



**Chicago Public Schools
Office of Early Childhood Education
Community Partnership Program
Guidelines for Collaboration with Community Agencies
Prevention Initiative Models
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 services for infants, toddlers, two's and young three's. Funds shall be distributed for the benefit of children who may need extra preparation for preschool and kindergarten. The program is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. The funding provides a Prevention Initiative program that offers coordinated services to at-risk children and their families that includes a parental training component. All licensed child care agencies and social service agencies are invited to reapply.

Partnership Specifications

Agencies should not propose subcontracting 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. Agencies wishing to continue their partnership in servicing the Birth to Three populations in a Prevention Initiative Model may reapply for the 2009-2010 program year. All agencies will be required to submit a completed application form. The following attachments should be submitted with the application:
 1. Application and Site Information
 2. Proposal Abstract
 3. Professional Development Plan
 4. Program Evaluation
 5. Early Childhood Accreditation Form
 6. Budget/fiscal Information
 7. CPS Program Agreement Form
 8. Certifications and Assurances

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

Prevention Initiative Program Specifications

The Prevention Initiative Model is made up of ten required components.

1. Screening Component

All applicants must provide a description of the procedures to be used to screen children and their families to determine their need for services, and ensure that the program will serve those children and families most in need. Applicants may conduct the screening using an existing screening instrument or one that they have developed. In either case, all comprehensive screening procedures must include the following:

- ▶ Parent interview to obtain a summary of the child's health history, including prenatal history, and social development. Birth to Three programs may utilize the Community Partnership pink screening folders to collect information.
- ▶ Criteria to assess environmental, economic and demographic information that indicates a likelihood that the children would be at risk, and to determine at what point performance on an approved screening instrument indicates that children would be at risk of academic failure. All screening instruments and activities must relate to, and measure the child's development in, these specific areas (as appropriate for the age of the child): vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
- ▶ Written parental permission for the screening of the child must be obtained.
- ▶ Where possible, the program provider must be involved in the screening process.

2. Research-Based Program Model

Programs should be designed so that parents will gain knowledge and skills in parenting through implementation of a research-based program model which will guide the provision of services. Activities requiring substantial participation of, and interaction between, parent and child must occur. These activities must be designed to teach parents new ways of supporting and enhancing their child's development, and include intensive and regular home visits. Education activities may be site-based or home-based. The education activities and services must adhere to the requirements of the selected program model, and be of sufficient intensity and duration to make sustainable changes in a family.

Programs must **not** charge fees for parents' program participation. In addition, parents who participate in the parental training component may be eligible for reimbursement of any reasonable transportation and child care costs associated with their participation in this component.

3. Research-Based Curriculum for Parent Education

Prevention Initiative programs must offer appropriate parent education and training services that address the seven designated areas of instruction listed below:

- ▶ Child growth and development, including prenatal development.
- ▶ Child birth and child care.
- ▶ Family structure, function and management.
- ▶ Prenatal and postnatal care for mothers and infants.
- ▶ Prevention of child abuse.
- ▶ The physical, mental, emotional, social, economic and psychological aspects of interpersonal and family relationships.

- ▶ Parenting skill development.

Programs must use a research-based curriculum for these educational services.

4. Developmental Monitoring

Prevention Initiative programs must regularly assess children's developmental progress to inform instruction and to ensure identification of any developmental delays or disabilities. Infants and toddlers are growing and changing at remarkable rates. It is important that staff and parents understand what each child is able to do and what developmental skills are challenging for each child. Regular developmental monitoring through multiple, developmentally appropriate methods is important to inform instruction, and to ensure that all children who have a potential developmental delay or disability are identified and referred for appropriate services. See the Illinois Birth to Three Program Standards for more information on Developmental Monitoring (http://www.isbe.net/earlychi/html/03_standards.htm).

5. Individual Family Service Plan

An important focus of the program is to help families identify how they want to improve their lives and the steps that will help them reach their goals. Families must be full partners in developing and implementing an Individualized Family Service Plan that identifies the family's goals, responsibilities, timelines, and strategies for achieving these goals, including the services to be provided to the child and to the family.

6. Case Management Services

Families must receive comprehensive, integrated and continuous support services through a seamless and unduplicated system.

Many of the families participating in Prevention Initiative programs have multiple needs, some of which cannot be met directly by the program. These may include, for example, adult education, housing, nutrition, health care, and other needs. Programs must form relationships with other service providers in the community, including the development of a system for referring families to other service providers, and following up on these referrals to ensure that families receive the needed services.

Families participating in Prevention Initiative programs may also have developed service plans with other service providers. The Prevention Initiative program must coordinate the individual family service plan with plans that other community service providers have developed with or for the families.

7. Family and Community Partnerships

Each prevention initiative must develop a parent and community involvement plan to include, but need not be limited to, orientation to the educational program, opportunities for involvement in home-based or site-based activities, provision for communication with parents about the program, methods of linking parents with community resources and services, and activities that emphasize and strengthen the role of the parent(s) as the child's primary educator.

Each program must demonstrate that the proposed program is not a duplication of services and has a referral system to ensure transition of 3-year-old children in other early childhood education programs after leaving the prevention initiative program.

8. Qualified Staff and Organizational Capacity

Appropriately qualified personnel that meet the program model may include, but are not limited to, program administrators, early childhood teachers, counselors, psychiatrist, psychologist and social workers. Agencies wishing to provide center based models must hire a BA/BS in Education or an AA in Child Development as the classroom teacher, and a teacher assistant with at least 30 college credit hours.

9. Professional Development

In order to enable staff to achieve the purpose and goals of the prevention initiative, staff development needs must be assessed and appropriate ongoing professional development activities should be provided. The staff development plan must be included.

10. Evaluation

Program evaluation is an ongoing process that culminates in the improvement of program quality. To be successful in this endeavor, programs need to develop systems for observing, recording, and measuring the quality and significance of the program's progress and success toward the implementation of the program model and the Illinois Birth to Three Program Standards. Likewise, the program needs to develop systems for measuring and analyzing the progress that children and families are making toward their goals.

PROPOSAL NARRATIVE REQUIREMENTS

Please review each of the following required attachments. Continuing programs must respond to attachments A, L, M, and N.

The Center Based program option is only available for agencies that currently subcontract with CPS for preschool services for children age's three to five.

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 model selected, 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 infants and toddlers. 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 early childhood 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 for the Prevention Initiative program that is not a duplication of services in the community in relation to other similar services that may be operating in the same geographic area.

Population to Be Served (Attachment D)

Only children under three years old may be served in this program. Children who are three years old on or before September 1, 2005 are not eligible.

Describe the efforts that will be made for outreach and recruitment of the eligible population to be served by the Prevention Initiative program. Indicate the number of families with children ages birth to 3 to be served. Indicate the geographic area to be served by the initiative. List all sites available for program/expansion on the application form.

Indicate within each classroom the staff/child ratio. (See recommended group size below).

Ages of Children	6	8	10	12	14	16
Infants (birth to 15 months)	1:3	1:4				
Toddlers (12 to 28 months)	1:3	1:4	1:4	1:4		
2-year-olds (21 to 36 months)		1:4	1:5	1:6		
2½-year-olds (30 to 36 months)			1:5	1:6		
2½-year-olds to 3 year-olds (30-48 months)				1:6	1:7	1:8

Program Description – Developmental Screening (Attachment E)

Infants and toddlers are not required to be screened for entry to the program. However, agencies must indicate which developmental screening is used to determine children at-risk. Children who remain in the program until the age of three will automatically be eligible for the Preschool for All program, but will be screened with the ESI-R.

Program Description – Research Based Model (Attachment F)

Identify the research-based program model that will be followed (see Appendix A for examples), and based on the requirements of that program model, address the following points in the description:

- ▶ Provide evidence that the program is derived from research on successful prevention services for at-risk families, including specific references to research that discusses the types of services and strategies to be offered by the program.
- ▶ Describe how the comprehensive services to be provided are aligned with the Illinois Birth to Three Program Standards.
- ▶ Describe the program activities, including parent activities, child activities, parent-child interactive activities, and family activities; indicate whether they are home-based or center-based; and describe how these activities will teach parents new ways of supporting and enhancing their child's development.
- ▶ Provide the anticipated schedule of services, including as appropriate, the frequency and estimated length of home visits, the frequency and length of parent group meetings, and the schedule of center-based services for children.
- ▶ Describe the steps that will be taken to encourage families to attend regularly, remain in the program, and allow sufficient time to make sustainable changes.
- ▶ Describe how the applicant will ensure that no fees will be charged of parents or guardians and their children who are enrolled and participate in the Prevention Initiative program.
- ▶ Provide a detailed description of procedures for reimbursement of transportation and child care costs, if these are to be included in the program.

Program Description – Researched-Based Curriculum for Parent Education (Attachment G)

Provide a brief description of the curriculum that will be used and describe how the curriculum is aligned with the Illinois Birth to Three Program Standards.

Program Description – Developmental Monitoring (Attachment H)

Regular developmental monitoring through multiple, developmentally appropriate methods are important to inform instruction, and to ensure that all children who have a potential developmental delay or disability are identified and referred for appropriate services. Describe the methods and sources of information used to regularly monitor children's development and how the program will communicate with parents about their child's progress.

Individual Family Service Plan (Attachment I)

Describe how parents and families will be involved in making decisions regarding the goals and outcomes of their individual family service plan. Describe how the needs of the family enrolled in the program will be assessed and how this information will be used to develop an individual family service plan. Describe how the individual service plan is used to guide services for the family.

Case Management Services (Attachment J)

A case management approach is to be used to provide intensive, comprehensive, integrated and continuous support services to families through a seamless and unduplicated system. The following must be included in the description:

- ▶ Describe how the program will coordinate the individual family service plan with plans that other community service providers have developed with or for the family.
- ▶ Describe how the program will provide families with access to comprehensive services, including those not provided directly with the program.
- ▶ Describe the system for referring families to other service providers and following up on these referrals.

Family and Community Partnerships (Attachment K)

- ▶ Describe the orientation activities associated with the educational program that will be provided.
- ▶ Describe opportunities that will be provided for parents to be involved in home-based or site-based activities.
- ▶ Describe procedures that will be used to communicate with parents about the program.
- ▶ Describe procedures that will be used to link parents with community resources and services.
- ▶ Describe activities that will be provided to emphasize and strengthen the role of the parent(s) as the child's primary educator.
- ▶ Describe how families will be involved in developing and implementing the program and the system for regular communication with parents about the program.
- ▶ Describe the referral system that will be implemented to place 3-year-old children in other early childhood education programs after leaving the Prevention Initiative program.

Staff Qualifications and Organizational Capacity (Attachment L)

For each full-time and part-time professional and nonprofessional staff to be paid by the program, list the following information:

- ▶ Position title.
- ▶ Name of person who will fill the position.
- ▶ Qualifications and experience of person who will fill the position.
- ▶ Roles and responsibility of the position.

Appropriately qualified personnel should be hired. Staff should be knowledgeable in early childhood development and experienced with infant/toddler programs. Classroom teachers must hold either a BA/BS in Education or an AA in Child Development. Classroom assistant teachers must have at least 30 college credit hours. Describe the organization's capacity to operate a program of this nature.

Professional Development (Attachment M)

Evidence of a written professional development plan must be provided. Describe how the staff development needs will be determined for all staff members. Describe the staff pre-service and inservice training program that will be conducted to meet the individual staff needs and to meet the requirements of the chosen program model.

Evaluation (Attachment N)

Describe the process that will be used to determine whether progress is being made toward successful implementation of the program model and the Illinois Birth to Three Program Standards. Describe the process that will be used to determine the progress that children and families are making toward their goals. Describe how the evaluation will be used to inform continuous program improvement.

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 collection 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. Inservice 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 and Payment Schedule found in the attachments. All budget amounts should be rounded to the nearest whole dollar. 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.

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 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 young 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 activities that will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness. The proposal provides for effective linkages among parents, education, health and social service agencies and includes a plan for coordination of services with other educational programs serving young children and their families. The program is built upon effective research about prevention services and aligned to the Illinois Birth to Three Standards. The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.
(Maximum of 40 points)

2. Population to be Served

The program proposal clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services provided by the Early Childhood Block Grant program, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other related indicators. 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. Effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families are enrolled in the program. (Maximum of 30 points)

3. Experience and Qualifications

The program proposal shows how proposed staff hold the appropriate certifications and qualifications necessary to successfully implement a high quality program, the professional development plan addresses individual staff needs, offers a varied and full range of staff development experiences and provides sufficient opportunities for

learning so as to allow staff to incorporate the training into program activities 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 for how teacher salaries are in alignment 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 Public Schools Board of Education.