CHICAGO:
READY TO LEARN!

CHICAGO PUBLIC SCHOOLS
SCHOOL APPLICATION
INSTRUCTIONS

City of Chicago
Mayor Rahm Emanuel

CHICAGO
PUBLIC
SCHOOLS | CPS

SECTION I: OVERVIEW

A. Purpose of the Ready to Learn! RFP for CPS Schools

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

In addition, CPS will be applying to DFSS to continue to serve as a delegate agency for Head Start services. Detailed information about the Head Start Program Performance Standards can be found at www.eclkc.ohs.acf.hhs.gov.

The Office of Early Childhood Education (OECE) is seeking to partner with current CPS schools wishing to provide high quality preschool services. Funds shall be distributed for the benefit of children who may need extra preparation for kindergarten.

Children are eligible to participate in a preschool program in CPS if they are at least age 3 by September 1st of the program year, are not yet age-eligible for kindergarten, and are residents of Chicago. Schools are required to have selection criteria to enroll the most at risk children first, so as to maximize the number of at-risk children who receive two years of high quality early education before kindergarten. Selection criteria should include family characteristics (homelessness, teen parents, maternal education, language other than English spoken at home, etc.) as well as income and any other criteria pertinent to the population being served.

Recognizing that high quality preschool is beneficial for all children—even those not considered at high risk of school failure—CPS encourages schools to develop preschool programs for all children in the community they serve. Starting in the 2013-14 school year, families who can contribute to the cost of preschool may be asked to pay on a sliding scale. Children most in need, including children with special needs, will continue to be provided preschool opportunities at no cost. Children (age three) currently receiving services at no-cost in the 2012-13 school year will continue to be eligible for no-cost preschool at age four in 2013-14. CPS will provide schools with a procedure for verifying family income and determining the required parent contribution, as well as assist in administering tuition payments, as needed.

SECTION II: APPLICATION INSTRUCTIONS

The due date for this application is November 2, 2012 by 4:30 pm. One
original and one copy should be submitted to:

>Office of Early Childhood Education
>ATTN: CPS School-Based Application
>125 South Clark Street, 9th floor
>Chicago, Illinois 60603

All proposals must be complete. Incomplete proposals may not be reviewed. Applicants are responsible for ensuring that the submitted proposal is complete. In person or bonded messenger delivery is encouraged.

Additionally, please email an exact and complete electronic (scanned) copy of your proposal, and ALL attachments to: readytolearnrfp@cps.edu by November 2, 2012 by 4:30pm. The email copy must be in a single pdf file.

Both the paper proposals and the emailed copies are required for the submission to be considered complete.

This application is for traditional CPS public schools only.

Questions

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

>Office of Early Childhood Education
>*readytolearnrfp@cps.edu*

B. Application Requirements

Application packages should include a complete set of the forms included in this packet and **should not exceed 20 pages.**

C. Application Selection Criteria (page level maximums are included)

Applicants are asked to respond to questions in the following sections. Selection criteria will be aligned to questions. Please see Appendix B for the Selection Criteria Rubric.

1. Needs Assessment and Program Model Proposal (5 pages)
2. Recruitment, Selection, Enrollment and Attendance (1 page)
3. Curriculum for Classroom (1 page)
4. Screening, Assessment, and Differentiated Instruction (2 pages)
5. Children with Disabilities (1 page)
6. Parent Engagement and Support (2 pages)
7. Community Partnerships (1 page)
8. Transitions (1 page)
9. Quality Monitoring (2 pages)
10. Professional Development (2 page)
11. Past Experience (1 page)

CPS School Based Application

School: _____

Address:_____

Principal:_____

Needs Assesment information—use Chicago Community Needs Summary Tool to complete.

Please indicate the addresses and radii that you used in the Chicago Community Needs Summary Tool. For each geographic area or "bubble" (i.e., each selected address and its radius), indicate the approximate percentage of participants in your program(s) at this site that you anticipate will come from that geographic area. (This percentage is not entered in the Needs Assessment Summary Tool, but will be helpful for the reviewers in understanding your proposed service area)

Note: You may choose up to five areas, but many programs will find that one or two areas will be sufficient to encompass their main recruitment area.)

Addresses Entered	Radius Selected	Approximate % of participants at this site that will come from this area (Must total 100%)
1.		
2.		
3.		
4.		
5.		

Statistics from Chicago Community Needs Summary Tool

		Combined area	Area 1	Area 2	Area 3	Area 4	Area 5
Number of children ages birth through two							
Number of children ages 3 and 4							
Children under age five in deep poverty (under 50% FLP)	Number						
	Percent						
Children under age five in poverty (under 100% FPL)	Number						
	Percent						
Children under age five in low-income families (under 185% of poverty level)	Number						
	Percent						
Children born to women between 15 and 19 years old	Number						
	Percent						
Children entering kindergarten who speak a language other than English at home	Number						
	Percent						

Describe any other factors about the community to be served that informed the proposed program model. These may the prevalence of risk factors and community characteristics such as low birth weight births; parental education levels; parental employment patterns; community violence; poor academic outcomes for children in the community; access to transportation; and other factors relevant to early childhood programming.

Program Model Proposal

Indicate number of classrooms you propose to operate and the number of children you intend to serve in each classroom. Briefly outline the program model you intend to implement (e.g. part-day, full-day, hours per day, blended (inclusive) classrooms, tuition-based, sliding scale, Head Start). Innovative model for service delivery is encouraged.
Note: It is assumed that all classrooms will be inclusive of children with disabilities.

Describe why the program model(s) proposed were selected for this school. For example, if a full day model is proposed, explain why the full day model is required to meet children's needs. If Head Start model is proposed, describe why Head Start will help meet family and community needs, etc.

Describe any unique features of the program that will be provided at this site, and describe how they address community, student, and family needs.

Describe different sources you may use to fund the proposed program (in addition to traditional federal and state funding sources).

Attach a sample daily schedule for each model you are proposing (e.g., part-day, full school day).

Recruitment, Selection, Enrollment and Attendance

1. Describe how your school will recruit children, including how you will recruit children whose families have especially high needs and what risk factors will be consider to determine needs.

2. How will your school prioritize program applicants to ensure that the neediest children are enrolled?

3. Describe how your school will monitor child attendance and the policies and procedures you will use to address and improve any instances of chronic absenteeism.

Curriculum for Classroom

1. Specify what curriculum your program will use.

List any supplemental curricular materials you will use..

Name	Age Range	Focus (e.g., Literacy, Math)

2. Describe how the Illinois Early Learning Standards and Head Start Standards (if applicable) will be used to guide classroom instruction, develop school readiness goals, and how they are integrated into the curriculum and supplemental curricular materials you will use.

3. Describe how your program will develop specific school readiness goals for the preschoolers you will serve, including how parents were or will be involved in this process.

Screening, Assessment, and Differentiated Instruction

1. Who will conduct developmental, vision, and hearing screenings for your program?

2. How will results of developmental, vision, and hearing screening be communicated to parents?

3. How will the results of the child assessments be discussed with parents?

4. How will the results be used to individualize instruction for children?

Children with Disabilities

1. Describe how children with suspected developmental delays and/or disabilities will be identified, including how both screening results and observations of children in the classroom will be used.

2. Describe how you support these children while they are in process of referral and evaluation. Describe how you will ensure that they receive appropriate evaluation for special education services.

3. Describe how your program will support children who have individualized education programs (IEPs). Include how you will collaborate with parents, therapists, and others to ensure students' needs are met.

Parent Engagement and Support

1. Describe your school's plan to involve parents and families in their children's development and education (see Appendix A for ideas about parent engagement in early childhood programs). Include in your description how you will ensure:

   - Communication between home and the program will be regular, two-way, meaningful and when appropriate, in the parents' native language.

   - Parenting skills will be promoted and supported.

   - Parents will be supported in playing an integral role in assisting student learning.

   - Parents will be welcomed in the program, and their support and involvement will be sought.

   - Parents will be full partners in the decisions that affect children and families.

2. List any parenting curricula or parent education materials your program will use.

3. Describe how your school will ensure the cultural appropriateness of parent engagement services.

Community Partnerships

1. List the partnerships your school has, and briefly describe the services to be provided by these partners to preschool students and their families.

Organization	Services provided	Formal Written Agreement? (Yes/No)

2. Describe how your school will coordinate with other early childhood programs in the community to ensure that the maximum number of children receive high quality early learning services and ensure that your children receive the comprehensive care needed (e.g., how you will collaborate in recruitment, share referrals, etc.).

3. Describe how you will coordinate with other local entities to ensure that children are receiving the comprehensive care necessary for their growth and development (e.g., extended day care, medical/dental care, social and emotional supports, etc.)

Transitions

1. Describe your school's policies and procedures for facilitating transitions:

   • into the program;

   • between program options and/or classrooms; and

   • out of the program into other early childhood programs if child leaves before kindergarten;

2. Describe how you will work with programs for children birth to three years old to support children's transition into your preschool program.

3. Describe your school's approach to supporting children's transition into kindergarten.

Quality Monitoring

1. Describe how your school will ensure that all children are receiving high quality, data-informed effective instruction in preschool classrooms.

2. Describe how your school will ensure that all program requirements are being met (e.g., requirement that children receive meals and snacks if program is Head Start funded).

3. Describe your program's approach to providing the required gross motor activities for children (minimum 20 minutes within a 2h 40m day).

Professional Development

1. Describe the professional development activities that will be provided to meet the staff members' individual needs, including collaborations with other organizations, and how these activities will be aligned with the rest of professional development for your school.

2. Describe how you will work with staff to set professional goals to ensure continuous program improvement.

3. Describe how your school's professional development plan will address issues of language and cultural diversity within your program(s).

Past Experience Providing High Quality Early Childhood Education

1. Does your school currently offer an early childhood/preschool program? If yes, please describe.

2. Describe the accomplishments of your current early childhood program. Provide evidence of your success in operating a high quality program and increasing children's school readiness (e.g., results of teacher observations conducted by the Early Childhood Office, child progress as measured on the GOLD or KRT, etc.)

3. Describe your school's current efforts for continuous improvement in your early childhood program.

APPENDIX A

PARENT EDUCATION AND INVOLVEMENT

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

Communication:

• Conduct one-on-one conferences between teachers and parents of each child, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers and the need for child care.

• Conduct at least one home visit per year.

• Provide opportunities for parents to communicate with administrative staff.

• Distribute communications about classroom activities.

• Distribute regular progress reports to parents and provide support services and follow-up conferences as needed.

• Distribute information about the Illinois Early Learning Standards.

• Translate communications to assist non-English-speaking parents.

• Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the program and the family.

Parent Education:

• Enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children, through inclusion of adult parent group activities and parent-child interaction activities.

• Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.

Student Learning:

• Inform parents about child development, age-appropriate expectations and the behaviors of young children.

• Provide information regarding how parents can foster their child's learning and development, through parent-child interaction, "at home" activities, and parenting education groups.

• Engage parents in a dialogue related to their observations of their child's increasing skills and abilities.

• Sponsor workshops and distribute information to assist parents in understanding how young children learn and in becoming aware of the Illinois Early Learning Standards and performance-based assessments.

• Provide opportunities for staff members to learn and share effective strategies to engage parents in their child's education.

Involvement:

• Parent volunteering in classrooms and other areas of the program and/or from home.

• Survey parents regarding their interests, talents and availability, then coordinate

parent resources with those that exist within the program and community.

• Encourage parents to observe children as often as possible and to participate with children in group activities.

• Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.

Decision-Making and Advocacy:

• Include parents in the development and implementation of program activities.

• Assist parents in becoming their children's advocates as they make the transition into preschool from the home or other child care settings, and from preschool to elementary school.

• Provide education and training to parents to prepare them to understand and exercise their rights and responsibilities concerning the education of their children.

• Assist parents in communicating with teachers and other program personnel so that parents can participate in decisions related to their children's education.

• Encourage the formation of parent-teacher organizations, parent advisory committees or other parent groups to identify and respond to issues of interest to parents.

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

APPENDIX B

Criteria for Review and Selection Criteria Rubric

The Chicago Public Schools' Office of Early Childhood Education will review submitted applications based upon the selection criteria rubric. Before making funding decisions, site visits may be conducted. Final determination for selection will be made by the Office of Early Childhood and will be based upon recommendations resulting from the evaluation and review process.

Further guidance on the criteria for review and the selection criteria rubric will be made available shortly at the following website: http://www.cityofchicago.org/bids/chicagoreadytolearn

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