

# Technical Assistance for Communities

Support for Early Childhood Block Grant FY19 Re-competition

December 2017

# Agenda

- |         |  |
|---------|--|
| 10am    | Welcome and Introductions; Review of the agenda;<br>Housekeeping   |
|         | Overview of RFP submission details and components: PFA<br>and PFAE |
|         | Prevention Initiative  |
| 11am    | Budget and program structure                                       |
| 11:45am | Collaborative planning and community systems                       |
| 12:30   | Lunch – secure lunch to eat during the next work session           |
|         | Risk and Reach: IECAM  |
| 1pm     | Risk and Reach: IECAM  |
| 1:30pm  | Topical Breakout Sessions  |
| 3pm     | Team Time/Individual Questions                                     |

# Contact Information

## TA providers

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# RFP Details: PFA and PFAE

- Due January 12<sup>th</sup>, 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](http://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: PFA and PFAE

- Five year grant cycle
- Grant period will begin no sooner than July 1, 2018, extend from start until June 30<sup>th</sup>, 2019
- 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
- Funding amounts:
  - PFA
  - PFAE
- Requirements related to GATA, DUNS and SAM are found on page 2-3 of the RFP document

# Purpose of the PFA/PFAE Grant



- Preschool for All (PFA) and Preschool for All Expansion (PFAE) focus on providing high-quality educational programs for children who are determined to be at risk of academic failure
- The competitive grant is for programs to implement Preschool for All or Preschool for All Expansion beginning in FY 19
- The grant period will begin no sooner than July 1, 2018, and will extend from the execution date of the grant until June 30, 2019
- Funding in the four subsequent years will be contingent upon state grant-making rules, a sufficient appropriation for the program, and satisfactory progress in the preceding grant period



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# ECBG Funding Priorities



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



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# Funding Priorities



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



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# Program Specifics

## PFA

- Minimum of 165 student attendance days per year

## PFAE

- Minimum of 165 student attendance days per year
- **75% or more of the children who are enrolled must be 4 years old by September 1st and at or below 200% of the federal poverty level.** Children have multiple risk factors or 1 highest priority selection factor.
- The highest priority selection factors for the program are:
  - Homelessness, child welfare involvement, disability (child has Individual Education Plan [IEP] for more than itinerant speech services or has been referred for special education evaluation), and family income at or below 50% of the FPL.
  - Remaining children are 3 or 4 years old and are prioritized by the highest risk factors.

# PFAE Grant - Additional Required Components



- Full day and full school year (1st grade equivalent)
- Qualified staff and salary parity
- Recruitment of the most at-risk
- Birth to 3rd Grade alignment
- Comprehensive services
  - Medical and Dental Homes
  - Collaborative Partnerships
  - Mental Health Services
- Instructional leadership
- Family Support
  - Family assessment
  - Resource Referral
  - Goal Setting
  - Follow-up and documentation
- Family Engagement
  - Parent Advisory Council
  - Family Education Opportunities



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# RFP Narrative and Program Components

With Reference to Attachments for  
Submission

# Review Rubric Component 1: Population to be Served

## **Statement of Need** (PFA/E: Attachment 6, 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.
- Head Start: Discuss need for PFA or PFAE in relation to Head Start or other similar services in the community. Also include the number of children served by HS and how the services will not be duplicated.
- Priority Populations: Demonstrate how you are serving priority populations, as defined in the RFP

# Statement of Need



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



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# ISBE Priority Populations



## Highest Priority Populations:

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

## Additional Priority Populations:

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

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



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# Review Rubric Component 1: Population to be Served

## **Population to be Served** (PFA/E Attachment 7, PI Attachment 2B)

- Comprehensive recruitment strategy
- Estimated number of children to be served
- Specific geographic areas served

PFAE must specifically address:

Seeking out and serving children with special needs

# Review Rubric Component 2: Quality of Proposed Program

## Preschool for All/Expansion (PFA/E):

- RFP Program Components 1-4 & 7
- Attachments for Submission 8-11 & 14

## Prevention Initiative (PI):

- RFP Program Components 1-7
- Attachments for Submission 3-9



# Review Rubric Component 2: Quality of Proposed Program

## **Screening to determine risk status** (Program Component 1, PFA/E Attachment 8, PI Attachment 3)

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

### **Meets Standards (Both PFA/E):**

- Criteria on research based screening instrument to determine “at-risk”
- Family interview, in native language, to obtain a summary of the child’s health history and social development and may include questions about the parent’s education level, employment, income and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.
- Vision and hearing screening
- Process for written parental permission & sharing info with families
- Home language survey (SDs only)
- Teaching staff involved and screening results available to teaching staff
- Weighted eligibility criteria addressing priority populations and community based risk factors
- No exclusion for not being toilet trained
- Actively seek out and enroll children with special needs.

# Screening



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

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



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# Screening



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



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# Review Rubric Component 2: Quality of Proposed Program

## **Educational Program** (PFA/E Program Component 2, Attachment 9)

- **Goal:** Preschool children will show gains in all developmental areas, including literacy, cognitive, social, and emotional development.

### **Meets Standards (Both PFA/E):**

- ❑ Facility information
- ❑ Aligned with COMPREHENSIVE IELDS (don't restate standards)
- ❑ Developmentally appropriate curriculum
- ❑ Individualized assessment
- ❑ Transition plans
- ❑ Daily schedule
- ❑ Special education & inclusion model
- ❑ Approach to serving homeless children
- ❑ Approach to supporting ELLs
- ❑ Strategies to eliminate suspension and expulsion (MH consult., etc.)
- ❑ B-3<sup>rd</sup> continuum (at least 1 component)

### **Meets Standards (PFAE ONLY):**

- ❑ Rationale for determining hours (Must be full day, full year, mirroring 1<sup>st</sup> grade of the district)
- ❑ Universal and targeted social emotional supports & curric.
- ❑ 60 mins daily physical activity
- ❑ Comprehensive services (medical, dental, mental health)
- ❑ Process for ensuring dental and health screening
- ❑ How mental health services are provided to child and family
- ❑ Mental health screening
- ❑ IEP services in the classroom

# Educational Program, PFA and PFAE comparison

## PFA

- Must meet at a minimum 2.5 hours, 5 days per week
- Minimize interruptions to the balanced schedule
- Children with disabilities participate
- Native language material provided
- Transportation provided for children from homeless families
- Minimal pulling students out of classroom
- No charges or fees to families

## PFAE

- Must be full-day program, meeting 5 days per week
- Minimize interruptions to the balanced schedule
- Children with disabilities participate
- Native language material provided
- Transportation provided for children from homeless families
- Minimal pulling students out of classroom
- No charges or fees to families
- Program follows a social-emotional model or curriculum
- Daily schedule includes at least 60 minutes of physical activity per day
- The program provides a nutritious breakfast, lunch, and an afternoon snack for participating children, at no cost to families
- Comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health
  - Each child receives a dental and health screening.
  - Mental health services are provided to children and families through a contracted, qualified mental health provider or consultant. The program ensures that each child receives a mental health screening.
- IEP services are provided to children within the classroom setting

# Educational Program



- Language and literacy component
- Collaboration with community
- 1 adult to 10 children
- 20 children max per class
- Individualized assessment profile
- 7 developmental domains addressed
- Language development support for English learners
- Progress assessed over time
- Parents aware of progress
- Individual student files maintained



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# Educational Program



## **ADDITIONAL EXPANSION REQUIREMENTS**

- The program meets for a full day equivalent to a first grade classroom, and no less than five hours per day
- Program follows a social-emotional model or curriculum
- Daily schedule includes at least 60 minutes of physical activity per day
- The program provides a nutritious breakfast, lunch, and an afternoon snack for participating children, at no cost to families
- Comprehensive services are provided to support the development of the whole child, including in the areas of medical, dental and mental health
  - Each child receives a dental and health screening.
  - Mental health services are provided to children and families through a contracted, qualified mental health provider or consultant. The program ensures that each child receives a mental health screening.
- IEP services are provided to children within the classroom setting

# Review Rubric Component 2: Quality of Proposed Program

## **Family (Parent/Guardian) Involvement** (Program Component 3, Attachment 10 Parent Education and Involvement)

- **Goal:** Families will be involved in their children's educational process and will gain knowledge and skills in parenting.

### **Meets Standards (Both PFA/E):**

- ❑ Two-way, meaningful, communication in native language
- ❑ Parenting skills education
- ❑ Family role in assisting student learning
- ❑ Families as partners in decision-making
- ❑ Family activities (workshops, field trips and child/family events, etc.)
- ❑ Mission statement represents shared beliefs
- ❑ Provide information re: rights of those experiencing homelessness

### **Meets Standards (PFAE ONLY):**

- ❑ Family educator on staff describe job description roles and responsibilities (See p. 15-16 in PFAE RFP)
- ❑ Connections to medical and dental home
- ❑ Resources, referrals, and follow-up to ensure family needs are met
- ❑ Signed MOU specifying referral process with health, mental health, and dental partners
- ❑ Workshops related to health, mental wellness, and healthy lifestyles
- ❑ How families are educated and engaged in creating a Kinder transition plan
- ❑ Aligns to [ISBE Family Engagement Framework](#)
- ❑ Parent Advisory Council



# Family Education and Involvement



- Communication between home and the Preschool for All Expansion program should be two-way, meaningful, and when appropriate, in the families' native language. Parenting skills are promoted and supported
- Opportunities for family education are provided
- Families play an integral role in assisting student learning
- Families are welcome in the program and their support and involvement are sought. Families are encouraged to volunteer in the classroom
- Family activities such as workshops, field trips and child/family events are provided to engage in cultural and social enrichment
- Families are full partners in the decisions that affect children and families
- Families, staff members, and community representatives cooperatively develop a mission statement based on shared beliefs
- The program establishes partnerships with families to promote the development of children and their families
- The program provides information to families on the educational rights of their children experiencing homelessness



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# Family Education and Involvement



## **ADDITIONAL EXPANSION REQUIREMENTS**

- Hire Family Educator to support parent engagement
- Program staff works with families to provide referrals, resources and services that address the needs of families
- Workshops and trainings are offered to families on a regular basis
- Families educated about kindergarten transition
- Align to the components of the ISBE Family Engagement Framework and the Head Start Parent, Family and Community Engagement Framework
- Parent Advisory Council formed that encourages parents to participate.



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# Review Rubric Component 2: Quality of Proposed Program

## **Community Collaboration (Program Component 4, Attachment 11)**

- **Goal:** Children and families will receive all services needed through a seamless and unduplicated system.

### **Meets Standards (Both PFA/E):**

- ❑ Comprehensive written plan outlining collaboration with other child and family serving agencies
- ❑ Written agreement with local Head Start, if applicable

### **Meets Standards (PFAE ONLY):**

- ❑ Partnership with the local Head Start, regular communication, coordination, joint activities
- ❑ Role and participation in local collaboration groups
- ❑ Active partnership and regular communication with regional DCFS and McKinney-Vento liaisons to enroll homeless families and those in the child welfare system
- ❑ Program maintains active linkages to COMPREHENSIVE community social service resources

# Community Collaboration



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

## **ADDITIONAL EXPANSION REQUIREMENTS**

- Partnership with the local Head Start
- Program actively participates in local collaboration groups
- Program has an active partnership and regular communication with regional DCFS and McKinney-Vento liaisons
- Program maintains active linkages to community social service resources



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# Rubric Component Number 2: Quality of Proposed Program

## **Evaluation** (Program Component 7, Attachment 14)

- **Goal:** The evaluation will provide critical data and information that is used for continuous program improvement.

# Evaluation



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

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



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# Rubric Component Number 3: Experience and Qualifications

## **Staff Requirements (Program Component 5, Attachment 9)**

- **Goal:** Staff will have the knowledge and skills needed to assist children in reaching their full potential as learners.

# Staff Requirements



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



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# Staff Requirements



## **ADDITIONAL EXPANSION REQUIREMENTS**

- Teaching staff salaries comparable to local K-12 teaching staff salaries
- Employ at least one Instructional Leader
- Employ at least one Family Educator
- Classroom teachers and school/center-level leadership participate on the Parent Advisory Council



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## Rubric Component Number 3: Experience and Qualifications

### **Professional Development** (Program Component 6, Attachment 10)

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

# Professional Development



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



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# Professional Development



## **ADDITIONAL EXPANSION REQUIREMENTS**

- Teaching staff members receive training annually on screening tools, curriculum, and assessment tool
- Instructional leader provides embedded professional development



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# Prevention Initiative FY19

Prevention Initiative goal: providing early, continuous, intensive, and comprehensive evidence-based child development and family support services to help families prepare their young children for later school success.

# Review Rubric Component 1: Population to Be Served

Statement of Need (Attachment 2A)

Population to be Served (Attachment 2B)

# 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.

- 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



## 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 Framework: 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

## Center-Based Child Care

- 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

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

## 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

## 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.

- Home Visiting program: Must have 3 FTE total, no home visitor less than .5 FTE
- Center-based/Family Literacy: meet DCFS licensing requirements and ExceleRate Silver (by 2024, staff must meet Gold, PEL or IT level 5)
- 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

## 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.12

- 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

# Program Structure and Budget

# Program Structure and Budget

## Reminders

- Use ISBE budget forms, PFA/PFAE Attachments 15, 16 and 17 and PI Attachments 12, 13, and 14
- Form 18 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](https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf)

# Budget Summary

- PFA/E Attachment 15 and 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?
- Budget amount (request per child) 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)



# Structure and Budget

- Consider all the positions that are required and those you need to run your program
  - Instructional Lead (PFAE)
  - Family Educator (PFAE)
  - Principal/Manager/Director – not required but a necessity in running early childhood programs
  - Administrative Support – don't limit how you consider this role and the work they actually do
- How will you cover the costs associated with other quality aspects? Some required, some not
  - Cost of comprehensive services (PFAE)
  - Parent trainings/workshops
  - Parent Advisory Council (PFAE)
  - Mental Health Consultation

# 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 3.15%
- Using the Indirect rate
  - Requires detailed information about the expenditures (Att 17)



# **Birth-to-Third Grade Pipeline**

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# IL Birth Through Third Grade (B-3) Continuity

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**Illinois State Board of Education**

James T. Meeks, Chairman

Tony Smith, Ph.D., State Superintendent of Education



**Governor's Office of  
Early Childhood Development**

# IL Birth Through Third Grade (B-3) Continuity

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## **Pipeline linking services from Birth to Age 8**

- Curriculum alignment between early childhood and elementary schools
- Sustained, high-level parent engagement activities
- Assessment of children by using KIDS and sharing data across the age continuum and partners

# Vision of a Seamless Learning Continuum

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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.<sup>1</sup>



<sup>1</sup>Ounce of Prevention Fund and The University of Chicago Urban Education Institute, 2014.

# B-3 Strategies

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Aligned  
**Assessments**

Data-Driven  
**Improvement**

Comprehensive  
**Services**

Aligned  
Curriculum  
and  
**Instruction**

Supported  
**Transitions**

Joint  
Professional  
**Development**

Community  
**Partnerships**

Family  
Engagement  
and Parent  
**Leadership**

# **B-3** Continuity **Project**

# Summary of Tips for RFP Narratives

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- The provided rubrics should be closely followed.
- When considering ways to **ensure your communities B-3 Pipeline is present in your narrative**, the following includes tips that are intersections with the outlined B-3 strategies.
- Responses from the presented questions and suggested content should be considered for inclusion.





Helpful  
Tips

# Proposal Abstract

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- Where applicable, ensure that inclusive language of the B-3 Continuum is included.
  - Consider touchpoints along continuum (Birth to Age 8)
  - Are there intersections of your services that are enhanced by collaboration?

# Data-Driven Improvements

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- Establish systemic partnerships focused on child outcomes
- Drive instruction and identify achievement gaps

## Data Can...

	<b>Make Connections</b> Help communities identify needs and possible solutions
	<b>Make an Impact</b> Appropriate data can inform instruction and learning environments
	<b>Understand What's Happening</b> Descriptions of policies, programs, implementation status, data trends
	<b>Community Description/Profile</b> Overview of findings to communicate data and attract stakeholders
	<b>Engage Families</b> Help parents and caregivers understand their student's progress
	<b>Accountability</b> Provide measurable to help hold participating stakeholders accountable
	<b>Continuous Improvement</b> Timely data to inform instruction and support services
	<b>Strategic Tool</b> Strategic planning tool to help in planning, gathering, analyzing or reporting of data

- Informative across multiple levels (child, program, district community)
- Determine allocation of resources & PD needs



Helpful  
Tips

# Project Need

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- Have conversations been held to agree upon community needs?
  - Are there established & agreed upon at-risk factors?
  - What process was used to determine community needs? Where community partners involved?



Helpful  
Tips

# Population to be Served

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- Effective Community Outreach requires collaboration
- Consider what community providers also serve targeted families, how are these stakeholders working together?



Helpful  
Tips

# Screening Process

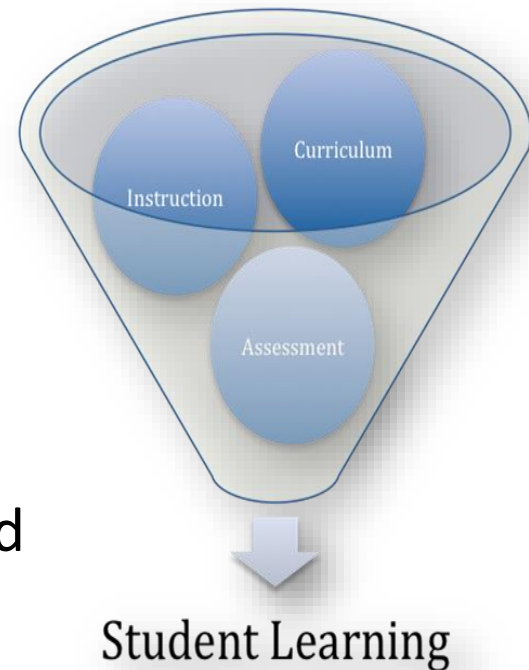
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- “Conducted on a community-wide basis” - consider ways that stakeholders are working together
- Describe how existing pipeline works
  - Are consistent tools used between providers?
  - Needs of children should be holistically be considered - do partnerships exist to help with non-educational needs?

# Aligned Curriculum/Instruction/Assessments

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- Shared expectations of student growth
- Focus on both academic & social-emotional skills
- Aligned with the science of child development
- Reflective of children & families' cultures
- KIDS Assessment as a link between preschool (0-5) & Kindergarten
- Vertical & horizontal assessment articulation across grades, buildings and programs





Helpful  
Tips

# Appropriate Educational Program

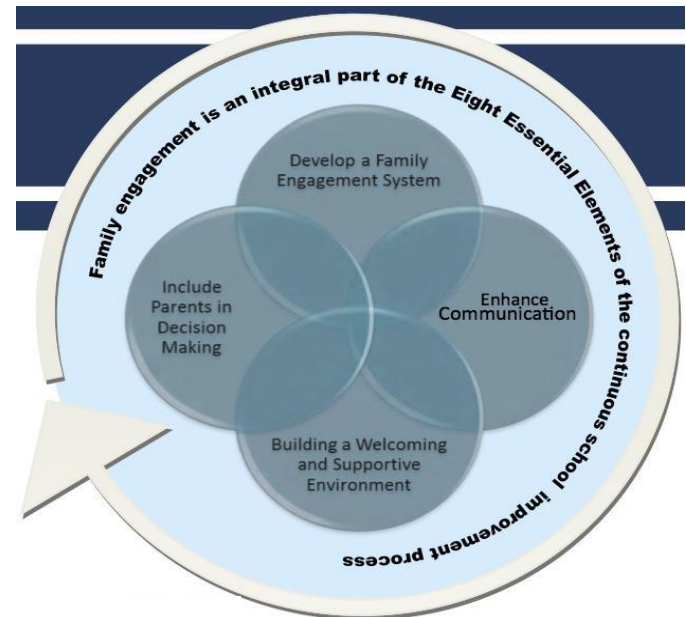
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- Show “collaboration with other services and resources available in the community”
  - Review B-3 strategies for alignment
  - How is development of the *whole child* supported?
- Does your mission statement reflect student inclusion and community supports?
- Show alignment with Early Learning & Development Standards
- What efforts exist to support alignment of curriculum, instruction and assessments both vertically and horizontally? (articulation across grades, buildings and programs)

# Family Engagement & Parent Leadership

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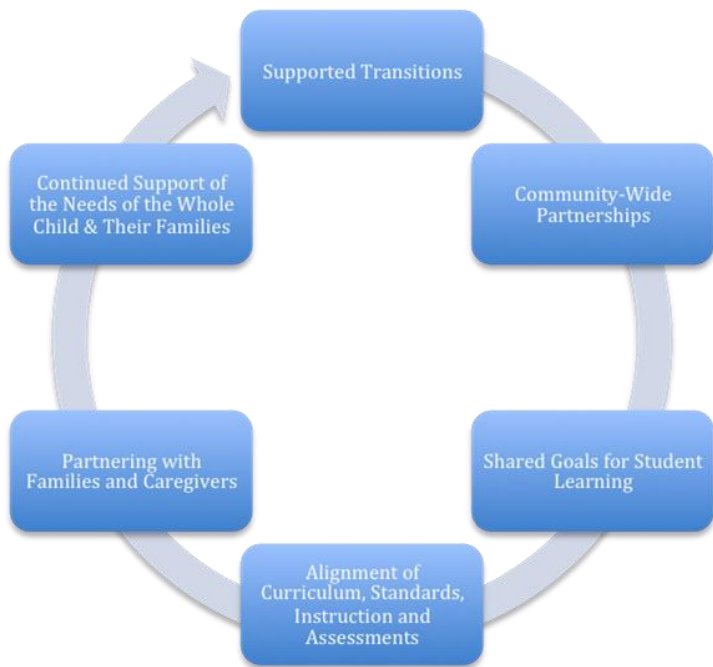
- Schools & families partner in children's education.
- School and parent communications are two-way.
- Parents are involved in school decision-making.
- Environments are safe, welcoming, and culturally sensitive.
- Family engagement & outreach is done at a systems level.





# Supported Transitions

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- Increased access to early childhood programs & smooth transitions
- Established partnerships to facilitate conversations between different settings, ages and grades
- Supports are targeted to both children AND families

# Comprehensive Services

- Families have access to comprehensive services
- Established roles for connecting families to services
- Services connected across systems





Helpful  
Tips

# Parent Education & Involvement

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- Consideration of comprehensive services available to meet identified family needs
  - What referral/pipeline (Birth to Age 8) connections exist?
  - How do partnerships move beyond MOU's to support families
- Transitions are critical - supports to both children and families
- Are conversations between different settings, ages and grades to ensure consistency for families?
- What structures exist to ensure that parents are included in program planning and leadership?

# Community Processes

Develop a strategic plan for the B-3 Initiative

Engage community stakeholders or partner with existing partnerships

Conduct an environmental scan and community needs assessment

Design vision and mission statements for the B-3 Initiative

Set B-3 goals and outcomes

Identify B-3 Strategies to achieve set goals





Helpful  
Tips

# Community Collaboration

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- Tie together collaborative partners from across different narratives - highlight any local collaboration entity
- Are there community goals set for Kindergarten Readiness or Early Childhood?
- When applicable, provide examples beyond an MOU - how do regular community, coordination of services & joint activities occur?
- What does the pipeline (Birth-3rd Grade) of services look like - including outreach, intake and transitions?
- Are any relationships bi-directional? (e.g. referrals made to local dental clinic and clinic also referrals to pre-k services)

# Joint Professional Development

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- Aligned from birth-to-third grade
- Grounded in child development & effective instructional practices
- Partnerships across schools and community-based programs
- Opportunities for educators to learn with those teaching levels both below & above them





Helpful  
Tips

# Professional Development

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- Grounded child development & effective instructional practices
- Aligned from birth-to-third grade (educators learning with those above and below them)
- Reflective of children & families cultures
- Partnerships across schools and community-based programs



Helpful  
Tips

# Evaluation

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- Consider ways that Developmentally Appropriate Practices can enhance assessments
- Are you utilizing KIDS to its full capacity?
- How do your assessment practices reflect children and families' cultures as well as native languages?
- Ensure that family participation is reflected

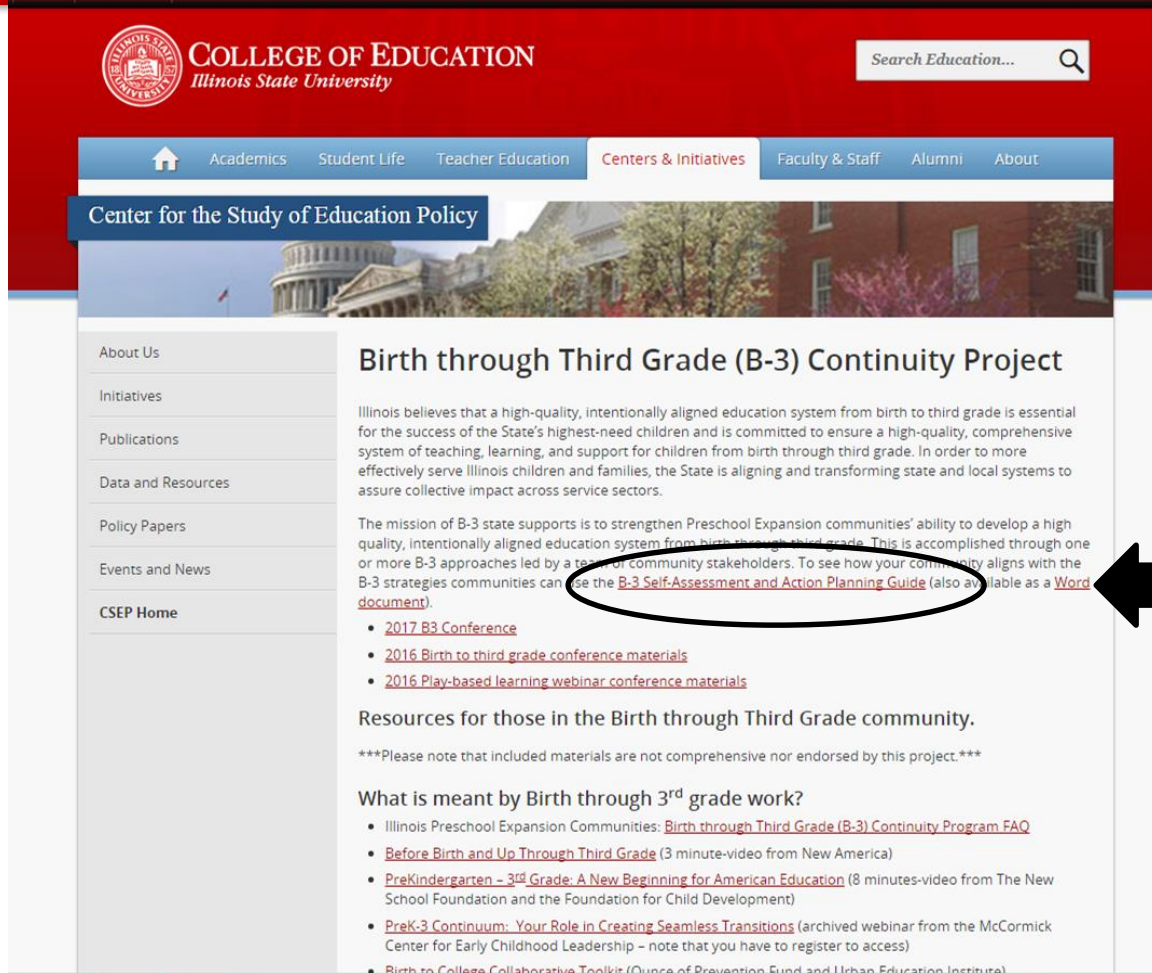


# Moving Beyond the RFP

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- Take Inventory of your existing B-3 Pipeline
- Does your needs statement show areas that community stakeholders should be working to improve?
  - Leverage community conversations about the data
- Review gaps that need to be build up before implementation
- Get started – identify some partnership goals and seek out resources for implementing strategies

# B-3 Self-Assessment & Action Planning Guide



**COLLEGE OF EDUCATION**  
Illinois State University

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Center for the Study of Education Policy

## Birth through Third Grade (B-3) Continuity Project

Illinois believes that a high-quality, intentionally aligned education system from birth to third grade is essential for the success of the State's highest-need children and is committed to ensure a high-quality, comprehensive system of teaching, learning, and support for children from birth through third grade. In order to more effectively serve Illinois children and families, the State is aligning and transforming state and local systems to assure collective impact across service sectors.

The mission of B-3 state supports is to strengthen Preschool Expansion communities' ability to develop a high quality, intentionally aligned education system from birth through third grade. This is accomplished through one or more B-3 approaches led by a team of community stakeholders. To see how your community aligns with the B-3 strategies communities can use the [B-3 Self-Assessment and Action Planning Guide](#) (also available as a [Word document](#)).

- [2017 B3 Conference](#)
- [2016 Birth to third grade conference materials](#)
- [2016 Play-based learning webinar conference materials](#)

Resources for those in the Birth through Third Grade community.

\*\*\*Please note that included materials are not comprehensive nor endorsed by this project.\*\*\*

### What is meant by Birth through 3<sup>rd</sup> grade work?

- Illinois Preschool Expansion Communities: [Birth through Third Grade \(B-3\) Continuity Program FAQ](#)
- [Before Birth and Up Through Third Grade](#) (3 minute-video from New America)
- [PreKindergarten - 3<sup>rd</sup> Grade: A New Beginning for American Education](#) (8 minutes-video from The New School Foundation and the Foundation for Child Development)
- [PreK-3 Continuum: Your Role in Creating Seamless Transitions](#) (archived webinar from the McCormick Center for Early Childhood Leadership - note that you have to register to access)
- [Birth to College Collaborative Toolkit](#) (Quince of Prevention Fund and Urban Education Institute)

<http://education.illinoisstate.edu/csep/b3/>



# 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

## Components in the RFP where IECAM DATA will be used:

### 1. Population to be Served

- Statement of Need- Community Demographics and Ranking Document
- Priority Populations
- Community and Local Risk Factors
- Number of Head Start and other EC programs in same geographic location identified; ensure there is no duplication of services.

### 2. Screening to Determine Risk Status

- Identification of risk factors to be used that reflect the community to be served (environmental, economic and demographic information).
- Establish eligibility criteria to identify children who are at-risk of academic failure.

# Illinois Early Childhood Asset Map (IECAM)

Dawn V Thomas, PhD

Director, Early Childhood and Parenting Collaborative

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)

About IECAM | Have a Data Request? | Dashboard | Resources for ECBG FY18 Planning | 877-275-3227 (toll free) | f

# IECAM

Illinois Early Childhood Asset Map

RISK FACTORS | DATA SEARCH OPTIONS | PUBLICATIONS | RESOURCES

## Data Search Options

Includes tabular data, GIS maps and searches, and demographic theme maps.

READ MORE

[iecam.Illinois.edu](http://iecam.Illinois.edu)

# Childhood Asset Map (IECAM)



Search the IECAM Data Collection

## Select a Year:

Select a year to report on:

[What data types are available on IECAM?](#)  
[Search data across multiple years.](#)

## Select a Region:

- Counties
- Zip Codes Postal
- ISBE 2016 Regions
- Elementary School Districts
- House Districts (2010 Census)
- Congressional Districts (113th - current Congress)
- Chicago Community Area

## Descriptions of regions

- Townships (Townships, Cities, Precincts)
- Zip Codes 2010 ZCTA
- IDHS Regions
- Unit School Districts
- Senate Districts (2010 Census)
- Municipalities

## Types of Data

### Early Childhood Data:

- ❖ Head Start/Early Head Start
- ❖ Preschool for All
- ❖ Child Care
- ❖ Prevention Initiative
- ❖ Home-visiting
- ❖ MIECHV (in preparation...)

### Demographic Data:

- ❖ Population
- ❖ Race/Ethnicity
- ❖ Poverty
- ❖ Language
- ❖ Working Families
- ❖ Child and Family Characteristics and Risk Factors

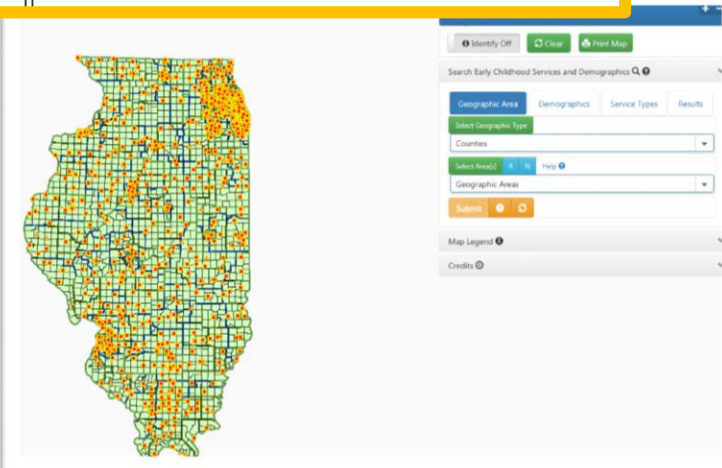
<b>Early Childhood Service Type:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> All data</li><li><input type="checkbox"/> <a href="#">ISBE PreK/PFA</a></li><li><input type="checkbox"/> <a href="#">Head Start</a></li><li><input type="checkbox"/> <a href="#">Early Head Start</a></li><li><input type="checkbox"/> <a href="#">Migrant and Seasonal Head Start</a></li><li><input type="checkbox"/> <a href="#">Licensed Child Care Centers</a></li><li><input type="checkbox"/> <a href="#">License-Exempt Child Care Centers</a></li></ul>	<b>Demographics:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> All data</li><li><input type="checkbox"/> <a href="#">Population</a> number of children &lt;1, 1, 2, 3, 4, and 5 years</li><li><input type="checkbox"/> <a href="#">Population 6-12</a></li><li><input type="checkbox"/> <a href="#">Population by Race/Ethnicity</a> number of children &lt;1, 1, 2, 3, and 4 years</li><li><input type="checkbox"/> <a href="#">50% Federal Poverty Level</a> children &lt;50% FPL</li></ul>
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## Regions of Data

- ❖ State through ZCTA (zip code)

## Formats

- ❖ Tables & Maps



# Illinois Early Childhood Asset Map (IECAM)

Users can search and get **data** in various formats:

- Tabular Data Search
- GIS Interactive Maps
- Demographic Theme Maps
- Standard Reports
- Multi-Year Search
- Language Use

The screenshot displays the IECAM website interface. At the top, there is a navigation bar with links for 'About IECAM', 'Have a Data Request?', and 'Dashboard'. On the right side of the header, there is a phone number '877-275-3227 (toll free)' and a Facebook icon. Below the navigation bar is the IECAM logo, which consists of a stylized outline of Illinois with the letters 'IECAM' inside, and the text 'Illinois Early Childhood Asset Map' underneath. To the right of the logo are links for 'RISK FACTORS', 'DATA SEARCH OPTIONS', 'PUBLICATIONS', and 'RESOURCES', along with a search icon. The main content area is titled 'Data Search Options' and includes a breadcrumb trail 'IECAM > Data Search'. Below this title, there is a sub-header 'Includes tabular data, GIS maps and searches, and demographic theme maps.' followed by social media icons for email, Pinterest, Twitter, and Facebook. The page is divided into six main sections, each with a title, a brief description, and an illustrative image: 1. 'Tabular Data Search' with a description 'This is a quick search for early childhood and demographic numbers (not maps).', an image of a child with an abacus, and a social media icon for Facebook. 2. 'GIS Maps & Tables' with a description 'This Geographic Information System allows you to search our interactive maps.', an image of a smartphone with map pins, and social media icons for Pinterest, Twitter, and Facebook. 3. 'Demographic Theme Maps' with a description 'Overlay the locations of early care and education programs with demographic variables.', an image of a map of Illinois with colored overlays, and a legend. 4. 'Standard Reports' with a description 'Save steps in searching by viewing reports prepared in response to FAQs.', an image of a child with colorful toys, and a social media icon for Facebook. 5. 'Multi-Year Search' with a description 'Compare data for a single data type over multiple years.', an image of hands typing on a laptop, and a social media icon for Facebook. 6. 'Language Use' with a description 'Languages in Illinois available on the IECAM Web site.', and a speech bubble icon.

# Illinois Early Childhood Asset Map (IECAM)

IECAM offers data on **child and family characteristics** impacting young children and families.

- Employment
- Education
- Health Care and Health
- Demographics
- Early Care and Education Services
- Other Social and Economic Factors

Check out our **Interactive State Comparison Maps!** How does Illinois rank in comparison with other states in the nation?

## Social and Economic Factors

Includes societal factors such as child abuse and neglect, foster care, and refugee populations.



## Early Care and Education Services

Includes variables related to early childhood programming and children's characteristics.



## Demographics

Includes population variables such as poverty, race/ethnicity, and language use.



## Education Variables

Includes ISAT data and data on mother's and parents' education levels.



## Health Care and Health

Includes variables related to children's health and development, such as birth defects, teen births, and teen parents.



## Employment

Includes variables related to employment and family working conditions.



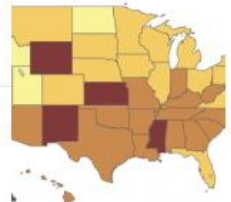
## Language Use

Data on languages spoken in Illinois as well as linguistic isolation.



## Interactive State Comparison Maps

See how Illinois compares with other states regarding particular risk factors.





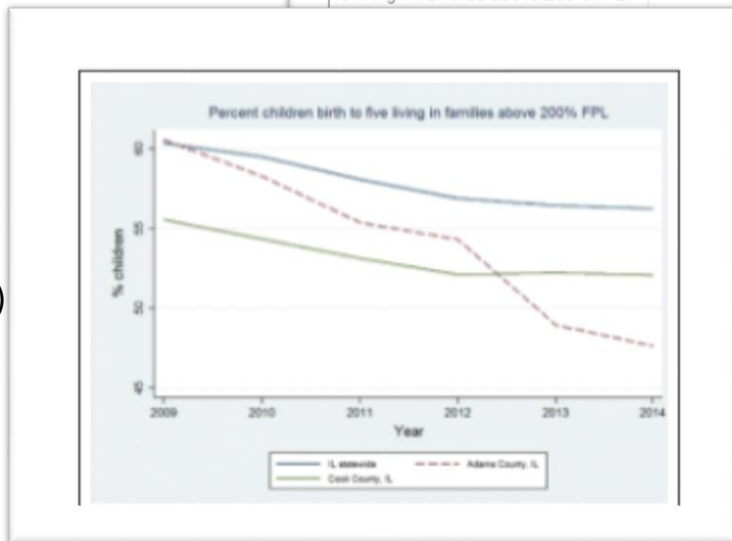
# Childhood Asset Map (IECAM)

IECAM is now the home of the **Early Childhood Dashboard!**

Six primary metrics or indicators that will track identified outcomes for young children

- ❖ Economic Security
- ❖ Health
- ❖ High Quality Early Learning for Infants and Toddlers (enrolled in a gold-rated ExceleRate program and/or home visiting program)
- ❖ High Quality Early Learning for Preschoolers (enrolled in a gold-rated ExceleRate program and/or home visiting program)
- ❖ Kindergarten Individual Development Survey (KIDS)
- ❖ Coordinated Community Systems

Number of children through age 5 living in families <i>above</i> 200% FPL	12,482,102	12,379,706	-0.82%
Percentage of children through age 5 living in families <i>above</i> 200% FPL	52.48%	52.22%	-0.5%



reached these numbers and real life examples.

# Childhood Asset Map (IECAM)

## Data in service to the state of Illinois...

IECAM provides data for programs responding to **ISBE's RFP** for PFA and PI grants.

- EC and demographic data
- School District data
- Concentrated Disadvantage data

IECAM provides data to the Illinois **Early Learning Council** committee structure, the **Children's Cabinet**, **state agencies**, the **OECD**, and **advocacy organizations**.

IECAM collaborates with various committees, subcommittees, and work groups (e.g., **Data, Research, and Evaluation** subcommittee, **All Families Served** subcommittee).


IECAM works in concert with the **Illinois Longitudinal Data System** at Northern Illinois University, particularly in populating the Dashboard.

IECAM provides **customized data and maps** based on user requests.

## Resources for ECBG FY18 Planning

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.



 **Note:** We recommend using **both Standard Reports** (Response to PFA and PI Request for Proposal and District Profile) in

**For questions and information related to the RFP process**, please email: [earlychi@isbe.net](mailto:earlychi@isbe.net)

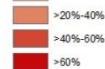
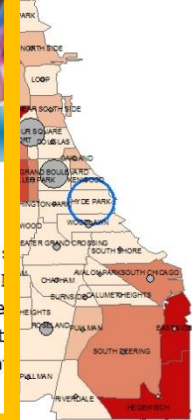


**Home** | **About Us** | **For Parents** | **Early Learning Council**

### Early Learning Council

The Early Learning Council, a public-private partnership created by [Public Act 93-380](#), coordinates and expands programs and services for children, birth to five, throughout membership including senior state officials and non-government stakeholders appointe the Early Learning Council builds on current programs to ensure a comprehensive, stat system (preschool, child care, Head Start, health care and support programs for paren lives of Illinois children and families.

School District Profile, you may miss side of that particular school district. 1S.



# 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

About IECAM | Have a Data Request? | Dashboard | Resources for ECBG FY19 Planning

877-275-3227 (toll free)

CHILD AND FAMILY CHARACTERISTICS | DATA SEARCH OPTIONS | PUBLICATIONS | RESOURCES

## IECAM

Illinois Early Childhood Asset Map

### Child and Family Characteristics

Data on child and family characteristics related to children's growth and learning.

READ MORE



### 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.



### 2017: Resources for the PFA and PI Request for Proposals

This webinar, from February 24th, highlights the data and resources available on IECAM that you can use in responding to ISBE's request for proposals.

# 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](mailto: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 (grades 3-5)**

#### 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.)



#### 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.