



Chicago Public Schools
Office of Early Childhood Education
Community Partnership Program
Guidelines for Collaboration with Community Agencies
Preschool for All
Continuing Programs

The Chicago Public Schools (CPS) will be receiving funds from the Illinois State Board of Education for the 2009-2010 program year. The 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. All currently licensed child care agencies and social service agencies are invited to respond.

Partnership Specifications

Agencies should not propose preschool services for children served by any other CPS Early Childhood program.

An applicant requesting funds for this program must meet all specifications listed in these guidelines.

- A. This project will be conducted only with agencies that are licensed by the Department of Children and Family Services (DCFS) or the City of Chicago and meet school board regulations for nonpublic school sites.
- B. Agencies wishing to participate must document their experience in providing services to young children and their families.
- C. Agencies should submit proposals to serve residents of the City of Chicago in facilities located within the city limits.
- D. For profit agencies must demonstrate that they comply with the provisions of the Plan for Minority and Women Business Enterprise Contract. More information is available online at: <http://www.csc.cps.k12.il.us/purchasing/index.php@tab=1&id=46.htm>.
- E. Programs wishing to continue their partnership program may reapply for the 2009-2010 program year with an application form. Agencies wishing to add sites or make changes to current membership information may do so on the attachments. The following attachments should be submitted with the application:
 - 1. Application cover and request for additional sites
 - 2. Program Abstract (program description and modifications)
 - 3. Program Evaluation
 - 4. Program Professional Development Plan
 - 5. Budget / Fiscal information
 - 6. Early Childhood Accreditation Form
 - 7. CPS Program Agreement Form
 - 8. Certifications and Assurance
 - 9. M/WBE Forms (for profits only)*
 - 10. Contractor's Disclosure Forms*

11. Taxpayer ID and Certification*

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

- F. The Chicago Public Schools Community Partnership staff will be responsible for monitoring the program to ensure compliance with program specifications.

Certifications and Assurances

The applicant is required to submit certifications and assurances for application exactly as they appear on the form attached to these guidelines. **The official legally authorized to submit the proposal must sign certifications and assurances.**

Grant Period

The grant period will begin no sooner than July 1, 2009, and will extend from the beginning date of the grant until June 30, 2010. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period. Agencies will have an opportunity to reapply as a continuing program for two years after the grant begins, but after the third year (2012-2013), all participants must reapply with a full proposal.

Submission of Application

The original and one copy of the proposal (exclusive of forms) must be received by 4:00 P.M. on Friday, May 22, 2009. Proposals should be typewritten and double-spaced. Submit an original and one copy to:

Christine Ryan
Community Partnership Program
400 West 69th Street
Chicago, Illinois 60621

Preschool for All (PFA) Program Specifications

This program funds educational programs for children ages 3-5 who are not eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the early childhood program is to be implemented), and who are identified as being at risk of academic failure.

The Preschool for All program has seven required components:

1. Screening Component

All children served must be screened and determined eligible according to Illinois State Board of Education guidelines and procedures established by the CPS Community Partnership Program. The initial screening instrument utilized is the ESI-Revised, Meisels. A signed permission from parents or guardians is required for each child. All children enrolled in CPS programs are required to utilize Creative Curriculum Continuum, although you may use the Creative Curriculum, High Scope, Work Sampling, or any other research based curriculum.

2. Education Program

The program must offer an appropriate education program for those children who are eligible to participate, as determined by the screening process. The education program that is established must include a language and literacy development component for each child based on the child's individual assessment.

A successful education program contains the following elements:

- ▶ The program is delivered in a group setting.
- ▶ The program meets five days a week, 2½ hours per day.
- ▶ The program meets for a minimum of 180 days per year.
- ▶ The curriculum and instructional practices are aligned with the Illinois Early Learning Standards. (<http://www.isbe.net/earlychi>)
- ▶ A research-based curriculum is used.
- ▶ Individual student files are maintained and contain the following information:
 - Eligibility
 - Health records including hearing and vision, physical and immunizations
 - Permission to participate
 - Attendance and enrollment records
- ▶ The program utilizes an appropriate assessment system documenting children's progress over time with measurable outcomes and procedures for sharing this information with parents.
- ▶ Individual student plans have been developed and are reflective of the philosophy of the program and the Illinois Early Learning Standards.
- ▶ Emergency drill procedures and the class schedule are posted.
- ▶ The classroom is stocked with developmentally appropriate materials, supplies, and equipment.
- ▶ Blocks of time are scheduled in such a way that children can become absorbed in their learning experiences without being interrupted.
- ▶ The schedule provides a balance of:
 - Teacher-directed and meaningful child-initiated activities
 - Active and quiet activities
 - Independent and guided activities
 - Large, small group, and individual activities
 - Appropriate transitions to eliminate wait time in line, snacks, meals, etc.

- ▶ Children are read to several times daily; in a large group, small groups and individually.
- ▶ Provisions are made for children with disabilities to participate in the program.
- ▶ Activities that pull children out of the classroom are minimal or nonexistent.

3. 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
- ▶ Decision Making and Advocacy

4. Community Collaboration

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

5. Staff Requirements

All Community Partnership PFA administrators and staff paid by the grant must hold appropriate certification and/or qualifications for their funded positions.

All teaching staff in the preschool initiative must hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and now 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 30 hours of college credit from an accredited college or university.

Staffing Options:

- ▶ Stationary Teacher Option I: In this option, the Early Childhood Certified Teacher and Teacher Assistant are in the same classroom all day with no more than 20 children in the morning and 20 different children in the afternoon. Child care staff with qualifications that meet child care licensing standards (often a child care teacher and child care teacher assistant) are with the children in their care for a full day, including spending half of the day in the preschool classroom. The Early Childhood Certified Teacher remains in the same classroom and the children and child care staff move in and out.
- ▶ Stationary Teacher Options II: In this option, the Early Childhood Certified Teacher and Teacher Assistant remain in the same classroom all day with no more than 20 children. Child care staff with qualifications that meet child care licensing standards may support the teacher and teacher assistant throughout the day.
- ▶ Moving Teacher Option: In this option, child care staff remain in the classroom with the children in their care for the full day. The Early Childhood Certified Teacher and Teacher Assistant move between two classrooms, staying in one for the morning and another in the afternoon for at least 2½ consecutive hours in each room. Thus, in this option the teacher is doing the moving not the children and child care staff.

6. 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 preservice and in-service training programs to enhance the skills of all staff in maximizing the delivery of services to children and their families. Agency staff is expected to participate in the CPS professional staff development in-services and share plans to implement strategies and techniques in their classrooms.

Agencies may also provide professional development on site. However, a written professional development plan must be provided including site based activities.

7. 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. The program should use the data and information for continuous program improvement to lead to better family outcomes.

PROPOSAL NARRATIVE REQUIREMENTS

Please review each of the following required attachments. Continuing agencies must respond to attachments A, E, F, H, I, and J.

Proposal Abstract (Attachment A)

Briefly describe (200 words or less) the program, including the anticipated outcomes. Include the process for screening, the name of the curriculum, and activities provided. Indicate whether the proposed program will be a new program or an expansion of existing services.

Agency/Organization Background and Structure (Attachment B)

Give a brief history of your agency. Describe the past experience and accomplishments of your organization in providing service to young children. Include any accreditations or other standards that your organization meets. Describe the organizational structure of your agency, including the board of directors. Attach a roster of current board members or other individuals legally responsible for the agency and indicate their occupations and home addresses. A copy of your state/city license must be submitted with the proposal.

Statement of Need (Attachment C)

The proposal must document the need for the Preschool for All initiative in the community. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside. Describe the process used to determine the need in relation to other similar services that may be operating in the same geographic area. Describe the criteria and indicators used for identifying children and families for participation in the program.

Population to Be Served (Attachment D)

The proposal must indicate the population to be served for the Preschool for All program. Describe the efforts that will be made to recruit the population to be served. Indicate the number of children and/or families to be enrolled in the Preschool for All program and the estimated percentage of children who are at risk of academic failure.

Program Description – Appropriate Education Program (Attachment E)

All proposals must describe how the proposed education program is developmentally appropriate and how it meets the needs of each child. The education program must include a language and literacy development component for each child based on the child's individual assessment. In addition, there should be collaboration with other services and resources available in the community. The following points should be included in the description:

- ▶ Staff/child ratios which may not exceed 1 (adult) to 10 (children).
- ▶ Group size of no more than 20 children.
- ▶ Number of days program meets.
- ▶ Hours of operation.
- ▶ A description of curriculum and link to Illinois Early Learning Standards.
- ▶ A description of student progress documentation and assessment instrument.
- ▶ A description of the language and literacy development component.
- ▶ A description of the process that will be used to determine whether progress is being made toward achieving the required component.

- ▶ A description of procedures that will be used to determine the success of the preschool program.

Parent Education and Involvement Activities (Attachment F)

Each Preschool for All initiative must offer appropriate education and involvement services in each of the following areas: communication; parent education; student learning; involvement; and decision making and advocacy. Parent education activities requiring substantial parent participation must occur. Activities such as discussion groups are encouraged. The component may also include program orientation, identification of parental needs, student program plans shared with parent, preferences for parental involvement, home visits and parent involvement in the classroom.

- ▶ Describe the activities that will ensure that communication between home and the program will be regular, two-way and meaningful.
- ▶ Describe activities that will promote and support parenting skills.
- ▶ Describe activities that will ensure parents play an integral role in assisting student learning.
- ▶ Describe activities that will encourage and support parental involvement.
- ▶ Describe how the program will ensure that parents are full partners in the decisions that affect children and families, including how the program will encourage parents and families to make decisions regarding their parenting skills and their children's development.
- ▶ Describe the family activities, such as workshops, field trips and child/parent events that will be provided. Include a schedule for the proposed activities.

Community Collaboration (Attachment G)

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

- ▶ Describe how services and activities will be coordinated with other programs in operation in the same service area that are concerned with the education, welfare, health and safety needs of young children and their families.
- ▶ Describe how children will make the transition both into and out of the program, including into kindergarten.
- ▶ Describe the procedures that will be used to move children into other early childhood programs that address the unique needs and situations of the children and their families.
- ▶ Describe how the program will reflect the understanding that the children's home, community and cultural experiences have an impact on their development and learning.

Staff Requirements (Attachment H)

Describe your plan to recruit and retain staff that hold appropriate certification and qualifications for the program positions. The following points must be included:

- ▶ Procedures to ensure that all teaching staff in the preschool initiative will hold either an Initial or Standard Early Childhood Certificate. Evidence of the certification status of all staff must be provided prior to final funding approval.
- ▶ Procedures to ensure that all teaching assistants meet requirements of 30 college credit hours.

- ▶ A list and description of the roles of professional and non-professional staff selected for the program.
- ▶ Evidence that the administrators and program staff are knowledgeable about high quality early childhood programs and are effective in explaining, organizing and implementing them.
- ▶ Evidence that the program has written personnel policies and job descriptions on file.
- ▶ Procedures to ensure that the program will offer opportunities and resources for staff to share and consult with others regularly.

Professional Development (Attachment I)

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

- ▶ Describe how the staff development needs will be determined for all staff, including noncertified program staff.
- ▶ Describe the staff inservice training program that will be conducted to meet the individual staff needs.
- ▶ Describe how the program's professional development plan will address issues of language and cultural diversity within the program.
- ▶ Describe other professional development activities that will be provided, including collaborations with other organizations, including but not limited to, a commitment with the Community Partnership Program.

Evaluation (Attachment J)

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

- ▶ Describe the process used to determine whether progress is being made toward successfully implementing the required components of the Preschool for All program.
- ▶ Describe procedures used to show measurable outcomes for children participating in the program.
- ▶ Describe procedures used to show measurable outcomes for family participation.
- ▶ Describe the process by which evaluation data will be used to inform continuous program improvement, including who will review the data and on what schedule. Describe how program improvement plans will be developed and how their implementation will be periodically reviewed.

System-wide Evaluation

The Illinois State Board of Education mandates that both formative and summative evaluations are conducted to provide continuous, systematic information on program implementation and to assess the accomplishment of the program's objectives. The CPS Office of Early Childhood Education, with the assistance of ISBE, is responsible for the conduct and reporting of evaluation data.

Funded projects will be evaluated using the CPS Preschool for All program design. The assessment will include information documenting the degree of program implementation, baseline data on the children served, children's attendance reports, evidence of children's developmental progress, methods and extent of parent involvement, and feedback from

staff and parents regarding the helpfulness and success of the program. Funded projects must provide assessment data on all children served in a format according to the guidelines and timelines determined by the CPS Office of Early Childhood Education.

- A. Evaluators will conduct observations of program activities with structured instruments reflecting the goals and procedures suggested in the proposal and emphasized in the inservice sessions.
- B. Parents, classroom staff, and administrators will be surveyed and/or interviewed to determine their reactions to the program and to gather suggestions for improvement.
- C. Student attendance, health data, and parent involvement records will be collected and reviewed.
- D. In-service sessions will be observed and evaluated for content, delivery, and applicability to the program's goals.
- E. Based on observations of children during classroom activities, teachers will indicate each child's mastery on the Creative Curriculum Continuum.
- F. CPS reserves the right to do an independent evaluation of child and family outcomes.
- G. Participating children enrolled in the Chicago Public Schools will be included in the longitudinal study to examine the long-term benefits of early intervention.

Facilities

- A. The classroom environment must be culturally sensitive and reflect developmentally appropriate practices. It should include opportunities for child-initiated activities, including interest centers and space and time for outdoor play. Describe how the agency will meet these requirements.
- B. The location and nature of the classrooms to be used by the program must be in compliance with DCFS or ISBE standards. Indicate ownership and/or terms of the lease of facilities to be used.
- C. For the duration of this project, funds will not be provided for renovation or rehabilitation.

Budget/Fiscal Information

Applicants must submit a budget for the proposed program utilizing the Budget Summary provided. All activities for a program must be completed within the program beginning date and the ending date. Liquidation of all obligations, including the current year's audit fee, should be completed no later than 90 calendar days after the project ending date.

Initial budgets should be based on staff positions required to implement a Preschool for All program. For example, if you plan on operating one Preschool for All classroom to serve 20 children you would need one Type 04 teacher (stationary model) and one qualified teacher assistant. You would list both names on the budget with their salaries and attach appropriate credentials. Staff not currently hired for the program would be listed as a vacant position until program awards are announced.

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. Before making funding decisions, staff will conduct site visits for selected applicants in order to validate information provided in the proposal. Final determination for selection will be made by the Chicago Board of Education 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. The selection of proposals for funding may also be based in part on geographic distribution and/or the need to provide resources to communities with varying demographic characteristics. Finally, among substantially similar proposals, extra consideration in the approval process will be given to proposals that form collaborative partnerships that combine high quality education and care for preschool children.

Qualitative Criteria (Total possible points are 100)

1. Quality of Proposed Program

The program proposal reflects consideration of recommended program elements specified in the Request for Proposals; contains developmentally appropriate practices and an evaluation process identifying measurable outcomes that are appropriate for the population to be served and complies with all other requirements specified in these guidelines. (Maximum of 40 points)

2. Population to be Served

The program proposal clearly indicates that a significant need exists because a disproportionate number of children in the applicant's population are at risk, and demonstrates that program funds could help alleviate educational problems which exist in the school district. Priority will be given to proposals which address the needs of underserved areas of the city. (Maximum of 30 points)

3. Experience and Qualifications

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. (Maximum of 20 points)

4. Financial Information

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. Salaries are aligned with teacher qualifications and/or a plan to align salaries with CPS salaries. (Maximum of 10 points)

Proposals will be evaluated in accordance with the criteria listed above. The Chicago Public Schools Board of Education 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 Chicago Board of Education.