



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

March 29, 2017

TO: Eligible Applicants

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

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):** Fiscal Year 2018 Preschool for All Professional Development Project

CSFA Number: 586-00-1534

CSFA Title: **ECBG – Grants for Training, Technical Assistance, High-Quality Supports, and Web-based Services**

Eligibility and Application Information

Eligible Applicants: Institutions of higher education, public school districts, university laboratory schools approved by the Illinois State Board of Education (ISBE), charter schools, area vocational centers, Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and other not-for-profit entities with experience in providing comprehensive professional development (PD) on best practices in early childhood education are eligible to submit a proposal for the Preschool for All PD Project.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-award requirements before being making application for an FY 2018 grant. This includes completion of the Applicant Registration, Applicant Pre-qualification, and Fiscal and Administrative Risk Assessment (Internal Controls Questionnaire) available at the Illinois GATA Web Portal at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx> and completion of a Programmatic Risk Assessment through the ISBE Web Application Security system. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

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

- i. Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at www.sam.gov;
- ii. Provide a valid DUNS number in its application at <http://www.dnb.com/duns-number.html>; 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 consider an application for a Federal pass-through or State award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>.

This grant is subject to the provisions of:

- 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/044/044070000A00500R.html>

Merit-Based Review and Selection Process for Competitive Grants: The Illinois State Board of Education (ISBE) is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at <https://www.isbe.net/Documents/ISBE-merit-based-review.pdf>. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: Annual grant awards will be awarded in FY 2018 in an amount not to exceed \$1.5 million. The annual grant award amount in years 2 through 5 is expected to be

FY18	\$1,500,000
FY19	\$1,600,000
FY20	\$1,700,000
FY21	\$1,800,000
FY22	\$1,900,000
Total	\$8,500,000

Grant Period: The grant period will begin no sooner than July 1, 2017 and will extend from the execution date of the grant until June 30, 2018. The successful applicant may reapply via continuing application for up to four additional years (fiscal years 2019 through 2022), with subsequent grant periods extending from July 1 of each year through June 30 of the following year. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Submission Dates and Times/Other Submission Requirements: Mail the original and five copies to the Early Childhood Division, Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001, to ensure receipt no later than May 16, 2017 at 4:00 p.m.

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 late proposals, facsimile proposals, or electronic submissions will be accepted.

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of State Award (NOSA) from the State Superintendent via the U.S. Postal Service approximately 90 days after the application deadline. The NOSA is NOT an authorization to begin performance or expenditures. Applicants must sign and return a copy of the NOSA to confirm acceptance of the terms of the award. Once the signed NOSA is received by ISBE, a Uniform Grant Agreement will be prepared and sent to the applicant. Awardees will receive additional information from the programmatic contact approximately one week later via the U.S. Postal Service or email. This information will include important programmatic dates. Monies spent prior to programmatic approval are done so at the applicant's own risk.

Technical Assistance Session: A technical assistance session will be held at via email. Questions can be directed to earlychi@isbe.net. Attendance is not required.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to May 16, 2017 at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this RFP, contact the Early Childhood Division at earlychi@isbe.org.

Program Description

Program Description:

ISBE is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation of learning.

Policy Requirements:

This commitment is outlined on the ISBE Early Childhood Care and Education Position Statement found on page 5 of the [Implementation Manual](#). [105 ILCS Section 5/2-3.89](#) of the School Code provides for grants through the Early Childhood Block Grant (ECBG) to establish programs that offer coordinated services to families that have children age 3-5 years who are identified to be at risk of academic failure. These programs are commonly referred to as Preschool for All (PFA) programs. For the purposes of this grant, “at risk” is defined as those children who because of their home and community environment are subject to such language, cultural, economic, and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. The aim of the PFA program is to provide voluntary, continuous, intensive, research-based, and comprehensive early childhood education and family support services for children from age 3 to 5 to help them build a strong foundation for learning and to prepare children for later school success.

The intent of this RFP is to fund a successful applicant to provide PD and technical assistance to the recipients of PFA grants. PD has been provided to Preschool for All programs since FY 2008. Applicants submitting a proposal for this grant are encouraged to think strategically about providing PFA programs with PD that support programmatic and job-specific responsibilities. PD will assist PFA program personnel in complying with the statutory mandate to implement an evidence-based, research-based curriculum that aligns with the Illinois Early Learning and Development Standards for Children. Applicants are also advised to review information posted on ISBE’s [Early Childhood](#) webpage and the [23 Illinois Administrative Code 235](#) - Early Childhood Block Grant, Subpart A: Preschool Education before completing their proposals. In FY 2017, there were approximately 480 programs located throughout the State that were eligible for training and technical assistance services. Applicants will conduct ongoing evaluation to ensure that the training and PD being developed and implemented is meeting the needs of the local PFA programs and staff. Due to the nature of the work required, prior successful experience with activities similar in scope as those called for in this RFP, including the deployment and supervision of qualified staff, will be a crucial consideration in awarding of the grant. Applicants need to be familiar with the [Standards for Professional Learning](#) and align PD opportunities to these standards put forth by [Learning Forward: The Professional Learning Association](#), as well as maintain compliance with the [ISBE Professional Educator Licensure requirements](#) for PD providers.

Program Background and History:

ISBE is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation of learning. This commitment is outlined on the ISBE Early Childhood Care and Education Position Statement found on page 5 of the Preschool for All (PFA) Implementation Manual. [105 ILCS Section 5/2-3.89](#) of the School Code provides for grants through the ECBG to establish programs that offer coordinated services to families that have children age 3-5 years who are identified to be at risk of academic failure. These programs are commonly referred to as Preschool for All programs. For the purposes of this grant, “at risk” is defined as those children who because of their home and community environment are subject to such language, cultural, economic, and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. The aim of the Preschool for All program is to provide voluntary, continuous, intensive, research-based, and comprehensive early childhood education and family support services for children from age 3 to 5 to help them build a strong foundation for learning and to prepare children for later school success.

The intent of this RFP is to fund a successful applicant to provide PD and technical assistance to the recipients of Preschool for All grants. PD has been provided to Preschool for All programs since FY 2008. Applicants submitting a proposal for this grant are encouraged to think strategically about providing PFA programs with PD that supports support programmatic and job-specific responsibilities. PD will assist PFA program personnel in complying with the statutory mandate to implement an evidence-based, research-based curriculum that aligns with the Illinois Early Learning and Development Standards for Children age 3 to 5. Applicants are also advised to review information posted on ISBE’s Early Childhood Education Preschool for All webpage and the 23 Illinois

Administrative Code 235 - Early Childhood Block Grant, Subpart A: Preschool Education before completing their proposals. In FY 2017, there were approximately 480 programs located throughout the State that were eligible for training and technical assistance services. Applicants will conduct ongoing evaluation to ensure that the training and PD being developed and implemented is meeting the needs of the local PFA programs and staff. Due to the nature of the work required, prior successful experience with activities similar in scope as those called for in this RFP, including the deployment and supervision of qualified staff, will be a crucial consideration in awarding of the grant. Applicants need to be familiar with the [Standards for Professional Learning](#) and align PD opportunities to these standards put forth by Learning Forward: The Professional Learning Association, as well as maintain compliance with the ISBE Professional Educator Licensure requirements for PD providers.

Program Objectives:

The following goals and objectives for the program are to be carried out in consultation and, when applicable, collaboration with the ISBE Early Childhood Division.

Goal 1: PFA and Expansion programs will be provided professional learning opportunities and resources that align with the [Illinois Professional Teaching Standards](#) and the [Standards for Professional Learning](#) and that support the Illinois Early Learning and Development Standards to ensure high-quality programming and quality outcomes as defined by the ECBG compliance checklist, the Early Childhood Environment Ratings Scale-3 (ECERS-3), and research-based best practices in early childhood education.

Objectives: The successful applicant will:

- Create a calendar of professional learning opportunities in collaboration with other PD providers. Collaborate with STARNET regions to ensure core trainings are provided throughout the State on a regular and consistent schedule.
- Align PD opportunities to the [Illinois Early Learning and Development Standards](#) (IELDS), the [Standards for Professional Learning](#), and the [Illinois Professional Teaching Standards](#) to ensure high-quality programming. Implement training that is aligned with the concepts and strategies of Adult Learning Theory.
- Embed opportunities for reflection, feedback, and integration of skills learned into PD offerings.
- Engage in a variety of outreach strategies to PFA programs and staff to communicate and disseminate information about PD opportunities.
- Train and maintain a cadre of trainers capable of providing core trainings in research-based curriculum and assessment, social emotional development, ECERS-3, and other topics as determined by ISBE Early Childhood (EC). Collaborate with STARNET regions to ensure that core trainings are offered regularly in all regions of the State.
- Develop and maintain a website that houses an updated calendar of PD activities, provides online registration, and links to other early childhood resources and PD providers.
- Conceptualize and implement an integrated PD system to ensure that training is more than a series of unrelated events.
- Develop PD based on current trends and issues in early childhood education, with content designated by ISBE and in collaboration with other PD providers.
- Ensure that PD offerings are compliant with the ISBE Professional Educator Licensure requirements for PD providers.
- Conduct ongoing evaluation to ensure trainings meet the needs of PFA staff throughout the State.
- Ensure PD offerings are responsive to information gained from the aggregated data collected during PFA monitoring.
- Maintain a reliable PD system that is flexible enough to respond in a timely manner to the latest research or data provided through PFA monitoring activities.
- In collaboration with ISBE EC, maintain a database of PFA staff. Use contact information for ongoing outreach to programs to promote and encourage the engagement of PFA staff in PD as needed.
- Maintain a PD registry system and use it to inform PFA personnel of PD opportunities with sufficient time for planning and scheduling.
- Maintain a resource library, including both virtual and physical resources, that meets the professional learning needs of PFA program staff and reflects current research, issues, and trends in early childhood education.
- Provide PD by request to PFA programs as demand allows.
- Support programs by sharing strategies for improving services and strengthening program quality.
- Supplement face-to-face trainings with alternate options, such as distance and web-based learning.

- Plan and oversee the activities of the Multiple Systems of Support Early Childhood Committee. Align the work of the committee to PD activities.
- Maintain regular and ongoing communication with ISBE EC regarding PD planning and implementation.

Goal 2: Preschool for All administrators will be provided professional learning opportunities and resources that support their role as leaders in early childhood education.

Objectives: The successful applicant will:

- Collaborate with the Illinois Principals Association to create professional learning that is approved for Administrator Academy Credit and supports principals and other instructional leaders in administering PFA programs.
- In conjunction with ISBE EC, plan and coordinate professional learning forums for PFA administrators that provide networking, professional learning, and information required to successfully administer a Preschool for All program.
- Implement outreach efforts to promote the engagement of PFA administrators in professional learning opportunities.
- Maintain regular and ongoing communication with ISBE EC regarding professional learning for PFA administrators.

Goal 3: Targeted PFA programs will participate in a coaching project to support quality improvements as defined through the PFA compliance checklist and ECERS-3 and in support of each program's Continuous Quality Improvement (CQI) plan.

Objectives: The successful applicant will:

- In coordination with ISBE EC, develop, maintain, and revise as needed a PFA Coaching Handbook.
- Recruit, hire, and train a sufficient cadre of PFA coaches to support all programs identified for participation in the coaching project by ISBE EC.
- Collaborate with ISBE EC to conduct training and ongoing reflective practice for coaches.
- Provide ongoing professional learning and networking opportunities for PFA coaches.
- Provide professional learning opportunities for administrators and teachers in PFA-coached programs.
- Create a system for ongoing communication and training for administrators and staff of both new and returning coached programs.
- Document coach contacts, goals, and progress for each coached program in an online portal determined by ISBE EC.
- Train coaches on the reporting system identified by ISBE, including expectation to provide regular, objective, and timely reporting in the online portal
- Provide ISBE EC documentation of project progression, successes, and challenges, as requested.
- Maintain regular and ongoing communication with ISBE EC regarding the PFA coaching project.

Goal 4: The applicant will collaborate and coordinate with other early childhood providers to maximize PD opportunities for Preschool for All programs and staff.

Objectives: The successful applicant will:

- Develop and maintain positive working relationships with other Illinois PD providers and organizations.
- Coordinate with Gateways to Opportunity (Gateways) to ensure that PD offerings are aligned to the Gateways levels of learning and are registry approved.
- Develop and maintain relationships with curricula and assessment developers to facilitate the provision of training on research-based curricula and assessment and to stay abreast of updates and new, research-based resources.
- Coordinate with other Illinois organizations that provide training and expertise in areas of curriculum, assessment, [IELDS](#), lesson plans, portfolios, the Pyramid Model, ECERS-3, National Louis University, family engagement, and the implementation and management of high-quality preschool age 3-5 programs (e.g., STARNET, Illinois Network of Childcare Resource and Referral Agencies, Sharing A Vision, Illinois Early Learning Project, and others).
- Coordinate with other Illinois organizations that provide specific early childhood services and content to allow referral for services or information outside the realm of this provider.
- Explore accreditation opportunities for training participants including working with the higher education community to develop a process for obtaining college credit.

- Maintain regular and ongoing communication with ISBE EC regarding collaboration with other early childhood providers.

Goal 5: Implement an evaluation system that will provide critical data to be used for CQI and provide information and data to the ISBE Early Childhood Division.

Objectives: The successful applicant will:

- Develop a system for maintaining records of participation in PD and utilization of library resources. Collect and provide data to ISBE EC, as requested, regarding number and type of trainings, technical assistance, number of participants, and trends in utilization of PD and resources.
- Develop a written framework and implement a system for PD evaluation and CQI guided by written policies and procedures. The framework should include data and information to be collected and the measures, methods and processes to be used to evaluate specific PD (Goals 1 through 4). The impact on PFA programs and PFA staff performance (progress toward goals) should be included in the evaluation plan. The evaluation framework and plan will also include strategies for measuring the quality and impact of the PD provided. The data elements, measures, methods, and processes must be specific and consistent with CQI. This framework will be developed in consultation with ISBE EC.
- Analyze the data collected and adjust PD offerings and resource allocation in consultation with ISBE EC.
- Provide quarterly reports and an annual report to ISBE EC in a timely manner.
- Maintain regular and ongoing communication with ISBE EC regarding data and evaluation.

Goal 6: PFA programs will be offered PD and other resources by qualified staff with the appropriate education level, certification, or credential to provide quality PD.

Objectives: The successful applicant will:

- Maintain the organizational capacity to provide PD to PFA programs and staff implementing either a PFA model or Preschool Expansion model.
- Maintain a staffing structure that provides sufficient support to programs. Staff providing training must, at a minimum, have a bachelor's degree and maintain the appropriate certification, credential, or accreditation required by the specific PD that is being offered. In addition, trainers should have relevant experience in providing training and PD on early childhood education and ideally experience with Preschool for All.
- Maintain a cadre of trainers to provide both core trainings and other PD as determined by PFA program need and ISBE EC recommendations.
- Maintain regular and ongoing communication with ISBE EC regarding staffing of the project.

Goal 7: PFA Expansion programs will be provided ongoing training designed to support program and position requirements, resources, and support by a team of qualified program support specialists in the areas of family support, comprehensive services, and instructional leadership.

Objectives: the successful applicant will:

- Hire, train and provide ongoing support to a team of qualified program support specialists.
- Hire a project manager.
- Assign program support specialist to all new and/or returning programs based on a list determined by ISBE EC.
- Oversee scheduling of ongoing program contacts by specialists for all programs including in-person, phone, and virtual communication.
- Provide comprehensive and ongoing PD for program support specialists on their role in helping programs to build sustainable systems, overcome barriers, and achieve compliance with the PFA Expansion compliance checklist.
- Provide comprehensive and ongoing PD for PFA Expansion staff that supports their roles and responsibilities as teachers, administrators, instructional leaders, and family educators.
- Provide a schedule and descriptions of all planned PD to ISBE EC on a monthly basis.
- Train specialists on the reporting system identified by ISBE and oversee the documentation of all program contacts and visits.
- Monitor and maintain data of contact with specialists and programs and utilize the data to provide timely reporting to ISBE EC.

- Utilize data provided by specialists to create and provide regular, timely reports to ISBE EC that clearly document project progression, successes, and challenges.
- Maintain records of PD participation by PFA Expansion staff and report to ISBE EC.
- Maintain regular and ongoing communication with ISBE EC regarding Expansion program supports.

Deliverables and Milestones:

Goal 1:

The successful applicant will:

- Create a calendar of professional learning opportunities in collaboration with other PD providers. Collaborate with STARNET regions to ensure core trainings are provided throughout the State on a regular and consistent schedule.
- Align PD opportunities to the [Illinois Early Learning and Development Standards](#), the [Standards for Professional Learning](#), and the [Illinois Professional Teaching Standards](#) to ensure high-quality programming. Implement training that is aligned with the concepts and strategies of Adult Learning Theory.
- Embed opportunities for reflection, feedback, and integration of skills learned into PD offerings.
- Engage in a variety of outreach strategies to PFA programs and staff to communicate and disseminate information about PD opportunities.
- Train and maintain a cadre of trainers capable of providing core trainings in research-based curriculum and assessment, social emotional development, ECERS-3, and other topics as determined by ISBE EC. Collaborate with STARNET regions to ensure that core trainings are offered regularly in all regions of the State.
- Develop and maintain a website that houses an updated calendar of PD activities, provides online registration, and links to other early childhood resources and PD providers.
- Implement an integrated PD system to ensure that training is more than a series of unrelated events.
- Develop PD based on current trends and issues in early childhood education, with content designated by ISBE and in collaboration with other PD providers.
- Conduct ongoing evaluation to ensure trainings meet the needs of PFA staff throughout the State.
- Maintain a reliable PD system that is flexible enough to respond in a timely manner to the latest research or data provided through PFA monitoring activities.
- In collaboration with ISBE EC, maintain a database of PFA staff.
- Maintain a PD registry system. Maintain a resource library, including both virtual and physical resources. Provide PD “by request” to PFA programs as demand allows.
- Supplement face-to-face trainings with alternate options such as distance and web-based learning.
- Plan and oversee the activities of the Multiple Systems of Support Early Childhood Committee. Align the work of the committee to PD activities.
- Maintain regular and ongoing communication with ISBE EC regarding PD planning and implementation.

Goal 2:

The successful applicant will:

- Collaborate with the Illinois Principals Association to create professional learning that is approved for Administrator Academy Credit and supports principals and other instructional leaders in administering PFA programs.
- In conjunction with ISBE EC, plan and coordinate professional learning forums for PFA administrators that provide networking, professional learning, and information required to successfully administer a Preschool for All program.
- Implement outreach efforts to promote the engagement of PFA administrators in professional learning opportunities.
- Maintain regular and ongoing communication with ISBE EC regarding professional learning for PFA administrators.

Goal 3:

The successful applicant will:

- In coordination with ISBE EC, develop, maintain, and revise as needed a PFA Coaching Handbook.
- Recruit, hire and train a sufficient cadre of PFA coaches to support all programs identified for participation in the coaching project by ISBE EC.
- Collaborate with ISBE EC to conduct training and ongoing reflective practice for coaches.

- Provide ongoing professional learning and networking opportunities for PFA coaches.
- Provide professional learning opportunities for administrators and teachers in PFA-coached programs.
- Create a system for ongoing communication and training for administrators and staff of both new and returning coached programs.
- Document coach contacts, goals, and progress for each coached program in an online portal determined by ISBE EC.
- Train coaches on the reporting system identified by ISBE, including expectation to provide regular, objective and timely reporting in the online portal
- Provide ISBE EC documentation of project progression, successes, and challenges, as requested.
- Maintain regular and ongoing communication with ISBE EC regarding the PFA coaching project.

Goal 4:

The successful applicant will:

- Develop and maintain positive working relationships with other Illinois PD providers and organizations.
- Coordinate with Gateways to Opportunity (Gateways) to ensure that PD offerings are aligned to the Gateways levels of learning and are registry approved.
- Develop and maintain relationships with curricula and assessment developers to facilitate the provision of training on research-based curricula and assessment and to stay abreast of updates and new, research based resources.
- Coordinate with other Illinois organizations that provide training and expertise in areas of curriculum, assessment, [JELDS](#), lesson plans, portfolios, the Pyramid Model, ECERS-3, National Louis University, family engagement, and the implementation and management of high-quality preschool age 3-5 programs (e.g., STARNET, Illinois Network of Childcare Resource and Referral Agencies, Sharing A Vision, Illinois Early Learning Project, and others).
- Coordinate with other Illinois organizations that provide specific early childhood services and content to allow referral for services or information outside the realm of this provider.
- Maintain regular and ongoing communication with ISBE EC regarding collaboration with other early childhood providers.

Goal 5:

The successful applicant will:

- Develop a system for maintaining records of participation in PD and utilization of library resources.
- Collect and provide data to ISBE EC, as requested, regarding number and type of trainings, technical assistance, number of participants, and trends in utilization of PD and resources.
- Develop a written framework and implement a system for PD evaluation and CQI guided by written policies and procedures. The framework should include data and information to be collected and the measures, methods, and processes to be used to evaluate specific PD (Goals 1 through 4). This framework will be developed in consultation with ISBE EC.
- Provide quarterly reports and an annual report to ISBE EC in a timely manner.
- Maintain regular and ongoing communication with ISBE EC regarding data and evaluation.

Goal 6:

The successful applicant will:

- Maintain the organizational capacity to provide PD to PFA programs and staff implementing either a PFA model or Preschool Expansion model.
- Maintain a staffing structure that provides sufficient support to programs.
- Maintain a cadre of trainers to provide both core trainings and other PD as determined by PFA program need and ISBE EC recommendations.
- Maintain regular and ongoing communication with ISBE EC regarding staffing of the project.

Goal 7:

The successful applicant will:

- Hire, train, and provide ongoing support to a team of qualified program support specialists.
- Hire a project manager.
- Provide comprehensive and ongoing PD for program support specialists on their role in helping programs to build sustainable systems, overcome barriers, and achieve compliance with the PFA Expansion compliance checklist.

- Provide comprehensive and ongoing PD for PFA Expansion staff that supports their roles and responsibilities as teachers, administrators, instructional leaders, and family educators.
- Provide a schedule and descriptions of all planned PD to ISBE EC on a monthly basis.
- Train specialists on the reporting system identified by ISBE and oversee the documentation of all program contacts and visits.
- Monitor and maintain data of contact with specialists and programs and utilize the data to provide timely reporting to ISBE EC.
- Utilize data provided by specialists to create and provide regular, timely reports to ISBE EC that clearly document project progression, successes, and challenges.
- Maintain records of PD participation by PFA Expansion staff and report to ISBE EC.
- Maintain regular and ongoing communication with ISBE EC regarding Expansion program supports.

Goals and Measurements (Performance Measures):

- Develop a system for maintaining records of participation in PD and utilization of library resources.
- Collect and provide data to ISBE EC, as requested, regarding number and type of trainings, technical assistance, number of participants, and trends in utilization of PD and resources.
- Develop a written framework and implement a system for PD evaluation and CQI guided by written policies and procedures.
- The framework should include data and information to be collected and the measures, methods, and processes to be used to evaluate specific PD (Goals 1 through 4). The impact on PFA programs and PFA staff performance (progress toward goals) should be included in the evaluation plan.
- The evaluation framework and plan will also include strategies for measuring the quality and impact of the PD provided. The data elements, measures, methods and processes must be specific and consistent with CQI. This framework will be developed in consultation with ISBE EC.
- Analyze the data collected and adjust PD offerings and resource allocation in consultation with ISBE EC.
- Provide quarterly reports and an annual report to ISBE EC in a timely manner.
- Maintain regular and ongoing communication with ISBE EC regarding data and evaluation.

Performance Standards

It is expected that awardees will complete the whole of the project within the timelines put for the in the above goals and objectives.

Funding Information

Introduction:

ISBE has requested an additional \$50 million for the FY 2018 Early Childhood Education appropriation. A portion of additional funding beyond the FY 2018 ECBG 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:
<ul style="list-style-type: none"> • Maintain proper stewardship of taxpayer dollars.
<ul style="list-style-type: none"> • Maintain effective internal controls and fund accountability procedures.
<ul style="list-style-type: none"> • Expend funds only on activities consistent with the approved application and only during the approved project period.
<ul style="list-style-type: none"> • Follow cost principles. (See 2 CFR Part 200, Subpart E, Cost Principles.)
<ul style="list-style-type: none"> • Follow procurement standards. (See 2 CFR 200.318, General Procurement Standards.)
<ul style="list-style-type: none"> • Costs charged to a Federal or State grant must be: <ul style="list-style-type: none"> ○ Allowable - either permitted or not specifically prohibited; 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.

Funding restrictions: Grant funds may be used for expenditures directly related to the grants for training, technical assistance and high quality supports and for web-based services. No more than 5 percent of the total grant award may 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.

Institutions of Higher Education that receive a state award or federal pass-through award for a grant program administered by the Illinois State Board of Education will be restricted to a maximum indirect rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, pursuant to an exception to the Uniform Guidance (2 CFR 200) and GATA approved by the Governor's Office of Management and Budget.

Cost Sharing or Matching:

There are no cost sharing or matching requirement for these funds.

Indirect Cost Rate:

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

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

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

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 (Attachment 1):** Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number; DUNS number; SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.
2. **Proposal Abstract (Attachment 2):** Briefly describe the overall objectives and activities of the project. Not to exceed one page.
3. **Program Narrative Requirements (Attachment 3):** Follow the specifications found under Program Narrative Requirements below.
4. **Evaluation Design:** Maximum 3 pages: Describe the overall evaluation plan, including the data that will be collect: how the data will be monitored and evaluated; and how the programs will be adjusted as needed to ensure successful completion of the overall program. Describe how results will be reported.
5. **Budget Summary and Payment Schedule (Attachment 4A):** 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 PD should be requested in the month for which the expenditure is anticipated.

6. **Budget Breakdown (Attachment 4B):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Must include subcontract information, if applicable.
7. **Certifications and Assurances (Attachments 6):** *Each entity that is participating in a joint application* is required to submit the certification forms attached (Certifications and Assurances, and Standard Terms of the Grant and Program-Specific 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.

Program Narrative Requirements

The proposal narrative should include the information below in the order in which it is presented. Limit proposal narratives to 25 pages with a minimum font size equivalent to Arial 11. Information beyond the 25-page limit will not be included in the review process.

- a. **Experience/Qualifications**
 - i. Describe prior experience in providing activities similar in scope and type to the ones called for in this RFP (Goals 1 through 4, 6, and 7).
 - ii. Describe how these experiences will contribute to the success of this project if awarded the grant.
- b. **Program Planning (Goal 5)**
 - i. Describe how the staff development needs of personnel in the local PFA and Expansion programs will be assessed.
 - ii. Describe how assurances will be made that all stakeholders, including, but not limited to, ISBE EC, local programs, and other organizations that provide specific curricula training, program training, or training for implementation and management of high-quality preschool programs will have a voice in articulating training and technical assistance needs and involvement in evaluation efforts.
 - iii. Describe the process for data collection, evaluation, and continuous quality improvement.
 - iv. Describe how the information and data collected through the evaluation system will be used for program planning and CQI.
 - v. Describe how information about program planning and CQI will be shared with ISBE EC.
- c. **Program Description (Goals 1 through 5 and 7)**
 - i. Describe the activities that will be implemented to meet the PD needs of Preschool for All and Expansion programs, including trainings, technical assistance, coaching, provision of resources, online and virtual PD, PD “on demand,” and professional learning communities.
 - ii. Describe the collaboration and coordination to be utilized to provide these services.
 - iii. Describe the activities, outputs (levels and targets of services), timelines, persons responsible, measures (tool, instrument, or device) or methods of evaluation, defined parameters that will be used to measure success and anticipated outcomes.
- d. **Qualified Staff and Organizational Capacity (Goal 6)**
 - i. Describe the organizational capacity to provide trainings, technical assistance, online and virtual PD, PD “on demand,” professional learning communities, and how collaboration and coordination will be utilized to provide these services.
 - ii. Describe the qualifications, including education and relevant experience, of the staff (paid and unpaid) responsible for the activities and services.
 - iii. Indicate the positions, including job descriptions and the full-time equivalency (FTE), to be paid by this grant.

Application Review

Review and Selection Process:

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

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;

- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program;

Criteria:

These overall criteria are built into the criteria below. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria will also be included in parenthesis.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting the Early Childhood Division at earlychi@isbe.net.

Selection criteria and point values are as follows:

Proposals will be reviewed by a panel of reviewers in accordance with the criteria set forth below. Total possible points is 100.

1. Experience/Qualifications (30 points)

The applicant demonstrates sufficient knowledge about best practice in early childhood education with an emphasis on children from 3 to 5 years old and their families. The applicant demonstrates prior successful experience in providing high-quality PD activities similar in scope and type to those called for in this RFP. The applicant provides evidence of their commitment to employ staff members and trainers who possess a wide range of knowledge, experience, and ability to implement the PD activities called for in this RFP.

2. Program Planning and Evaluation (15 points)

The proposal presents thorough procedures for assessing the development needs of the staff and administrators in PFA and PFA Expansion programs throughout the State. Proposal identifies a plan for how all stakeholders will have a voice in articulating training and technical assistance needs and involvement in evaluation efforts. The proposal describes a comprehensive data collection, evaluation, and CQI plan and sufficiently explains how the information will be provided to ISBE EC.

3. Program Description (30 points)

The proposal describes a PD system that is comprehensive, is based on research on best practice in early childhood education, and shows a strong likelihood of effectively addressing the staff development needs of Preschool for All and PFA Expansion program staff in providing high-quality programs engaged in CQI. The proposal describes appropriate staff development activities with reasonable outputs and timelines and proposes evaluation methods that will be successful in determining the effectiveness of the approaches taken.

4. Budget/Cost-effectiveness of the Proposed Activities (25 points)

The proposed staffing level is sufficient to assure that the proposal's activities and services will be provided in an effective and efficient manner. The proposed budget is consistent with the proposal's activities and appears to be cost-effective, as evidenced by the cost in relation to the numbers to be served and the services to be provided.

**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 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 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 8 years.
2. Encourage Illinois public schools to create coherent early learning systems that minimize major transitions for children and provide stable, consistent educational experiences for young children, ages 3 through 8 years.
3. Make 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.

DEFINITIONS OF BUDGET FUNCTIONS

Function Number	Function
2210	Improvement of Instruction Services: Activities for assisting instructional staff in planning, developing, and evaluating the instructional process.
2300	General Administration: Activities concerned with establishing and administering policy in connection with operating the LEA.
2540	Operation and Maintenance of Plant Services: 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.
3000	Community Services: 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	Payments to Other Districts and Governmental Units: Payments to other public LEAs and in-state and out-of-state public entities. (examples: payments to public universities/colleges, 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	Salaries: 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.
200	Employee Benefits: 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. -Retirement -Teachers' Retirement (TRS) -Municipal Retirement (IMRF) -Federal Insurance Contributions Act for Social Security (FICA) -Insurance (examples: Health, Life, Medical, Dental) -Medicare only -Tuition reimbursement -"On-behalf" payments
300	Purchased Services: Amounts paid for personal services rendered by personnel who are not on the LEA's payroll and other services 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. -Professional & Technical Services -Audit/Financial Services -Legal Services -Professional Services-Administrative -Professional Services-Instructional -Professional Employee Training & Development Services

	<ul style="list-style-type: none"> -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 -Water/Sewer Services -Printing/Binding Services -Software (example: license fee) -Online Services
400	<p>Supplies & Materials: 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-Textbooks -Library Books-Periodicals (printed or electronic) -Software Package-Equipment costing < \$500/unit -Energy (examples: bottled gas, oil, coal, gasoline, natural gas, electricity)
500	<p>Capital Outlay: 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; and 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>Other Objects: 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>Non-Capitalized Equipment: 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>
800	<p>Termination Benefits: Payments made to terminated or retiring employees as compensation for unused sick or vacation days. NOT AN ALLOWABLE COST ON GRANT BUDGETS. Can be included in the indirect cost amount only.</p>

*Definitions are from the Illinois Program Accounting Manual
(For more information, see https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf.)

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.

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 the 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, review of the appeal:

- Appeal determination
- 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

Following the notification of grant awards, applicants may request copies of reviewer comments by contacting ISBE EC at (217) 524-4835 or by email at earlychi@isbe.net.