Early Childhood Block Grant - Preschool for All

FY19 OPEN, COMPETITIVE TECHNICAL ASSISTANCE WEBINAR

Illinois State Board of Education

Early Childhood Block Grant
Preschool for All
3 to 5 Years
FY19 Open, Competitive Technical Assistance Webinar

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Purpose of the PFA Grant

- Preschool for All (PFA) focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure

- The competitive grant is for programs to implement Preschool for All beginning in FY 19

- The grant period will begin no sooner than July 1, 2018, and will extend from the execution date of the grant until June 30, 2019

- Funding in the four subsequent years will be contingent upon state grant-making rules, a sufficient appropriation for the program, and satisfactory progress in the preceding grant period

Who is Eligible to Apply?

- Regional Office of Education
- Public school districts
- University laboratory schools approved by the Illinois State Board of Education (ISBE)
- Charter schools
- Area vocational centers
- Public or private entities with experience in providing educational, health, social and/or child development services to young children and their families

Competitive Grant Awards

- ISBE anticipates making individual grant awards depending on information included in the proposal including, but not limited to, the types of services provided, including the length of program, high-quality components, and transportation

- Awarded funding will reflect the cost of operating a program for a minimum of 165 student attendance days per year

- Applicants should request additional funds to facilitate services to the most at-risk families

ECBG Funding Priorities

- Prioritizing high-need communities
- Serving more children from priority populations
- Increasing the number of slots that meet the Preschool Expansion model (full-day, comprehensive services)
- Encouraging/supporting community collaborations
- Building birth to third-grade continuum of high-quality services

Funding Priorities

- First priority: Applicants that propose to serve primarily children who have been identified as being at risk of academic failure

- For purposes of this RFP, "programs serving primarily at risk children" are defined as those programs which:
  - Have 80% or more of the enrolled children identified as at risk;
  - Prioritize at risk students over those not at risk when making enrollment decisions; and
  - Have taken specific, proactive measures to ensure that parents/guardians of potentially at risk children in the community are aware of the opportunity for preschool education through the program.

Federal Poverty Guidelines

- Weighted eligibility criteria should include review of income using the federal poverty guidelines

- Family income does not have to be determined if poverty status has been established by proof of receipt of public benefits

- Poverty guidelines are issued each year in the Federal Register by the Department of Health and Human Services (HHS)

- https://www.gpo.gov/fdsys/pkg/FR-2017-01-31/pdf/2017-02076.pdf

Calculating Poverty Levels

Persons in Family or Household	50% of Federal Poverty Level	100% of Federal Poverty Level	200% of Federal Poverty Level
1	$6,030	$12,060	$24,120
2	$8,120	$16,240	$32,480
3	$10,210	$20,420	$40, 840
4	$12,300	$24,600	$49,200
5	$14,390	$28,780	$57,560
6	$16,480	$32,960	$65,920

Proposal Narrative

IECAM DATA

- The Illinois Early Childhood Asset Map website http://iecam.illinois.edu/ can also be used to assist in finding data needed to complete their proposal

- Applicants must refer to the Community Demographics and Ranking Document found on the Early Childhood Division RFP webpage under FY 19 RFP resources before developing and submitting proposals. This document must be used when referring to "Population to be Served."

Statement of Need

- Document the need for the PFA Expansion program in the service community
- Need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside
- A list of possible community characteristics to be used in the description are listed in the RFP

Head Start

- Describe the process used to determine the need for the Preschool for All program in the community in relation to other similar services including Head Start programs that may be operating in the same geographic area

- Please include the number of children served by Head Start programs that are operating in the same geographic area and how program will ensure that services are not duplicated

Priority Populations

Highest Priority Populations:

- Children from homeless families
- Children involved in the child welfare system
- Children with developmental delays and disabilities
- Children from families below 50% FPL

Priority Populations

Additional Priority Populations:

- Children from families below 100% FPL
- Primary caregiver did not complete high school/No GED
- Teen parent at birth of first child
- Child was born outside of the United States or has one or more parent or caregiver born outside of the United States
- Parent or caregiver primarily speaks a language other than English at home
- Active duty military family
- Screening indicates delays in development but no referral to special education at this time
- Child has not previously participated in a formal early learning program

Communities may identify additional risk factors to apply to their weighted eligibility criteria.

Population to be Served

- Proposals must describe the population to be served, including:
- A description of the comprehensive recruitment strategy, including how:
  - program will actively seek out and enroll children with special needs, how program will maintain a clear, written process for referral/assessment of children with suspected special needs, and how program will provide comprehensive support to parents during the assessment process;
- An estimated number of children to be served and categories within this number
- Specific geographic area to be served

ECBG Preschool for All Program Requirements

- This section includes requirements for each Preschool for All program component

- The requirements are found in the "Meets Standard" column of the scoring rubric

- In addition, this section includes recommended practices for implementing Preschool for All

- The recommended practices are found in the "Exemplary" column of the scoring rubric

Screening

PFA applicants must provide a description of the procedures to be used to screen all children and their families to determine their need for services. Must include:

- Research based screening instrument
- Parent interview
- Vision and hearing screening
- Parental permission
- Home language survey
- Teaching staff involved and screening results available to teaching staff
- Community based risk factors
- No exclusion for not being toilet trained

Screening

- Weighted eligibility criteria developed by the state should be used to prioritize children
- Additional factors selected should reflect the community to be served
- Children must have multiple risk factors or one highest priority selection factor
- Proof of family income to determine eligibility and priority points

Educational Program

- Language and literacy component
- Collaboration with community
- 1 adult to 10 children
- 20 children max per class
- Individualized assessment profile
- 7 developmental domains addressed

- Language development support for English learners
- Progress assessed over time
- Parents aware of progress
- Individual student files maintained

Educational Program

- Must meet at a minimum 2.5 hours, 5 days per week

- Minimize interruptions to the balanced schedule

- Children with disabilities participate

- Native language material provided

- Transportation provided for children from homeless families

- Minimal pulling students out of classroom

- No charges or fees to families

Family Education and Involvement

- Communication between home and the Preschool for All Expansion program should be two-way, meaningful, and when appropriate, in the families' native language. Parenting skills are promoted and supported
- Opportunities for family education are provided.
- Families play an integral role in assisting student learning
- Families are welcome in the program and their support and involvement are sought. Families are encouraged to volunteer in the classroom
- Family activities such as workshops, field trips and child/family events are provided to engage in cultural and social enrichment

Family Education and Involvement

- Families are full partners in the decisions that affect children and families
- Families, staff members, and community representatives cooperatively develop a mission statement based on shared beliefs
- The program establishes partnerships with families to promote the development of children and their families
- The program provides information to families on the educational rights of their children experiencing homelessness

Community Collaboration

- Written plan with members of community
- Signed Memorandum of Understanding (MOU) with Head Start
- MOU should be attached with the application
- Written transition plan for into and out of the program

Staff Requirements

- Teachers hold a Professional Educator License (PEL) endorsed in early childhood education
- Blended teachers must hold a current PEL with ECE endorsement and ECSE approval
- Paraprofessionals hold an approval for paraprofessional educator
- English Learners are provided instruction by a teacher with the proper licensure
- Child care center directors must hold a child development or early childhood education bachelor degree or equivalent and an Illinois Director Credential Level II or III
- Administrators must hold a PEL endorsed for principal or general administration

Professional Development

- Needs and interests for each staff member determined
- Annual written plan of professional needs for each staff member
- Plans created collaboratively
- Ongoing professional development activities provided

Evaluation

PFA programs must have a written, annual program evaluation and continuous quality improvement plan that meets the following requirements:

- Provides measurable outcomes for participating children's development using appropriate screening, the IELDS and authentic assessment
- Includes measurable outcomes for parent and family participation
- Includes assessment of the effectiveness of native and English language instruction

Budget

Budget

- Budget summary is complete and accurate
- Budget breakdown explains sufficient explanation of expenditures
- Expenditures are consistent for the scope and purpose of the project
- Requested funding level is reasonable for the number to be served and the services to be provided
- Indirect and administrative costs are limited so maximum amount possible to program activities can be provided

What is GATA?

The Illinois Grant Accountability and Transparency Act (GATA) is state legislation requiring the adoption and implementation of a comprehensive set of standards that mandate accountability and transparency throughout the entire life cycle of a grant.

- GATA provides a single, authoritative, statewide, comprehensive source of financial assistance program information. State agencies have populated the **Catalog of State Financial Assistance (CSFA)** with federal, federal pass-through and state awards received. The CSFA also records grantee awards under each CSFA number.

- The public can search the CSFA for agencies with active grant programs, currently funded grants, current funding opportunities, and registered grantees.

GATA Registration Process

- (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx.

- Grant applicants are required to complete a FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2019 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system, when they become available. Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

GATA Resources

- ISBE GATA internet webpage includes links & resources (www.isbe.net/gata)

- GATU website includes links & background materials. https://www.illinois.gov/sites/gata/Pages/default.aspx

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

GATA Resources Continued

- Illinois Administrative Code Part 7000 – Grant Accountability and Transparency Act (44 Ill. Adm. Code Part 7000) ftp://www.ilga.gov/JCAR/AdminCode/044/04407 000sections.html

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

Submission & Review

Intent to Apply

- Intent to apply can be found on the ISBE Early Childhood website

- https://www.isbe.net/Pages/RFPs.aspx

Proposal Format

- Each proposal must be submitted in the format described in the RFP
  - Paper format with digital file on an USB drive
- Use appropriate attachments
  - Duplicate attachment forms as needed
- Use the list provided in the RFP as a checklist in assembling your completed proposal
- Make sure that your authorized official has signed in all the appropriate places. Original signatures on all forms are required

Scoring

- Scores are totaled and ranked using a rubric which can be found on the ISBE Early Childhood website

- Grants will be scored as follows using the rubric:
  - **Population to be served-possible 30 points**
  - **Quality of proposed program-possible 40 points**
  - **Experience and qualifications-possible 20 points**
  - **Budget-possible 10 points**
  - **Priority Points 10 points**

Scoring

- Priority Point are given to those programs that are identified as highest needs on the IECAM Community Demographics document

- Grant applications will be reviewed by an evaluation committee, with a minimum of three members reviewing each application.

Submission Deadlines

Application Deadline: Proposals must be received no later than 4:00 p.m. on January 12, 2018

Mail the original and an electronic copy of the proposal on a USB flash drive to ISBE Early Childhood Division, 100 North First Street, E-225, Springfield, IL 62777

Submission Deadlines

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

Springfield Office	**Chicago Office**
Reception Area	Reception Area
1st Floor	Suite 14-300
100 North First Street	100 West Randolph St.

No late proposals, facsimile proposals, or electronic submissions will be accepted. Incomplete proposals will not be considered for funding.

Helpful Resources

- https://www.isbe.net/Pages/Early-Childhood.aspx
- RFP resources
- Illinois Preschool for All Implementation Manual
- Preschool Expansion model
- Illinois Early Learning and Development Standards
- Budget Information including Budget Worksheets and FAQs
- Instructions & Guidance for Completing the Budget Detail
- ISBE Fiscal Policy and Procedures Manual
- Accountability Information including Compliance Checklist and ECERS
- Head Start Collaboration – MOU information
- Early Childhood Block Grant Administrative Code, Part 235

In Conclusion

- Read through the RFP in its entirety
- Include all grant requirements - be thorough
- Provide only what is listed in the RFP
- Use ISBE links and resources for questions and more information
- Proposals must be received no later than 4:00 p.m. on **January 12**

Questions and Answers

For more information please visit the division website http://www.isbe.net/earlychi/

Or call the Early Childhood Division

217-524-4835