Technical Assistance for Communities

Support for Early Childhood Block Grant

Prevention Initiative FY19 Re-competition

January 2018

Agenda

I. Welcome & Introductions

II. Overview of Program Options

III. Home Visiting Program Components

IV. Center-based and Family Literacy

Lunch Break (SUBMIT QUESTIONS TO BE ADDRESSED IN THE AFTERNOON)

V. Program Structure and Budget

VI. Breakout Groups

Contact Information
TA providers

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RFP Details: PI

- Due February 9, by 4pm

- Hard copy submission, with the complete application on a USB drive included in the envelope

- RFP submission requires you complete the notice of intent, the link for which is found on isbe.net, under each RFP type

- Ensure you are using all files related to the submission: the RFP, the attachments PDF, the rubric.

- ISBE Technical Assistance webinars: view the recorded ISBE webinars for more details on the application process

RFP Details: PI

- Five year grant cycle

- Grant period will begin no sooner than July 1, 2018, extend from start until June 30th, 2019 (with an option to end August 31, for those offering summer services)

- Range for funding requests:
  - Home Visiting: $4,075 to $7,811 per <u>family</u> enrolled
  - Center-based and Family Literacy: $18,000 to $22,000 per <u>child</u> enrolled

- Years two through four contingent on funding

- There is no expectation of another grant competition in the five years of this grant making cycle – apply now if you want to deliver these services

- Requirements related to GATA, DUNS and SAM are found on page 2-3 of the RFP document

Prevention Initiative Purpose

To provide voluntary, continuous, intensive, **research-based** and **evidence-based** comprehensive child development and family support services for expecting parents and families with children from birth to age three. These programs will help build a strong foundation for learning and will prepare children for later school success.

- Aligned with:
  - Illinois Early Learning Guidelines for Children from Birth to Age Three
  - Birth to Age 5 Program Standards

Prevention Initiative Target Population

At-risk, defined as children who because of their home and community environment are subject to language, cultural, economic and like disadvantages to cause them to have been determined to be at-risk of academic failure.

Prevention Initiative Program Options

1. Home Visiting
2. Center-based
3. Family Literacy Model

Programs may NOT enroll children in more than 1 program option

RFP Narrative and Program Components

With Reference to Attachments for Submission

Review Rubric Component 1: Population to be Served

Prevention Initiative (PI):

- Attachments for Submission 2A & 2B

Review Rubric Component 1: Population to be Served

Statement of Need **PI: Attachment 2A**

- Use IECAM data:
  - 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."

- Community Characteristics: Consider the list of potential community characteristics to cover in the Statement of Need.

- Priority Populations: Demonstrate how you are serving priority populations, as defined in the RFP

Review Rubric Component 1: Population to be Served

Population to be Served PI Attachment 2B

- Comprehensive recruitment strategy

- Estimated number of children to be served

- Specific geographic areas served

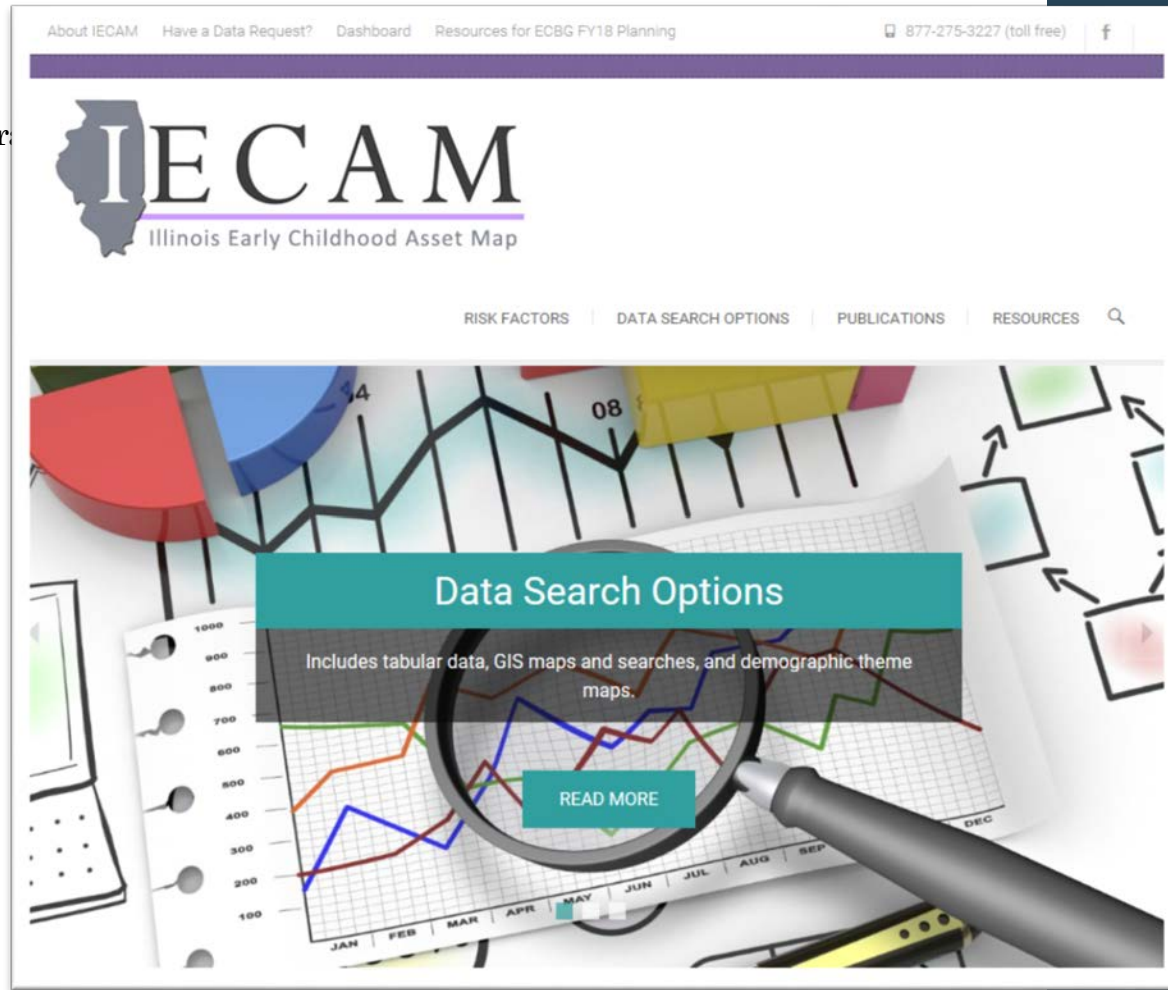# Illinois Early Childhood Asset Map (IECAM)

Dawn V Thomas, PhD
Director, Early Childhood and Parenting Collabor...

IECAM is intended to:

❖ Assist policy makers and legislators in allocating resources for early care and education programs;

❖ Make public resource allocation transparent by showing the changes in funding of services from year to year;

❖ Provide a one-stop source for early learning and demographic data.

IECAM is funded by:

❖ Illinois State Board of Education (ISBE)

❖ Illinois Department of Human Services (IDHS)

❖ *Periodic* funding by Race to the Top Early Learning Challenge Fund (IDHS)

iecam.Illinois.edu

Illinois Early Childhood Asset Map (IECAM)

IECAM offers those submitting PFA and PI grants data that will assist them in writing their statement of need

- Response to PFA and PI Request for Proposals Standard Report

- School District Standard Report

- Community and Demographic Ranking Documents

- Concentrated Disadvantage Area Materials

- Links to Additional Resources

- My Data Checklist

Resources for ECBG FY19 Planning

Start Here:

- Response to PFA and PI Request for Proposals Standard Report

- District Profile Standard Report

Next Steps:

- Community Demographics and Ranking (3-5)

- Community Demographics and Ranking (0-3)

- High School/Secondary School District Demographics and Ranking

- Concentrated Disadvantaged Materials

Links to Additional Resources:

- Extra links to other areas on IECAM and other data sources

Resources for ECBG FY19 Planning

IECAM > Resources for ECBG F...

Users will be able to find much of the data needed to complete the Statement of Need for the PFA and PI grant competitions in these various types of reports and resources. Links to resources will open in a new browser window to allow you to easily return to this page.

For questions and information related to the RFP process, please email: earlychi@isbe.net

Start Here

We recommend using **both Standard Reports** (listed below) in order to get the most accurate early childhood counts. For example, if you are only looking at the School District Profile, you may miss Head Start slots that are funded for programs outside of that particular school district.

- Response to PFA and PI Request for Proposals Standard Report
  Use this Standard Report for the most recent data that will be helpful for your Statement of Need. This report allows users to choose from a variety of geographic regions, such as county, townships, school districts, and municipalities. We recommend using this Standard Report first as it provides ECE and demographic data and information for more geographic regions.

- District Profile Standard Report
  Use this Standard Report to get the most recent data from elementary and unit school districts for your Statement of Need. Includes data from the U.S. Census Bureau, Illinois School Report Card, ISBE, and IDHS (e.g., race/ethnicity, language, student and teacher characteristics, poverty, etc). We recommend you also use the Response to PFA and PI Request for Proposals Standard Report to get the most accurate picture of all ECE and demographic data outside of your school district.

Please contact us with any concerns and questions.

Next Steps

- Community Demographics and Ranking (spreadsheet...

SEE ALSO...

My Data Checklist

Putting together a PFA/PI grant can be a daunting task. Here is a quick checklist to help make sure that you have collected all the data you need to complete your grant application.

Links to Additional Resources

Education levels of parents

1. In the Risk Factor section of the IECAM Web site are pages on Parents' Education Level and Mothers' Education Level. These pages provide census-based data on the education level (at 24 different levels) of parents and mothers who are living with their children. Data are presented by the region of PUMA (Public Use Microdata Area; an explanation of this region is included in the pages).

2. Illinois Department of Public Health, Illinois Behavioral Risk Factor Surveillance System

   Among other variables, it includes educational level of the population. **Steps:** Choose Round = "round 5 (2010-2014)"; topic = "Demographics"; and County = your county; click "Go" to retrieve data.

Employment conditions

1. Illinois Department of Public Health, Illinois Behavioral Risk Factor Surveillance System
   Among other variables, it includes employment status.

2. In the Risk Factor section of the IECAM Web site is a page on unemployment rate for Illinois counties, based on data from the Bureau of Labor Statistics.

3. U.S. Department of Labor, Bureau of Labor Statistics Local Area Unemployment Statistics
   This page contains various resources related to unemployment. One of these is the list of links to state summaries in the right-hand sidebar. **Steps:** If you click on the graph icon to the right of Illinois, you will go to a page of graphs and tables on unemployment in Illinois. Second, you can scroll down to the section "Tables and Maps Created by BLS," and the subsection Monthly / County Data. Click on the link for a text version of the County Data table. This provides a table of labor force data, not seasonally adjusted, for every county in the country for approximately the previous year. (You'll have to scroll down to the Illinois data.) Third, you can scroll down to the section "Tables and Maps Created by BLS," and the subsection Annual Average / County Data. Click on a link for labor force data by county. This provides a table of labor force data, annual average, for every county in the country for the year selected. (You'll have to scroll down to the Illinois data.)

Review Rubric Component 2: Quality of Proposed Program

Prevention Initiative (PI):

- RFP Program Components 1-7

- Attachments for Submission 3-9

Review Rubric Component 2: Quality of Proposed Program

Program Component 1 Screening to Determine Program Eligibility (PI Attachment 3)

Goal 1: Illinois' neediest children will be identified and served.

- Comprehensive coordinated process with other community providers
- Criteria on research based screening instrument to determine "at-risk"
- Outreach and recruitment processes designed to reach the families determined to be most at-risk.
- Family interview, in native language, to obtain a summary of the child's health history and social development and questions about the parent's education level, employment, income and age, and home language
- Vision and hearing screening for children 3 months or over
- Process for written parental permission & sharing info with families
- Teaching staff involved and screening results available to teaching staff
- Weighted eligibility criteria addressing priority populations and community based risk factors

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

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 Early Intervention at this time

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

Review Rubric Component 2: Quality of Proposed Program

Program Component 2 Evidence-Based Program Model and Research-Based Curricula (PI Attachment 4)

Goal 2: Families will receive intensive, research-based, and comprehensive prevention services.

- Select PI Option: home visiting, center-based or family literacy

- Home visiting: select an evidence-based program model (IL models in use PAT, HF, Baby TALK and EHS; see DHHS resource for other models)

- Center-based (or Family Literacy) must include: home visiting and center-based services
  - Select and implement a home visiting model
  - Choose an evidence-based HV model:
    - Baby TALK
    - Early Head Start
    - Healthy Families America
    - Parents as Teachers

- Year-round programming is preferred

- All programs must implement a research-based curricula

- Aligned with:
  - Illinois Early Learning Guidelines for Children from Birth to Age Three
  - Birth to Age 5 Program Standards

Supplemental Services

- Must be integrated with primary evidence-based program model

- Some examples include:
  - Doula
  - Fussy Baby Network
  - Abriendo Puertas/Opening Doors
  - Touchpoints

Review Rubric Component 2: Quality of Proposed Program

Program Component 3 Developmental Monitoring (PI Attachment 5)

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

- Describes methods and the sources of information that will be used to regularly monitor children's development to inform instruction and the IFGP and communicate with parents

- Research-based screening instrument(s) used for child developmental monitoring for **every child three months or older then every six months** thereafter; must be comprehensive cover all developmental domains as well as vision and hearing

- Describe how program works with CFC when further assessment is needed

- Child's health history (which includes well child visits and immunizations) is completed (if applicable) near the time of screening then annually

- Describe the research-based tool used to assess the parent and child interactions and state how often it will be implemented (at least twice within the fiscal year).

- Use all info gathered to guide education and IFGP

- Procedures for partnering with parents to observe child's development and communicating all screening information

Review Rubric Component 2: Quality of Proposed Program

Program Component 4 Individual Family Goal Plan (PI Attachment 6)

Goal 4: Families will receive services that address their identified goals, strengths, and needs.

- Describe the policies and procedures that guide implementation of an IFGP and Family Centered Assessment;

- The program provides a description of the published research-based Family Center Assessment (FCA) implemented;

- The FCA is initiated within 60 days of enrollment and is updated at least every six months;

- FAC should include information on parenting, family relationships, education, health, medical, housing, and food security

- The program provides a clear description of the components of the IFGP;

- The program involves parents in the development of the IFGP; and

- The IFGP is initiated within 60 days of enrollment and updated at least every six months.

Review Rubric Component 2: Quality of Proposed Program

Program Component 5 Case Management Services (PI Attachment 7)

Goal 5: Families will receive comprehensive, integrated, and continuous support services through a seamless and unduplicated system.

- Describe how the program will provide comprehensive services and coordinate IFGP with any other service plans family may have

- Describe policies and procedures that guide creation and implementation of case management services including:

- The referral and follow-up system

- Transition plans into and out of the program and transition services provided

- How program partners will work with families to develop written transition plans and implement them,

- How the program works with other providers in the service area to reduce or eliminate duplication of services

- List of Collaboration and/or MOU agreements with other service providers in the service area and a brief description of the purpose of the collaboration/ coordination efforts

Review Rubric Component 2: Quality of Proposed Program

Program Component 6 Family and Community Partnerships
(PI Attachment 8)

Goal 6: Families will be engaged in the program, and community systems for infants and toddlers will be strengthened.

- Written **family engagement plan**, that will be reviewed and updated annually

- How you orient families, engage them in services, ensure they are partners in decisions related to their child and family, communicate with families, focus on parenting skills and gather their input

- Describe the intensity of services you deliver and why

- **Community collaboration plan**: coordinate with service providers, other EC providers, reduce duplication, coordinate family service plans (local CSD?)

- Align with ISBE Family Engagement Framework and Head Start Parent, Family and Community Engagement Framework

B-3 Strategies

Vision of a Seamless Learning Continuum

A coherent set of educational experiences and supports for **students, families and the professionals and organizations** that serve them, that begins at birth and continues through college completion and beyond.[1]

[1]Ounce of Prevention Fund and The University of Chicago Urban Education Institute, 2014.

Access Resources & Learn More!

B-3 Continuity Project Website
https://education.illinoisstate.edu/csep/b3/

CSEP Exchange Newsletter
http://education.illinoisstate.edu

@CSEP_ISU 🐦 #ILbirthto3rd

Review Rubric Component 2: Quality of Proposed Program

Program Component 7 Data Collection and Evaluation (PI Attachment 9)

Goal 7: The evaluation will provide critical data and information that are used for continuous program improvement.

- Evaluation and continuous quality improvement

- Written framework, a plan and involve written evaluation after completing the process

- Cover data and information collected, measures to use, self assessment procedures (annual program self-assessment)

- How will what you gather inform program improvement in an ongoing manner?

Review Rubric Component 3: Experience and Qualifications

Program Component 8 Qualified Staff and Organizational Capacity **(PI Attachment 10)**

Goal 8: Staff will have the knowledge and skills needed to create partnerships to support the development of infants and children.

- Meet Model Requirements

- Home Visiting program: Must have 3 FTE total, no home visitor less than .5 FTE

- All programs:
  - Must have a supervisor – consider your staff to supervisor ratio (exemplary practice 1 FTE PI Supervisor to 6 FTE PI staff)
  - Ensure staff are registered in Gateways to Opportunities (if they do not hold professional educator licensure)
  - Adhere to IL Mandated Reporting Laws

- Organizational Capacity
  - Policies and procedures manual that addresses the PI RFP 9 components;
  - Adhere to the Illinois Birth to Five Program Standards;
  - Seeks to participate or is participating in the chosen program model recognized process for monitoring fidelity and indicating quality
  - Adherence to the Illinois Mandated Reporting Laws;
  - Appropriate maintenance of records as define by ISBE.

Review Rubric Component 3: Experience and Qualifications

Program Component 9 Professional Development (PI Attachment 11)

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

- Provide staff with both:
  - Administrative Supervision
  - Reflective Supervision

- Assess staff professional development needs and have individualized plans for staff PD

- Annually train on screening, assessment and curriculum used by program

- Pre-service and in-service

Center-based and Family Literacy Program Options

Center-Based Child Care - Overview

- Children will be enrolled in a Prevention Initiative program that is between 2½ to five hours long five days a week.
- The program structure should be similar to a Preschool For All program in a child care center, including set PI program hours.
- The program must be embedded in a child care center that is licensed and meets all of the licensing standards of the Illinois Department of Children and Family Services for center-based child care.
- Maintain ExceleRate Illinois
  - PI Rubric Silver (Compliance) or
  - PI Rubric Gold (Exemplary) Circle of Quality.
- All center-based programs must maintain at least ExceleRate Gold Circle of Quality for adult/child ratios.
- Early Head Start requirements, when applicable

Center-Based Child Care – Ratios & Group Size

Staff/Child Ratio Chart	Early Head Start		ExceleRate GOLD	
AGE	Ratio	Group Size	Ratio	Group Size
6 weeks – 12 months	1:4	8	1:4	8
12-24 months	1:4	8	1:4	12
24-36 months	1:4	8	1:6	12

Center-Based Child Care

- Maintain the ability to access funds that are reimbursable by the IL Department of Human Services Child Care Assistance Program.

- The program needs to serve the children most at risk in the community not the most at risk at the center. This means that some children may only need PI services while others may need PI and CCAP funding.

- The program must provide a snack, in the case of a half-day program, or a meal, in the case of a full-day program, for participating children. The program will provide food service as applicable.
    - Food and beverages provided in programs located in a licensed child care center or other community setting shall meet DCFS standards set forth at 89 Ill. Adm. Code 407.330 (Nutrition and Meal Service).

Center-Based Child Care

- Implement a research-based, child-centered curriculum and assessment.
  - Creative Curriculum
  - High Scope

- Implement a research-based parent/family-centered curriculum and assessment.
  - Parents as Teachers
  - Baby TALK

Center-Based Child Care – Staff Qualifications

- ExceleRate Silver Circle of Quality – MEETS Compliance
  - Director Credentials: Gateways IL Director Credential Level I or higher OR IL Principal Endorsement (Beginning July 2018)
  - Teaching Staff: At least 30% of teaching staff have a minimum of a Gateways ECE Credential Level 3 AND 30% of teaching staff in infant toddler classrooms have a Gateways Infant Toddler Credential Level 2 (Beginning July 2018)

- ExceleRate Gold Circle of Quality – EXEMPLARY
  - Director Credentials: Gateways IL Director Credential Level II or higher OR IL Principal Endorsement
  - Teacher Credentials:
    - Early Childhood Professional Educator License (PEL) with Early Childhood Endorsement
    - Gateways to Opportunity Early Childhood Education Credential Level 5
    - Gateways to Opportunity Infant Toddler Credential Level 5
    - Other classroom staff must have a Gateways ECE Credential Level 4

Family Literacy Option

- All requirements for Home Visiting and Center-based PI

- Adult Education:
  - High School Credits
  - GED Classes
  - Bilingual Education

Program Structure and Budget

Reminders

- Use ISBE budget forms, PI Attachments 12, 13, and 14

- Form 15 is for amendments and is not to be used at this point

- Review Bidders Conference and RFP for all additional details on program structure and budget expectations

- Review all the GATA requirements throughout the materials

- Access more information on the fiscal requirements through the ISBE Fiscal Procedures Handbook

https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf

Budget Summary

- PI Attachment 12 is the summary sheet

- One year, 12 month, budget

- Annual totals for each of the Object areas, of a Function

- Involves breaking down the budget into your anticipated payment schedule
    - Staffing costs should be spread evenly
    - Supplies and other expenditures should be linked to the month they will occur, to the best of your planning

Structure and Budget

- Develop a simple org chart, particularly if you are writing for PFA, PFAE, and/or PI
  - How are you building a cohesive system across these? Avoiding silos?

- How does what you are seeking in your program structure/ budget:
  - Advance quality?
  - Determine the type of services you deliver?
  - Link to serving the most at-risk families?

Structure and Budget

- Budget amount (request per family) should be logical and show linkage with:
  - Statement of Need and Target Population
  - Education Program (services delivered)
  - Staffing
  - Program Structure (how the program(s) will be run and how all of the requirements will be met)

- Cost per family ranges:
  - Home visiting, $4,100 - $7,800 annually in RFP, per family enrolled ($4,075 – $7,811, in ISBE Technical Assistance webinar)
  - Center based and Family Literacy options, $18,000 - $22,000 in RFP ($18,000 - $22,000, in ISBE Technical Assistance webinar, as well)

Structure and Budget

- Consider all the positions that are required and those you need to run your program
  - Supervisor – required, 1:6 supervisor to staff ratio
  - Teaching staff (center based) – comparable to local K-12 salaries
  - Home visitors (home visiting) – 3 FTE, minimum .5 FTE each position
  - Administrative Support – don't limit how you consider this role and the work they actually do

- Understanding the costs associated with the staff qualifications
  - Home visitors – must meet position qualifications of your selected model
  - Center based -

Structure and Budget

- How will you cover the costs associated with other quality aspects? Some required, some not
  - Year round services (nearly required)
  - Toy/book lending library (required)
  - Parent resource lending library (required)
  - Screening and assessment tools
  - Curriculum
  - Program model – home visiting model selected may have built in costs
  - Mental Health Consultation (optional but encouraged)
  - Administrative and Reflective Supervision (required)

Admin and Indirect Limits

- *From ISBE webinar:*
  - Indirect and administrative costs are limited so maximum amount possible to program activities can be provided

- Administrative and general expenses are capped at 5%

- Indirect rate
  - Districts can use their negotiated indirect
  - Or use the state-wide average indirect cost rate (from ISBE)
  - Rate is 12.14%

- Using the Indirect rate
  - Requires detailed information about the expenditures (Att 14)

Budget Functions and Objects

- Covered in Appendix I of the RFP

- Sample completion of the budget detail using the functions and objects is also on this appendix

- Think about positions and their job duties as you determine where they should be placed across the different budget functions