresses common questions parents and professionals have about the development of young children. Screening assessments are designed to efficiently identify those children who need more thorough and detailed assessment and/or determine a child's eligibility for a given program. The procedures and tests used in screening are developed to be quickly and easily administered without highly specialized training.*

Examples of broad-based screening instruments:

- Ages & Stages Questionnaire,
- AGS Early Screening Profiles,
- Battelle Developmental Inventory,
- Brigance Screens,
- CIP (Comprehensive Identification Process) Screen,
- Denver Developmental Screening II,
- Developmental Indicators for the Assessment of Learning – Third Edition (Dial-3),
- Early Screening Inventory (ESI-R or ESI-P),
- FirstSTEP-First Screening Test for Evaluating Preschoolers.

ASSESSMENT

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 toward goals. Assessment to support instruction is a continuous process that is directly linked to curriculum.*

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.*

*Excerpts from *A Guide to Assessment in Early Childhood: Infancy to Age Eight*. Washington State Office of Superintendent of Public Instruction, 2008

http://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf

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.

The Illinois State Board of Education does not endorse specific curricula for use in Preschool for All. However, local projects should consider the following criteria when selecting a curriculum:

- Alignment with the Illinois Early Learning Standards;
- 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.

An applicant's proposal will not be rejected solely based on the curriculum included; however, the State Board must determine that a curriculum is appropriate before it will permit any project to use State funds for such curriculum.

COLLABORATION MODELS FOR PRESCHOOL IN COMMUNITY SETTINGS

Here are some examples of collaboration models that blend state preschool for all children funds and child care or Head Start funds to provide a full work-day, year-round program of education and care. These are not the only successful models, but are offered to provide some ideas about how 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.

Delivering Preschool for All Children Services to Eligible Children in Child Care Centers

- Certified Early Childhood Teachers supplement the child care staff. Certified Teachers must have an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates).
- Noncertified staff employed to assist in instruction of children shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(c) (see <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>). All noncertified staff must meet this requirement by July 1, 2014.
- Preschool for All Children funds often support some combination of credentialed staff, parent involvement activities, educational supplies and materials, student transportation for educational outings, and other direct services to children.

Staffing Options:

- *Stationary Teacher Option:* In this option, the Early Childhood Certified Teacher is in the same classroom all day with 20 children in the morning and 20 different children in the afternoon. Child care staff with qualifications to meet child care licensing standards (often a day care teacher and child care teacher assistant) are with the children in their care for the full day, including spending half of the day in the preschool classroom. The Early Childhood Certified Teacher remains in the same classroom and the children and child care staff move in and out.
- *Moving Teacher Option:* In this option, child care staff remain in the classroom with the children in their care for the full day. The Early Childhood Certified Teacher moves between two classrooms, staying in one for the morning and another in the afternoon. Thus, in this option the teacher is doing the moving not the children and child care staff.

Delivering Preschool for All Children Services to Eligible Children in Family Child Care Homes

- The certified Early Childhood Teacher visits family child care homes on a regular basis to provide preschool educational services to eligible children.
- Programs also may choose to transport children to a central setting for the 1/2 day program and then return them to the family child care home.
- The Early Childhood Certified Teacher performs similar functions to the Early Childhood Certified Teacher in Model 1, including developing an assessment profile of each child, working with family child care providers to develop and implement curriculum plans that address children's individual needs, and working with children individually and in groups.
- These programs appear to work best when they build on existing child care home networks that are supported by child care centers or other agencies.
- Professional development is more effective when the family child care providers are included in collaborating agency teacher trainings.

Delivering Preschool for All Children Services in Partnership with Head Start

- Preschool for All Children and Head Start programs may share the responsibility of early care and education services for Head Start-eligible children.

PARENT EDUCATION AND INVOLVEMENT

These suggested activities have been compiled from National Standards for Parent/Family Involvement Programs, Head Start Parent Involvement Standards, and a comparison of parent involvement activities from other states.

Communication:

- Conduct one-on-one conferences between teachers and parents of each child, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers and the need for child care.
- Conduct at least one home visit per year.
- Provide opportunities for parents to communicate with administrative staff.
- Distribute communications about classroom activities.
- Distribute regular progress reports to parents and provide support services and follow-up conferences as needed.
- Distribute information about the Illinois Early Learning Standards.
- Translate communications to assist non-English-speaking parents.
- Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the program and the family.

Parent Education:

- Enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children, through inclusion of adult parent group activities and parent-child interaction activities.
- Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.

Student Learning:

- Inform parents about child development, age-appropriate expectations and the behaviors of young children.
- Provide information regarding how parents can foster their child's learning and development, through parent-child interaction, "at home" activities, and parenting education groups.
- Engage parents in a dialogue related to their observations of their child's increasing skills and abilities.
- Sponsor workshops and distribute information to assist parents in understanding how young children learn and in becoming aware of the Illinois Early Learning Standards and performance-based assessments.
- Provide opportunities for staff members to learn and share effective strategies to engage parents in their child's education.

Involvement:

- Parent volunteering in classrooms and other areas of the program and/or from home.
- Survey parents regarding their interests, talents and availability, then coordinate parent resources with those that exist within the program and community.
- Encourage parents to observe children as often as possible and to participate with children in group activities.
- Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.

Decision-Making and Advocacy:

- Include parents in the development and implementation of program activities.
- Assist parents in becoming their children's advocates as they make the transition into preschool from the home or other child care settings, and from preschool to elementary school.
- Provide education and training to parents to prepare them to understand and exercise their rights and responsibilities concerning the education of their children.
- Assist parents in communicating with teachers and other program personnel so that parents can participate in decisions related to their children's education.
- Encourage the formation of parent-teacher organizations, parent advisory committees or other parent groups to identify and respond to issues of interest to parents.
- Provide parents with current information regarding policies, practices, and children's progress as documented through performance-based assessment data and program evaluation performance procedures and outcomes.

APPENDIX D

DEFINITIONS OF BUDGET FUNCTIONS*

Function Number	FUNCTION
1000	<u>Instruction</u> - The teaching of students or the interaction between teacher and students. A teacher may be provided for students in a school classroom, in another location such as a home or hospital, and other learning situations such as those involving co-curricular activities. Included here are the activities of aides or assistants of any type that assist in the instructional process.
2210	<u>Improvement of Instruction Services</u> - Activities which are designed primarily for assisting instructional staff in planning, developing, and evaluating the instructional process. Included are instructional and curriculum development services and instructional staff training services.
2300	<u>General Administration</u> - Activities concerned with establishing and administering policy in connection with operating the 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 buildings, on the grounds, and in the vicinity of schools or funded agency.
2550	<u>Pupil Transportation Services</u> - Activities concerned with conveying students to and from schools as provided by Article 29 of the School Code of Illinois. It includes trips between home and school and trips to school activities.
2560	<u>Food Services</u> - Those activities concerned with providing food to students and staff in a school or LEA. This service 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, non-public school student services, and home/school services.
4000	<u>Payments to Other Districts and Governmental Units</u> - Payments to LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here. Flow-through funds - where payment is received by an LEA and a portion is transferred to one or more other LEAs - use object 600. (Expenditures in this function are not counted in state expenditure totals.) -Payments for Regular Programs -Payments for Special Education Programs -Payments to University/College Programs -Payments for Career & Technical Ed Programs -Payments for Community College Programs -Other Payments to Governmental Units

DEFINITIONS OF BUDGET OBJECTS*

Object Number	Object
100	<u>Salaries:</u> Amounts paid to permanent, temporary or substitute employees on the payroll of the local education agency (LEA). This includes gross salary for personal services rendered while on the payroll of the LEA.
200	<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.
300	<u>Purchased Services:</u> Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA and other services which the LEA may purchase. While a product 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.
400	<u>Supplies and 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.
500	<u>Capital Outlay:</u> Expenditures for the acquisition of fixed assets or additions to fixed assets.
600	<u>Other Objects:</u> Flow-through funds that one district receives as a part of a specific grant and then transfers to one or more other districts.
700	<u>Non-capitalized Equipment:</u> Items that would be classified as capital assets except that they cost less than the capitalization threshold but more than the \$500 minimum value established for purposes of calculating per capita cost pursuant to Section 18-3 of the School Code [105 ILCS 5/18-3].

* Definitions are from the Illinois Program Accounting Manual
(For further information, see <http://www.isbe.state.il.us/sfms/html/ipam.htm>)

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.

GENERAL ADMINISTRATIVE EXPENSES

No more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation.

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

Function	Expenditure Account	Salaries (Obj. 100s)	Benefits (Obj. 200s)	Purchased Services (Obj. 300s)	Supp. & Mat. (Obj. 400s)	Capital Outlay (Obj. 500s)	Other (Obj. 600s)	Non-capitalized Equipment (Obj. 700s)
1000	Instruction (Student Use)	.Teachers .Substitutes .Aides .Home-based Teachers	.Employee-share TRS only .Life Insurance .FICA* .Medicare-Only * .IMRF* .Medical/Health Insurance	.Worker's Comp.* .Unemployment Comp.* .Classroom Equip. Maint. & Repair .In-District Travel .Field Trip Fees	.Software .Charts .Consumable Supplies .Books .Equipment < \$500/unit	.Equipment & Furniture >\$500/unit		.Equipment & Furniture >\$500/unit but less than capitalized threshold set by District (Must have a BOARD APPROVED threshold for equipment costs to use this object.)
2210	Improve. of Instruction (Staff Use)	.Stipends for staff .Subs for Staff to Attend Training	.Related Benefits	.Registration fees .Meals .Mileage .Hotel Accommodations	.Supplies & Materials for Inservice Workshops			
2300	General Administration	.Secretary/Clerical	.Related Benefits	.Audit Fee (prorated) .Worker's Comp.* .Unemployment Comp.* .Office Equip. Repair & Maint.	.Administrative Supplies & Materials .Consumable Admin. Supplies & Materials			
2540	Oper. & Maint. of Plant Serv.	.Janitor	.Related Benefits	.Custodial (Contractual) .Prorated phone service	.Cleaning Supplies .Utilities			
2550	Pupil Transportation Ser.	.Bus Driver .Transportation Aides	.Related Benefits	.Contractual Bus Service .Field Trip Transportation Costs	.Gas .Oil .Other Related Supplies			
2560	Food Services			.Catering Services – for student meals and snacks only	.Food .Snacks .Other Related Supplies – for student meals and snacks only			

Function	Expenditure Account	Salaries (Obj. 100s)	Benefits (Obj. 200s)	Purchased Services (Obj. 300s)	Supp. & Mat. (Obj. 400s)	Capital Outlay (Obj. 500s)	Other (Obj. 600s)	Non-capitalized Equipment (Obj. 700s))
3000	Community Services	.Parent Coordinator .Parent Educator .Parent Advocate .Screening Coordinator	.Related Benefits	.Sub-contracted Services .Guest Speaker for Parent Meetings .Screening Activities	.Parental Supplies and Materials .Screening Supplies and Materials Food and snacks for Parent/Family Activities			
4000	Payments to Other Districts and Governmental Units			.Services by College ROE/ISC .Screening Costs by Special Education Cooperative			.Not a purchase .Flow through funds to another LEA	

APPENDIX E

Sample Partnership Agreement with Head Start

The local Head Start program, _____, will work in partnership with the Preschool for All Children program at _____ to support and build early childhood systems that will enhance access to comprehensive services and support for all low-income children.

Head Start Director