

CHICAGO: READY TO LEARN!

Community Partnership Program Preschool for All Application Instructions



City of Chicago
Mayor Rahm Emanuel



SECTION I: OVERVIEW

A. Purpose of the Chicago: Ready to Learn! RFP for Preschool for All

The Chicago Public Schools (CPS) will be receiving funds from the Illinois State Board of Education (ISBE) for the 2013-2014 program year for Preschool for All services. Detailed information about Preschool for All, its authorizing legislation, and relevant administrative rules can be found on the ISBE Early Childhood Division website, www.isbe.net/earlychi.

The CPS Office of Early Childhood Education (OECE) is seeking to partner with community agencies wishing to provide high quality preschool services. Funds shall be distributed for the benefit of children who may need extra preparation for kindergarten. The program provides developmentally appropriate experiences which promote the readiness necessary for school success.

Children are eligible to participate in a Preschool for All Community Partnership Program in Chicago if they are: 1) at least age 3 by September 1st of the program year and are not yet age-eligible for kindergarten; 2) are residents of Chicago; and 3) are identified as being at risk of academic failure based on free and reduced lunch guidelines and/or receipt of Child Care Assistance. Agencies are required to have selection criteria to enroll the most at risk.

B. Background

The Preschool for All Community Partnership Program has eight required components:

1. Screening Component

All children served must be screened and determined eligible for services according to ISBE guidelines and procedures established by the Community Partnership Program.

The current initial screening instrument utilized for identifying risk of developmental delay is the ESI-Revised. A signed permission from parents or guardians is required for each child and all children must be screened within 45 days of enrollment.

2. Education Program

The program must offer an appropriate education program include a language and literacy development component for each child based on the child's individual assessment. The curriculum and instructional practices must be aligned with the Illinois Early Learning Standards (<http://www.isbe.net/earlychi>). Children must receive instruction at least 2.5 hours per day, at least 180 days per year. Children should engage in no more than 60 minutes per day of education screen viewing (computer or video) and should engage in structured and guided physical activity each day (see Chicago Department of Public Health and Board of Health resolution at http://www.cityofchicago.org/city/en/depts/cdph/provdrs/boh/alerts/2011/jun/chicago_board_ofhealthonchicagochilddaycenterstandards.html).

3. English Language Learner (ELL) Services

As of July 1, 2009 the ISBE requires Illinois districts to administer an ELL screen to all new incoming Pre-K students ages three, four, and five based on the results of the Home Language Survey.

All Community Partnership Programs are required to administer a test, to be identified by CPS, to determine eligibility for bilingual services to all Preschool for All students who speak another language than English at home (or for whom anyone in the household speaks a language other than English) within 30 calendar days of enrollment, as required by Title 23 of the Illinois Administrative Code 228.

The following regulations will apply to Community Partnership Program agencies beginning July 1, 2014:

- An attendance center that enrolls 20 or more preschool ELLs who have the same home language must offer a Transitional Bilingual Education (TBE) Program which includes instruction in the home language, and in English, as well as English as a second language to these preschool children. TBE services may be offered by the classroom teacher or by another teacher who "pushes into" the classroom.

- An attendance center that enrolls 19 or fewer preschool ELLs who have the same home language must offer either a Transitional Program of Instruction (TPI) or a TBE program for these students. This attendance center may have more than 19 ELL students enrolled who have different home languages. TPI programs provide language instruction which typically includes English as a second language and may include home language instruction or support based on the needs of the students.

More information about how Title 23 of the Illinois Administrative Code 228 affects Preschool for All programs is available on the ISBE Early Childhood website at http://www.isbe.net/earlychi/preschool/preschool_ell_faq092611.pdf.

4. Parent Education and Involvement

The program must offer an appropriate parent education and involvement component that includes the following areas:

- Communication,
- Parent Education,
- Student Learning,
- Involvement, and
- Decision Making and Advocacy.

Further details about suggested activities for each of these areas is provided in Appendix B.

5. Community Collaboration

Programs are encouraged to integrate Preschool for All Community Partnership Program and child care services to meet the needs of children requiring full-day, year-round placement if this is a key need in the community they serve. Programs must also collaborate with other community organizations that can help address other family needs. Collaborative partnerships should be documented.

6. Staff Requirements

All Community Partnership Program PFA administrators and staff paid by the grant must hold appropriate certification and/or qualifications for their funded positions. All teaching staff must hold either an Initial or Standard Early Childhood Certificate (Type 04 Early Childhood Certificate). Evidence of the certification status of all staff must be provided prior to final funding approval. Teacher assistants must meet the requirements of 60 hours of college credit from an accredited college or university.

The program administrator and the Type 04 teacher need to be separate positions held by two different individuals.

Organizations should note that beginning July 1, 2014, all Community Partnership Program Preschool for All programs will be required to comply with the regulations outlined Title 23 of the Illinois Administrative Code 228, which requires that teachers have appropriate endorsements if they are serving children who are determined to be English Language Learners (see number 2 above). This requirement states that:

- To provide bilingual instruction to preschool children, a teacher must hold an Early Childhood certificate with a bilingual endorsement or approval or both an Early Childhood certificate and a Type 29 provisional certificate.
- To provide English as a second language instruction to preschool children, a teacher must hold an Early Childhood certificate with a bilingual or ESL endorsement or approval or both an Early Childhood certificate and a Type 29 provisional certificate.

7. Professional Development

In order to enable staff to achieve the purpose and goals of the Preschool for All program, staff development needs must be assessed and appropriate ongoing professional activities provided. The CPS Office of Early Childhood Education Community Partnership Program staff conducts extensive pre-service and in-service training programs to enhance the skills of all staff in maximizing the delivery of services to children and their families. All Community Partnership Program workshops that

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consist of three or more parts are registered through Gateways to Opportunities Staff for points. Community Partnership Program staff may participate in professional staff development in-services provided by CPS or other professional opportunities and are required to develop written plans to implement in their classrooms the strategies and techniques they have learned in the professional development workshops.

Agencies may also provide professional development on site. if they receive prior approval. Approval may be obtained by submitting a written professional development plan that includes site based activities.

A written, individualized professional development plan must be created and implemented for each staff member.

8. Evaluation

Each agency is required to provide data and information on the performance of each child and family, as well as on the quality of the implementation of the required components, on an annual basis. or as requested. The program should use the data and information for continuous program improvement that leads to better family outcomes.

A summary of the program expectations for Community Partnership Program Preschool for All programs operating in community based agencies, charter schools, and private/parochial schools is provided in Appendix A of the Request for Proposals.



SECTION II: ANTICIPATED AWARDS AND TERM OF CONTRACTS FOR DELEGATE AGENCIES

Anticipated Awards

The number and amount of awards will be contingent upon the amount of funding available for the Preschool for All program from ISBE and other sources.

Start Up Funding

Applicants are advised that no start up funding for programs is available through this competition. Agencies are expected to be ready to begin delivering services at the start of the grant period. This includes having facilities and equipment in place to serve children and families.

Grant Period

The grant period will begin no sooner than July 1, 2013, and will extend from the beginning date of the grant until June 30, 2014. Funding in the subsequent years will be contingent upon sufficient state and/or appropriations for the program and satisfactory progress in the preceding grant period. Agencies will have an opportunity to reapply as a continuing program for two years after the grant begins, but after the third year (2015-2016), all participants must reapply with a full proposal.

Contract Process

By submitting an application, the applicant agency agrees that if approved as a provider for the services described in this Request for Proposals, the agency will enter into a written contract with the Board of Education of the City of Chicago for such services, prior to rendering any services. In the event the agency fails to enter into such a contract with the Board, the agency's approval for award will be revoked by the Board. The contract will contain, among other things, the Terms and Conditions contained in the sample Early Childhood Services Program Agreement Summary provided in Appendix C and in the sample full agreement available on the Chicago: Ready to Learn website (www.cityofchicago.org/bids/chicagoreadytolearn), as well as any other terms and conditions deemed necessary by the Board's General Counsel.

In the event the Board and the agency fail to enter into a contract, the agency's approval for award will be revoked by the Board. The Board also reserves the right to revoke its approval for an award of the contract for any reason including, but not limited to, the submission by agency of contract terms which, in the Board's sole opinion, are substantially different from the terms and conditions in the RFP for the contract, or agreed upon based on the agency's response.

Payment Process

As described in the sample Early Childhood Services Program Agreement provided in Appendix C--, contracted agencies will receive quarterly payments for services. The initial payment will be provided within 30 days of signing the Board-approved contract. The Board will process the second, third and fourth payments after it has received, reconciled and approved the Expenditure Report for the prior time period. The compensation amount payable to the contractor during the term of the grant shall not exceed the amount stated in the budget submitted by the contractor and approved by the Board.



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SECTION III: APPLICATION INSTRUCTIONS

Proposal Deadline and Submittal Procedures

Please send one original and one copy by 4:30 p.m. on October 1, 2012 to:

Chicago: Ready to Learn! RFP
Office of Early Childhood
Chicago Public Schools
125 South Clark Street
Chicago, IL 60603

Additionally, please **e-mail an exact and complete scanned copy of your proposal, budget and ALL attachments to:** readytolearnrfp@cps.edu by October 1, 2012 by 4:30 p.m. The emailed copy must be in a pdf file. Often large files cannot be quickly or successfully electronically submitted to us. If your application packet consists of these files, we highly recommend the use of file compression software such as Win Zip (which can be downloaded for a free trial period at <http://www.winzip.com/downwz.htm>) or any other similar software in order to keep your e-mail submissions to a single e-mail.

Both the paper original and e-mailed copies are required for the submission to be considered complete.

Proposals will be accepted prior to the due date, from 9:00 a.m. to 4:00 p.m. Monday – Friday at the same location. All proposals must be complete. Incomplete proposals may not be reviewed. In-person or bonded messenger delivery of proposals is encouraged. Time-stamped receipts will be issued as proof of timely submittal.

Proposals must not be delivered by fax.

No proposal will be considered complete and therefore reviewed unless the original copy is delivered and received at the CPS office above before the deadline.

Proposals received after the due date and time may be deemed NON-RESPONSIVE and, therefore, subject to rejection.

Certifications and Assurances

The applicant is required to submit certifications and assurances for application exactly as they appear on the form provided on the Chicago: Ready to Learn website www.cityofchicago.org/bids/chicagoreadytolearn. **The official legally authorized to submit the proposal must sign certifications and assurances.**

Questions

Applicants are encouraged to submit all questions and comments related to the RFP via e-mail. For answers to questions please contact:

readytolearnrfp@cps.edu

B. Application Requirements

Format of the Proposal

All Proposals must be prepared on using the fillable pdf application package found on the Chicago: Ready to Learn website (www.cityofchicago.org/bids/chicagoreadytolearn). Applicants are encouraged to use reusable, recycled, recyclable and chlorine-free paper in the submission of all RFP documents. Proposals must not be bound but should be securely stapled or binder-clipped to ensure that the entire contents remain complete and intact. Submit one (1) complete original signature set (clearly marked "originals") of all RFP documents and one complete paper copy, as well as a complete emailed electronic copy as instructed above.

Completed applications should include (forms are provided in the Application Package found on the Chicago: Ready to Learn website www.cityofchicago.org/bids/chicagoreadytolearn):

Application Cover Page for Preschool for All

Applicants should submit a completed cover page for Preschool for All.

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Program Narrative

Applicants should submit the following forms, which together comprise the Program Narrative:

- Site Level Community and Program Information Form (one for each proposed site)
- (Home Visiting Schedule Description Form is not applicable)
- (Family Child Care Network Form is not applicable)
- Recruitment, Selection, Enrollment and Attendance Form
- Curriculum for Children Form
- Screening and Assessment Form
- Children with Disabilities Form
- Parent Engagement and Support Form
- (IFSP and Case Management Form is not applicable)
- Community Partnerships Form
- Transitions Form
- Health Services Form-- Optional
- Staff Qualifications Form
- Human Resources Form
- Organizational History and Experience Form
- Record Keeping, Monitoring and Self-Assessment Form
- (Governance Form is not applicable)
- Board of Directors Form
- Fiscal Capacity Form
- (Head Start/Early Head Start Budget Narrative Form is not applicable)
- Appendix List Form

Note: Programs may use the "Additional Pages" form as needed, but should not exceed a total of 5 additional pages for the entire application.

Program Appendix

Applicants should include in the appendix the following documents:

- Budget Forms for Preschool for All
- Certifications and Assurances
- Application for CPS Vendor Number*
- M/WBE Forms (for-profit organizations only)*
- Contractor's Disclosure Forms*
- Taxpayer ID and Certification*
- Copies of applicable child care licenses and/or certification that facilities meet school board regulations for nonpublic school sites
- Proof of accreditation and quality certifications if available (NAEYC, QRIS, etc)
- Organizational Chart
- Resumes of key organizational leadership staff
- Board of Director's Approval for application
- Independent Auditor's Report and audited balance sheet for the most recent three fiscal years for which these are available
- Letters of Support—optional (maximum of five)

*(Available online at <http://www.csc.cps.k12.il.us/purchasing/index.php@tab=0&id=34.htm>)

Applicants should provide a list of items in the Appendix using the *Appendix List Form*.

SECTION IV: CRITERIA FOR REVIEW AND APPROVAL OF PROPOSALS

The Chicago Public Schools' Office of Early Childhood Education will review submitted applications based upon the criteria below. This review process may involve outside reviewers. Before making funding decisions, staff may conduct site visits for selected applicants in order to validate information provided in the proposal. Final determination for selection will be made by the Board of Education of the City of Chicago and will be based upon recommendations resulting from the evaluation and review process.

Proposals will be judged against the qualitative criteria below to determine which proposals provide evidence of a "qualified program." "Qualified programs" will be those scoring at least 60 out of 100 points. "Highly qualified programs" will be those scoring at least 80 out of 100 points.

The selection of proposals for funding will be based in part on geographic distribution and the need to provide resources to communities with varying demographic characteristics. The final selection process will be completed in coordination with the City of Chicago Department of Family Support Services Children's Services Division and their "slot allocation" process for Head Start. Among substantially similar proposals, extra consideration in the approval process will be given to proposals that form collaborative partnerships that provide high quality education and care in a full-day, year-round program for preschool children.

Qualitative Criteria

(Total possible points are 100)

1. Quality of Proposed Program (maximum of 50 points)

The extent to which the salaries program proposal reflects consideration of recommended program elements specified in the Request for Proposals; contains developmentally appropriate practices and a continuous program improvement process identifying measurable outcomes that are appropriate for the population

to be served and complies with all other requirements specified in these guidelines.

2. Population to be Served (maximum of 20 points)

The extent to which the criteria and indicators for identifying children and families who are eligible for the program are clearly established and likely to target those children and families most in need of services. The extent to which effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families are enrolled in the program.

3. Experience and Qualifications (Maximum of 20 points)

The program proposal includes appropriately certified staff with the qualifications necessary to successfully implement a high quality program, the professional development plan addresses individual staff needs and the program holds appropriate licensure and accreditations.

4. Financial Information (Maximum of 10 points)

The extent to which the program is cost effective, as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided. The extent to which the salaries are aligned with teacher qualifications and/or a plan to align salaries with CPS salaries.

Proposals will be evaluated in accordance with the criteria listed above. The Board of Education of the City of Chicago will make final determination for selection. All programs accepted under the Terms of the Grant will be required to enter into a legal agreement with the Board of Education of the City of Chicago.

APPENDIX A: PRESCHOOL FOR ALL SUMMARY OF COMPONENTS AND EXPECTATIONS

BASIC FIVE EXPECTATIONS

1. Screening

- Programs must screen children with the Early Screening Inventory-Revised (ESI-R) within 45 calendar days of enrollment.
- If a child falls into the re-screen or refer category on the ESI-R, the child must be screened using the Ages and Stages Questionnaire – Social Emotional (ASQ-SE).
- Staff must be trained to use this tool.

2. Research Based Classroom Curriculum

- Classroom staff are required to use an early childhood education research based classroom curriculum.

3. Developmental Monitoring

- Programs are required to complete the comprehensive assessment tool designated by CPS (currently Teaching Strategies GOLD) three times per year and enter assessment information into the online database.
- Programs must have data on all children in their Preschool for All (PFA) program, entered into the system, and must complete the creative curriculum objectives (checklist) at least three times a year.

4. Professional Development Plan

- Programs are required to submit a site professional development plan as well as individual staff professional development plans annually to the Community Partnership Program (CPP) office.
- The plans must include goals specific to the PFA program.

5. Program Evaluation and Improvement Plan

- Programs must administer the following:

- a. Annual evaluation of their classroom environment;
 - b. Annual evaluation of their program administration; and
 - c. An improvement plan based on the findings of the evaluation.
- Program evaluations that meet these requirements include the Head Start self-assessment, NAEYC accreditation self study, or the Early Childhood Environment Rating Scale (ECERS) along with the Program Administration Scale (PAS).
 - If your program has designed its own program evaluation, please submit it for approval.

QUALITY INDICATORS

6. Group Size and Ratio

- Programs must meet the following group size and ratio:

GROUP SIZE	RATIO
20 children	1:10

- If a program receives funding from a different source for which the group size and ratio are more restrictive, then the program must follow the lower group size and ratio.

7. Classroom Staff Qualifications

- All PFA programs must have the following full time staff qualifications for each of the 3-5 classrooms:
 - a. Teacher: Type 04 certification
 - b. Teacher Assistant: 60 college credit hours

All staff must have the most recent transcripts on file in the CPS Community Partnership Program office. If teaching staff do not have these credentials, programs will not meet this component.

APPENDIX B: PARENT EDUCATION AND INVOLVEMENT

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

Communication:

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

Parent Education:

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

Student Learning:

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

Involvement:

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

Decision-Making and Advocacy:

- Include parents in the development and implementation of program activities.
- Assist parents in becoming their children's advocates as they make the transition into preschool from the home or other child care settings, and from preschool to elementary school.
- Provide education and training to parents

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to prepare them to understand and exercise their rights and responsibilities concerning the education of their children.

- Assist parents in communicating with teachers and other program personnel so that parents can participate in decisions related to their children's education.
- Encourage the formation of parent-teacher organizations, parent advisory committees, or other parent groups to identify and respond to issues of interest to parents.

- Provide parents with current information regarding policies, practices, and children's progress as documented through performance-based assessment data and program evaluation performance procedures and outcomes.



APPENDIX C: SAMPLE PROGRAM AGREEMENT SUMMARY



Chicago Public Schools
Office of Early Childhood Education

Program Agreement Form Community Partnership Program Preschool for All 2012-2013

Authorized agency official: Please read and initial each of the following requirements of the Preschool for All program and sign the bottom of the statement on pages 1 and 2. All information is contained in the Board agreement.

I understand:

- _____ agencies must serve residents of the city of Chicago in facilities located within the city limits.
- _____ agencies must serve children who are three or four on or before September 1st of the program year (with the exception of children with IEP's).
- _____ children must be screened with the ESI-R within 45 days of enrollment.
- _____ children that score in the rescreen or referral range of the ESI-R must be screened with the ASQ-SE within 45 days of enrollment.
- _____ children that respond "yes" to either of the Home Language Survey questions must be screened with the Pre-IPT Oral English Language Proficiency Test by a teacher with a valid teaching certificate who has completed the prescribed online training successfully.
- _____ it is the agency's responsibility to ensure Chicago Public Schools (CPS) has the necessary identifying information for all children enrolled in the Preschool for All (PFA) program.
- _____ attendance for children with CPS ID numbers must be reported monthly by classroom with classroom attendance sheets if applicable.
- _____ agencies must offer a research based early childhood educational curriculum including language development.
- _____ agencies must utilize Teaching Strategies GOLD to assess each child in the program.
- _____ agencies must offer an appropriate parent education and involvement component and submit the required annual report.
- _____ teaching staff in the PFA program must hold a Type 04 Certificate or be enrolled in an approved certification program, and teacher assistants must have at least 30 college credit hours.

Type name of agency

Date

Program Agreement Form *(continued)*

I understand:

- _____ each certified teacher, in the half-day Head Start model, must serve one group of 17 (15) children or two groups of 17 (15) children.
- _____ group size can be no more than 20 children with a ratio of 1 (adult) to 10 (children).
- _____ two adults are required in each classroom at all times.
- _____ each PFA program must be at least 2½ consecutive hours of instructional time per day (exclusive of meals and rest time) and 5 days per week.
- _____ each PFA program must operate a 10-month program from September to June.
- _____ agencies must provide an on-site Professional Development Plan or a commitment to attend the CPP professional development offerings.
- _____ agencies must provide a Quality Improvement Plan (QIP) or Program Improvement Plan.
- _____ monetary awards are based on program staff required for the PFA program and the number of children enrolled per month.
- _____ monetary awards will be withheld for programs that exceed group size and ratio per classroom.
- _____ salaries and benefits are based on the educational background and experience of the staff, and comply with CPS salary ranges.
- _____ agencies are required to submit four expense reports based on expenditures from the previous payment period.
- _____ payments will not be made until prior expenditures have been reconciled.
- _____ account reconciliations that are received after the deadline will jeopardize current and future funding.
- _____ account reconciliations must include automated payroll, including the Type 04 teacher and teacher assistant's names, or canceled checks and funds distribution forms.
- _____ CPS has the right to audit the actual number of children enrolled, the placement of the certified staff, program quality and the center's professional development plan.
- _____ a variety of different tools may be selected to monitor program quality such as, but not limited to, ECERS, ELLCO, CLASS, Creative Curriculum Implementation Checklist, etc.
- _____ CPS has the right to utilize audited data to make program decisions for future funding.

Type name of agency

Date

Type name of authorized agency official

Signature of authorized agency official

