

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150004

Grants.gov Tracking#: GRANT11757018

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/10/2014"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text" value="NA"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="NA"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Office of the Governor - Illinois"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="090927061"/>	* c. Organizational DUNS: <input type="text" value="8068123580000"/>

d. Address:

* Street1: <input type="text" value="100 W. Randolph"/>
Street2: <input type="text" value="Suite 16-100"/>
* City: <input type="text" value="Chicago"/>
County/Parish: <input type="text" value="Cook County"/>
* State: <input type="text" value="IL: Illinois"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip/Postal Code: <input type="text" value="60601-3218"/>

e. Organizational Unit:

Department Name: <input type="text" value="IL Office of the Governor"/>	Division Name: <input type="text" value="Office of Early Childhood Dev."/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Theresa"/>
Middle Name: <input type="text" value="A."/>	
* Last Name: <input type="text" value="Hawley"/>	
Suffix: <input type="text" value="Ph.D."/>	
Title: <input type="text" value="Executive Director"/>	

Organizational Affiliation: <input type="text" value="IL Governor's Office of Early Childhood Development (GECDD)"/>
--

* Telephone Number: <input type="text" value="312-814-6348"/>	Fax Number: <input type="text" value="NA"/>
---	---

* Email: <input type="text" value="Ltheresa.hawley@illinois.gov"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants. CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

State of Illinois' Preschool Development Grant Program - Expansion Grant Application

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="20,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="20,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Ineresa Hawley</p>	<p>TITLE</p> <p>Executive Director OECD</p>
<p>APPLICANT ORGANIZATION</p> <p>Office of the Governor Illinois</p>	<p>DATE SUBMITTED</p> <p>10/10/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="NA"/>	7. * Federal Program Name/Description: <input type="text" value="Electoral Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150004

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

TSRRGEPA.pdf

Delete Attachment

View Attachment

GEPA (General Education Provisions Act), Section 427

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the Illinois State Board of Education (ISBE) ensures equal access and participation to all persons. For state-level activities as well as all other activities supported by federal assistance under this application, ISBE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. ISBE will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals

The Illinois State Board of Education (ISBE) provides leadership, resources, assistance, and oversight in partnership with local education agencies to support student achievement and success. As such, students, teachers, and others with special needs in local education agencies do not face barriers in accessing or participating in federally-funded programs and activities based on their gender, race, national origin, color, disability, or age. All potential beneficiaries will be provided equitable access to participate in grant-funded activities and services.

In the event a barrier is identified, the ISBE is prepared to take action to remove such barriers and ensure equitable access for all beneficiaries with special needs.

Illinois serves an increasingly diverse student population. Students who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander comprised 49.3% of the student enrollment in 2012. The state has identified schools in which students are succeeding in spite of high poverty and other risk factors.

Over 120 languages are represented in Illinois by more than 200,000 students. Illinois provides bilingual services for these students according to state law. Documents are translated, at the state or local level; into other languages as needed (e.g., the parental

notification for families of children receiving services as Limited English Proficient Learners).

The ISBE is an equal opportunity/affirmative action employer and does not discriminate on the basis of gender, race, national origin, color, disability, or age.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Office of the Governor - Illinois

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Theresa Middle Name: A.

* Last Name: Hawley Suffix: Ph.D.

* Title: Executive Director - OIGD

* SIGNATURE: Theresa Hawley

* DATE: 10/10/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ILLINOIS PRESCHOOL DEVELOPMENT GRANTS-EXPANSION GRANT

PROJECT SUMMARY ABSTRACT

CFDA Number: 84.419B

Applicant: State of Illinois

Illinois proposes to expand High Quality Preschool to reach an additional 13,760 Eligible Children by the end of 2018 through a new program option in its Preschool for All state-funded preschool program. Dubbed “More at Four,” this new program option builds upon the existing quality components of Preschool for All (teacher with Professional Educator License with Early Childhood Endorsement and Special Education, Bilingual and/or English as a Second Language Endorsement as indicated by population served; aide with endorsement as Paraprofessional Educator; class size of no more than 20 children; curriculum and assessment system aligned with Illinois Early Learning and Development Standards; inclusion of children with disabilities; provision of snacks and meals as appropriate for program length; parent education and engagement services; and comprehensive developmental and health screening) by adding requirements that these programs provide: a full school day of instruction; Comprehensive Services, including connections to health, mental health, dental and social services; intensive parent engagement services; universal and targeted supports for positive behavioral and social-emotional development; at least 60 minutes per day of physical activity; and instructional leaders (master teachers, curriculum coordinators, or education coordinators) with specific early childhood expertise and expertise in serving culturally, linguistically and ability diverse children, in a ratio of no more than one per ten classrooms to focus on providing high quality embedded professional development to teachers.

The More at Four program option has been designed specifically to address the needs of children with highest needs, including children in poverty or deep poverty, those who are

homeless or involved with the child welfare system, and those who have multiple other significant risk factors such as parents who themselves have low education or a disability. Communities will be supported in identifying such children early—at or even before birth—and developing continuous “pipelines” of high quality services for these children from birth through early elementary school. Illinois will invest in developing a regional support structure for local community collaborations; these collaborations will focus on ensuring children with high needs receive continuous, high quality services. The State will also support a Preschool to Third Grade Continuity Project in collaboration with a state university to support alignment and integration of curriculum and comprehensive services among preschool providers and K-3 schools in the Selected Communities. The State will expand its PFA monitoring, professional development, and coaching programs to accommodate the growth in PFA services, and will conduct an evaluation of the More at Four program options. All More at Four programs will participate in ExceleRate Illinois, the State’s Quality Rating and Improvement System.

The following Subgrantees will provide More at Four services through this grant: Addison SD 4; Aurora West SD 129; Aurora East SD 131; One Hope United (Aurora and Joliet); Indian Prairie SD 204; Valley View CUSD 365U; CUSD 300 (Carpentersville); Children’s Home & Aid (Carpentersville); Chicago Public Schools; Through a Child’s Eyes (Cicero); Decatur SD 61; SD U-46 (Elgin); Mt. Vernon SD 80; Metro East Preschool for All; McLean County Unit SD 5 ;North Chicago SD 187; Rock Island Reg. Office of Education; Rockford SD 205; Rockford Head Start; Lansing SD 258; Dolton SD 148; Dolton SD 149; Posen-Robbins SD143.5; West Chicago SD 33; and CUSD 200 (Wheaton-Warrenville).

The State will contribute approximately \$ (b)(4) over four years as matching funds for the project as part of the State’s overall Birth to Five Initiative.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

(b)(6)

State of Illinois

Preschool Development Grant-Expansion Grant
Application for Initial Funding



Office of Governor Pat Quinn
October 10, 2014

CFDA Number 84.419b



OFFICE OF THE GOVERNOR
SPRINGFIELD, ILLINOIS 62706

Pat Quinn
GOVERNOR

October 7, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

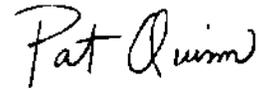
On behalf of the State of Illinois, I am pleased to submit the enclosed proposal for a Preschool Development Grant Program – Expansion Grant. In order to ensure that Illinoisans are well-prepared for the 21st century economy, I have set a goal of increasing the proportion of Illinois residents with a college degree or workforce certificate to 60% by 2025. Reaching this goal will not be possible without a strong start for Illinois children so I thank you for providing this opportunity to expand access to high quality early learning.

Illinois has long been a leader in early childhood and under my administration we have made unprecedented progress to strengthen our state's early learning and development system. As a part of my Illinois Jobs Now! capital program, we launched the nation's largest investment in early childhood facilities by providing \$(b)(4) in construction grants to high need communities across the state to build and renovate early childhood spaces and expand access to early learning. As an awardee of the Early Learning Challenge program, Illinois has developed a statewide, cross-sector early childhood quality rating and improvement system to drive quality improvement across programs. Moreover, as a part of my signature Birth to Five Initiative, Illinois has expanded evidence based home visiting programs and prioritized family support services including prenatal care.

I recognize the importance of early education as the cornerstone for not only individual educational achievement but for the long term economic prosperity of our state and nation. I remain committed to working with the Department, state legislators, and Illinois' early learning community to continue to improve early childhood

opportunities for our youngest learners. I appreciate your consideration and look forward to continuing to partner in supporting student success from cradle to career.

Sincerely,

A handwritten signature in black ink that reads "Pat Quinn". The signature is written in a cursive, flowing style.

Pat Quinn
Governor

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Background Information for Reviewers: Illinois' Demographics and Geography

Illinois has the fifth largest population in the United States, at just fewer than 13 million people. There are approximately 170,000 four-year-old children, and over 68,000 of these are in families with incomes below 200% of the Federal Poverty Level and are therefore eligible for the Preschool Development Grant-Expansion Grant program. Approximately 16,500 four-year-old children (nearly 10%) are in families in extreme poverty, with incomes below 50% of the Federal Poverty Level. Estimating the number of children who face a combination of multiple risks to their healthy development (e.g., low parental education, single parent household, low birth weight, parental mental illness, etc.) is difficult given the manner in which population-level data is typically collected and reported, but based on the best evidence available, the State estimates that 20-25% of Illinois children under age five experience three or more significant risk factors. Research shows that these children are especially in need of high-quality early learning and comprehensive services if they are to be prepared to succeed when they enter kindergarten.

The ethnic and racial make-up of Illinois' population largely mirrors that of the nation as a whole. Approximately 15% of the population is African-American, 5% is Asian, 2% is two or more races, and 16.5% is Latino. The state does not have any tribal lands, and its population of American Indians is less than 1%. As with the national population, young children in Illinois are more likely than older residents to be Latino; approximately one in four children under age five in the state is Latino.

Illinois's population is heavily concentrated around the Chicago metropolitan region. The following table shows the percentage of the state's total population of children under five, and the percentage of the state's poor children (income under 100% of the federal poverty level) who live in the Chicago metropolitan area, in other smaller metropolitan areas around the state, and in rural counties.

	Total Population	Children in Poverty
City of Chicago	23%	32%
Surrounding suburbs/greater Chicago metro. area	42%	31%
Other counties w/cities larger than 20,000	23%	24%
Rural counties (no city larger than 20,000)	13%	13%

As is true throughout the country, Illinois' suburbs have experienced a dramatic rise in poverty over the past 10-15 years. While children in the suburban counties are still less likely to be poor than children in the City of Chicago, the number of young children in poverty in the suburbs has nearly doubled since 2000, while growing less than 5% in the City of Chicago during that period. As a result of this rapid demographic shift, the suburbs are especially lacking in high-quality, affordable, early learning and comprehensive services for young children and their families.

Illinois is a fairly large state geographically, stretching approximately 390 miles from north to south and 210 miles from east to west. It has 102 counties, and about 750 school districts that serve children either K-8 or K-12.

Unlike many states, Illinois does not have a county-based system of either social services or education. Child care assistance, state preschool funding, early intervention funding, and other relevant services are funded at the local level directly by the state without any county-level pass-through. Therefore there is a significant need to support greater local-level coordination of early childhood services.

Glossary: A glossary of terms used in the application, including names of State agencies and programs, is included in Appendix on page 3.

Key Acronyms:

CCAP	Child Care Assistance Program
DCFS	Illinois Department of Children and Family Services
ECBG	Early Childhood Block Grant
ELC	Illinois Early Learning Council
IDHS	Illinois Department of Human Services
IELDS	Illinois Early Learning and Development Standards
ISBE	Illinois State Board of Education
OECD	Governor's Office of Early Childhood Development
PFA	Preschool for All
RTT-ELC	Race to the Top–Early Learning Challenge
SFY	State Fiscal Year

A. Executive Summary Illinois' Ambitious and Achievable Plan for Expanding Access to High-Quality Preschool Programs

Introduction

Illinois is regarded as the national leader in its comprehensive support for children starting at birth through kindergarten entry and beyond. It has long embraced early childhood intervention as a powerful way to ensure the healthy development of its most at-risk populations and to close the achievement gap prior to kindergarten entry. Over the course of three decades of resource development and cross-system work by its public-private partnerships, the State has developed a compelling, common vision of the universal supports that every child and family *should* receive, as well as the targeted supports that the most vulnerable children and their families *must* receive to ensure they arrive at school safe, healthy, eager to learn, and ready to succeed. This vision is deeply informed by the research of many different disciplines and identifies both the early experiences that contribute most to success in school and later life and the strategies that ensure children truly benefit from those experiences.

The proposed Preschool Expansion Grant will support the next steps in implementing this vision, guiding communities to identify the highest need children and families – those with multiple risk factors – and to serve them with the more intensive and comprehensive services they need, within the context of birth-to-third-grade community systems.

Illinois has a long history of innovation, national leadership, and investments in supporting comprehensive early learning and development programs beginning from birth, including:

- **First state** to pass legislation which authorized universal high-quality preschool for both three and four year olds (2006)
- **One of only a few** states that has fully integrated school-based state-funded preschool programs into its Quality Rating and Improvement System (2013)
- **First state** to extend its definition of “children of limited English-speaking ability” to include 3- and 4-year olds participating in State-funded preschool

programs, thereby requiring school districts to provide them bilingual education services (2009)

- **One of only a few** states that has defined its principal endorsement as “Preschool to grade 12,” requiring principal candidates to receive coursework and training specifically in early learning and development
- **First state** to establish a statutory set-aside to fund services for children from birth to age three, irrevocably attaching the hard science of brain development to the state’s vision for education funding (1997)
- **The nation’s largest ever** state commitment to the renovation or construction of early childhood facilities in a single state capital budget (2010)
- **First state** to make health insurance available to all children regardless of family income (2006)
- **Two decades** of investment in research-based home visiting programs and a statewide training system for staff in these programs
- **Exceptional investment** in the child care subsidy system, including a network of Child Care Resource & Referral agencies and a nationally recognized, comprehensive professional development system for practitioners
- **National leader in supporting inclusive practice** for children with disabilities, with 15% of children in Preschool for All programs having IEPs.
- **One of the first states** to adopt the new WIDA E-ELD and E-SLD (Early English and Spanish Language Development) standards for young English Learners; these standards align with the WIDA K-12 standards for English language development that the State has already adopted and will be integrated into the Illinois Early Learning and Development Standards (IELDS). These standards have been adopted in rule by the State Board of Education and are pending regulatory publication.
- **First state** to develop and implement Social-Emotional Learning Standards across early childhood and K-12, and leader in developing mental health consultation models to support all types of early childhood programs, including home visiting, Early Intervention, child care, and state-funded preschool.

In Illinois, early learning and development programs enjoy strong support across the political spectrum and have grown under both Republican and Democratic administrations. Support also spans across the public and private sectors, as the Illinois early learning and development system has benefitted for decades from strong public-private partnerships and significant philanthropic support.

Illinois' Ambitious and Achievable Plan for Expanding Access to High-Quality Preschool Programs

(1) The State's Progress to Date

Illinois is prepared to build upon this solid early learning foundation to implement a very ambitious plan to expand High-Quality Preschool to children with high needs in the context of a comprehensive plan to increase services for young children from birth through third grade.

In 2006, the Illinois General Assembly approved **Preschool For All (PFA)** making Illinois the **first state in the nation** to authorize and support voluntary, high-quality PFA for **three and four year olds**. PFA grants are available to public school districts, private schools, child care centers, and other community-based organizations, and currently serve over 75,000 young children. The hallmark of PFA is its emphasis on quality. Bachelors-level teachers are required to have State Professional Educator Licenses with an endorsement in Early Childhood Education and classrooms also have a qualified aide. Screening, assessment, and curriculum are aligned with IELDS. (See Appendix on page 8). While most slots are part day (minimum 2.5 hours/day, five days a week), about 25% of the slots statewide (especially in Chicago and other urban centers) are part of full-day, full-year child care programs. Illinois has no waiting list for Child Care Assistance (subsidy) and blending and braiding of funding is encouraged to ensure that children receive high-quality education and care while their parents work or attend school or training. Illinois has explicitly tied the growth of the State's system of supports for infants and toddlers to the growth of Preschool for All through a statutory set-aside in the Illinois State Board of Education (ISBE) Early Childhood Block Grant (ECBG) for the birth-to-three focused Prevention Initiative. By current statute (updated in July 2014), this set-aside amount will rise

from its current level of 14% to 20% in the next year that state resources are provided for expanded PFA slots. This commitment underscores the birth-to-five approach that Illinois has taken and plans to continue to take toward funding early learning and development services.

In January 2014, the Executive Committee of the Illinois Early Learning Council (ELC) articulated a strategic vision for the continued growth of Illinois' early learning system. While recognizing the substantial success the State has had in implementing and scaling-up high-quality preschool and birth-to-three services, the ELC had been concerned for several years by evidence that those young children who have the highest needs—those in families with multiple challenges—were still not receiving services that were intensive and continuous enough to ensure that these children will be well prepared for success in kindergarten and beyond. Indeed, there was significant evidence that programs were struggling to enroll and retain children with very high needs, such as children whose parents are unemployed, have very low education levels, have incomes below the poverty level, are homeless, are recent immigrants or refugees, and/or have a disability or substance abuse issue. Analysis by the ELC's All Families Served Subcommittee, as well as pilot projects focused on engaging "hard-to-reach" children and families conducted using the State's State Advisory Council grant, established that Illinois' PFA model, which is typically half-day and which provides only limited parent engagement services, was not effectively meeting the needs of those children and families with the highest needs. The Committee concluded that the State needed to develop and implement a more intensive option for PFA programs that would be targeted to those children with the highest needs and that would be part of a well-coordinated continuum of intensive, high-quality services from birth to kindergarten in every high-need community.

In February 2014, the full ELC endorsed the Executive Committee's strategic directive that, while the State remains committed to its vision of ensuring that all children receive the early learning and development supports they need, "As we move toward achieving our vision, we will emphasize increasing access to highly intensive and effective services for the most at-risk children, those with multiple high-needs characteristics."

In his “State of the State” address in February, Governor Pat Quinn spoke at great length about the importance of dramatically expanding access to high-quality early learning services, especially for children with high needs. He noted, “When the human brain is forming early in a child’s life, it provides a critical window of opportunity to develop key academic, social, and cognitive skills that will determine success in school and in life.” He reminded the General Assembly, “Study after study has shown that high-quality early childhood education provides the best return of any public investment we can make.” He then called for a bold new Birth to Five Initiative that would focus investment on ensuring all pregnant women receive prenatal care, all children have access to quality early learning opportunities, and all parents are supported as children’s first teachers. The Governor’s five year budget blueprint released in April calls for \$^{(b)(4)} in new investments in the Birth to Five Initiative, including increases in Child Care Assistance, Early Intervention (IDEA Part C), home visiting programs, outreach and support for pregnant women, as well as increases in the ECBG PFA and Prevention Initiative programs. The Birth to Five Initiative blueprint calls for annual increases in the ECBG of \$^{(b)(4)} each year, of which a substantial portion will be designated to implement and expand within the overall PFA program a new full-day, comprehensive program option for children with very high needs called More at Four. More at Four will meet the federal definition of High-Quality Preschool, and the State’s investment in More at Four will constitute the State’s match to the federal Preschool Development Grant-Expansion Grant funds. (See ISBE Approval of State Plan, Appendix on page 29.)

**Birth to Five Initiative:
Illinois' Planned Increased State Investments
in the Early Childhood Block Grant
SFY 2016-2020**

	Increase above SFY 15			
	Total ECGB increase	More at Four	Other PFA expansion*	Prevention Initiative (0-3)
SFY 16	(b)(4)			
SFY 17				
SFY 18				
SFY 19				
SFY 20				

*May include full-day comprehensive services for three year old children, and includes restoration of funds to SFY12 levels on existing PFA grants

As the chart shows, the Birth to Five Initiative investment in the ECBG will increase services for infants, toddlers, and preschoolers. Through the Prevention Initiative, the State anticipates providing access to high-quality, comprehensive center-based education and care for approximately 4,000 additional infants and toddlers, and providing home visiting services to approximately 4,800 additional families with very young children by SFY 2020. Also, in addition to the additional slots that will be created in the More at Four program, the State anticipates expanding the PFA program to an additional approximately 14,000 three and four year olds by SFY 2020.

(2) Provide High-Quality Preschool Programs High-Need Communities; and

(4) Characteristics of High-Quality Preschool Programs

In developing its new More at Four option for PFA, Illinois reviewed both the research literature and the program requirements of the most successful large-scale preschool programs in the nation. This review confirmed the importance of many of the key quality features that have been part of the State's PFA program since its inception, and which will be required of More at Four programs, including:

- Small class sizes of no more than 20 students
- Each class taught by a teacher who holds a Professional Educator License with an Endorsement in Early Childhood Education, supported by a qualified aide with endorsement as a Paraprofessional Educator
- Inclusion of children with disabilities (if children have IEPs, the classroom teacher must hold a Special Education Endorsement)
- Children who have limited English proficiency must receive appropriate instructional supports (see Appendix beginning page 34 for details on this requirement). For a Transitional Bilingual classroom, the teacher must speak the language of the majority of the children and hold a Bilingual endorsement. For a Transitional Program of Instruction, the teacher must hold an English as a Second Language Endorsement
- Developmental screening in all domains (physical, social, emotional, language, and cognitive development) to identify possible developmental delays or disabilities, English Proficiency Screening, and health, mental health, vision, and hearing screenings
- A research-based curriculum and assessment system aligned with the IELDS and the World-class Instructional Development and Design (WIDA) English Language Development Standards and Early Spanish Language Development Standards
- Parent engagement services customized to meet the cultural and linguistic demands of the community and focused on the seven Child and Family Outcomes described in the Head Start Family & Community Engagement Framework, including language support services
- Meals and snacks as appropriate for the length of the program day, following the guidelines of the USDA Child and Adult Care Food Program.

In full recognition that children with the highest needs tend to encounter obstacles to enrollment and participation in early learning and development programs, including lack of information about benefits or availability of early learning programs; inadequate family or peer supports; linguistic or cultural isolation; and

difficulty meeting enrollment requirements, the More at Four program option will require additional elements:

- A full-day program, defined as at least as long as the first grade day in the local school district (all Illinois schools offer at least a five hour school day)
- Enhanced parent engagement services, including Bachelor's prepared parent educators, that as much as possible, reflect the language and culture of the community
- Enrollment of children with multiple, significant risk factors
- Universal and targeted supports for children's positive behavior and social-emotional development
- Enhanced support for families to obtain needed health, mental health, dental, and social services through well-articulated partnerships with other service providers in the community
- Salaries for teachers that are comparable to the salaries of local K-12 instructional staff
- At least 60 minutes of physical activity daily
- Instructional leaders (master teachers, curriculum coordinators, or education coordinators) with specific early childhood expertise and expertise in serving culturally and linguistically diverse children, in a ratio of no more than one per ten classrooms, whose primary responsibility is to provide embedded professional development and implement a professional learning community focused on instructional excellence.

School districts and other early learning providers will be required to develop and implement a comprehensive, culturally responsive outreach and recruitment plan to ensure that families with children with very high needs are made aware of the program and encouraged to participate. The programs must give priority for enrollment in the More at Four program option to children with multiple, significant risk factors. Programs will be supported through technical assistance and community systems planning to develop localized strategies for identifying and enrolling children with highest needs in More at Four. Programs may choose to implement mixed-age

and/or mixed-income classrooms, but will be required to allocate costs such that this federal grant and any state or local matching funds are allocated only to serving Eligible Children.

(3) Increase the Number and Percentage of Eligible Children Served in High-Quality Preschool Programs

As described in Section C and in Table A, Illinois plans to serve approximately 13,760 children in the More at Four program option by 2018, the final year of the grant. The Birth to Five Initiative blueprint includes a state investment in this expansion of over \$ (b)(4) over the four calendar years of the grant period, as well as sustaining the expanded slots through State Fiscal Years (SFY) 2019 and 2020.

The participating High-Need Communities are listed in Section C and Subgrantees have all signed preliminary Memorandums of Understanding (MOU) with ISBE, which are attached to this application. Approximately 45% of all Eligible Children in Illinois live in these communities.

Illinois' PFA is administered as a grant-funded program with five-year grant periods. Every five years, all PFA funding (with the exception of the funding set aside by law for the Chicago Public Schools (CPS)) is re-competed. The next re-competition is scheduled for the spring of 2016 for services in SFY 2017-2021. Through this re-competition process, the State may identify additional communities that will implement the PFA More at Four program option, as the competition must by law be open to the entire state. If so, the State will work with the federal departments to amend its State Plan for this grant. (Note: Federal PDG funds will not be re-competed; only state Early Childhood Block Grant funds.)

Illinois recognizes that an early learning and development program that seeks to provide continuous, high-quality services to children with highest needs must take a systemic approach. No single program can fully address the complexity of need experienced by some families and communities. In the More at Four communities, Subgrantees will be supported to develop a "pipeline" approach to engage and connect high-need families to preschool. The "pipeline" is designed to ensure

multiple systems—health, early care and education, family support, social services, and other services—work in concert towards the shared purpose of engaging children with the highest needs in high-quality early learning and development programs. Special attention to contract incentives, cross-sector training, communications strategies, and local engagement are key components of the pipeline.

More at Four Subgrantees will be expected to fill at least 80 percent of their slots with children with very high needs, defined as children who already display significant developmental delays in two or more areas, who are homeless, in foster care, in poverty, and/or who have multiple other significant risk factors such as parents who themselves have low education or a disability (see Sample Eligibility Checklist in Appendix on page 40). In addition, More at Four Subgrantees will work with their local community collaboration to ensure that a defined subset or cohort of children with very high needs receives continuous, high-quality comprehensive early learning and development services from before birth through third grade (see Section CPP-2). With support from state- and regional-level community systems development staff, the local community will identify strategies to ensure those children most in need are targeted for outreach and engagement. Children with special needs will receive particular attention in the transition from Part C to Part B.

(5) Expectations for School Readiness

The goal of the PFA More at Four program option is to support the school readiness of children with very high needs throughout the state. As described in Section C, the State has established its expectations for what children should know and be able to do upon kindergarten entry. (See IELDS in Appendix on page 8.) The State's kindergarten assessment system, the Kindergarten Individual Development Survey (KIDS), will provide information about the development of all children during the kindergarten year when implemented statewide in the 2015-16 school year. KIDS data will be collected in English and Spanish based on the educational program of each child. KIDS data is included in the State's Longitudinal Data System, which also includes information about participation in all state-funded PFA programs.

(6) Stakeholder Support

As indicated in the letters of support attached to this application, the State's plan for establishing and expanding the intensive More at Four program option in the context of the Birth to Five Initiative has received strong support from a broad group of stakeholders: state-level advisory bodies including the ELC and Illinois Department of Human Services Child Care Advisory Council; the State's Interagency Coordinating Council for IDEA Part C; the State's monitoring and professional development partners and resources such as McCormick Center for Early Childhood Leadership at National Louis University and Illinois Network of Child Care Resource and Referral Agencies (INCCRRA); professional associations including Illinois Association for the Education of Young Children (AEYC), the Illinois Federation of Teachers, and Illinois Head Start Association; and community collaborations and civic leaders. Importantly, the State's plan for Preschool Expansion, including the plan to increase funding to the ECBG by \$^{(b)(4)} each year for five years with a portion of that increase going to fund expansion of the More at Four program option, was unanimously approved by the ISBE at their September 2014 meeting; a letter of support from the State Board Chair is included in the attachments and Approval of the State Plan is included in Appendix on page 29.

(7) (a) State Level Investments

The State's plan, as detailed in Sections C, D, and E, includes investments in the state-level infrastructure necessary to support implementation of high-quality preschool services for children with high needs. Through both the federal and state investment, several new staff positions will be created to support implementation of the project (see job descriptions in Appendix on page 42), including a Preschool Expansion Project Director who will oversee implementation of the new More at Four programs and ensure compliance with all federal reporting requirements; additional Principal Consultants in the ISBE Early Childhood Division to administer grants, connect programs to resources, and ensure high-quality implementation; a Family Services Manager to oversee supports to programs focused on these topics; and a Community Systems Policy Director to oversee the development and implementation

of a new regional support structure for local-level early childhood collaborations. A Preschool- to-Third Grade Continuity Project Director (P-3 Director) will also be hired through a contract with a state university (see Section (F)(2)). As preschool services expand through the federal and state investment, the State will fund the necessary additional monitoring visits required to ensure that new programs are meeting all program requirements, successfully enrolling children with highest needs, and operating at a high level of quality as described in Section (C)(2).

Providing Comprehensive Services and intensive family engagement support is a new role for many school district early childhood programs. The State recognizes that programs will need training, technical assistance, and supportive resources to develop and implement effective services that engage families in their children's learning, support them as decision-makers in their children's education, and develop their leadership skills. Programs will also need assistance in forming effective partnerships with other service providers in their communities through which they will be able to ensure children's and families' health, mental health, social service, and basic needs are met. ISBE will develop a set of supports for Comprehensive Services and family engagement as detailed in Section (C)(1)(j).

Programs will also need additional support in implementing effective strategies for supporting the social and emotional development of children with very high needs. Subgrants for More at Four include support for mental health consultation services, and the state will conduct an assessment of Subgrantee's needs for additional training and technical assistance in implementing both universal and targeted strategies for supporting positive behavior among their preschool students. The State will work with its professional development contractors to develop and implement these additional supports in the first year of the grant.

The State will also invest in the development of regional supports for local-level community early childhood collaborations to ensure that the new More at Four programs are integrated into a seamless set of services birth to third grade for those children with the highest needs in a community, as described in Section CPP-2. To ensure greater continuity in curriculum and family engagement supports from preschool through third grade, the State will invest federal resources from this grant

in a contract with a state university to support the P-3 Director and a series of P-3 Summer Institutes to support the development and implementation of community-level action plans, as described in Section (F)(2).

Through ExceleRate Illinois, the State's Quality Rating and Improvement System (QRIS), Illinois focuses its program improvement efforts on supporting instructional leaders to implement high-quality embedded professional development and continuous program improvement strategies. Through this grant, the State will extend its existing Race to the Top-Early Learning Challenge Grant (RTT-ELC) investment in an intensive model of supporting instructional leaders to support excellent preschool instruction as described in Section (C)(1)(f). In addition, ISBE will expand its contract for intensive coaching for PFA grantees who need additional support to meet program quality expectations, as described in Section (C)(2)(a), and will engage More at Four Subgrantees in its RTT-ELC-funded supports for the Awards of Excellence in Family and Community Engagement and Culturally and Linguistically Appropriate Practice as described in Sections (C)(1)(c) and (C)(1)(i). Finally, the State will strengthen its Awards of Excellence program by investing federal grant resources to support programs seeking to earn an Award of Excellence for Inclusion of Children with Special Needs as described in Section (C)(1)(c).

The State will also invest its resources in conducting an evaluation of the new, more intensive More at Four program. Planning for this evaluation will begin in 2016, and data collection will begin with the 2016-17 school year. The evaluation will focus on the extent to which More at Four programs are successful in recruiting, enrolling, and retaining with high attendance those children with the highest needs in communities, and the effectiveness of the program in preparing these children for success in school.

(b) Subgrants to Early Learning Providers

The State will subgrant $\frac{(b)}{A}$ % of the federal funds and an additional \$ $(b)(4)$ in state funds over the four years of the grant to early learning providers in eighteen High-Need Communities throughout the state. The communities and Subgrantees were selected through a statewide needs assessment and comprehensive outreach

process as described in detail in Section (D)(3). Each of the Subgrantees will begin to provide the More at Four program to Eligible Children no later than September 2015.

The State will support high-quality implementation of the More at Four program through the many supports described above and in Section E.

Note: The Ambitious and Achievable Plans presented in Sections C, D, E, and F together comprise the Ambitious and Achievable Plan for this section.

B. Illinois' Commitment to State Preschool Programs

As described in the Executive Summary above, Illinois has long been recognized as a national leader in developing and implementing high-quality early learning services for children from birth through age five, including high-quality preschool. The State has developed many of the critical infrastructure components necessary to support the excellent implementation of these services and will strengthen these infrastructure components as needed through the implementation of this Plan.

(1) State Early Learning and Development Standards

Illinois has developed and implemented IELDS that cover children from birth to kindergarten entry as well as new Early English Language Development Standards that are aligned to the K-12 English Language Development Standards and linked to the IELDS (see a summary of Standards and sample pages in Appendix on page 8). The IELDS were developed with extensive input from content experts and practitioners from a wide range of disciplines who work with very young children and their families. The standards cover all domains of development, including physical, social, emotional, cognitive, and language development; include standards around math and science; include specific standards focused on English Language Learner Home Language Development; and are appropriate for all children, including children with disabilities and children from diverse cultural and linguistic backgrounds (see letter from standards expert Catherine Scott-Little in Appendix on

page 47). Infants and toddlers are covered by the Illinois Early Learning Guidelines for Children Birth to Age Three (IELG), which include a unique focus on the newborn period and the development of self-regulation skills and approaches to learning. Children ages three to kindergarten entry are covered by the IELGS for Preschool, which have been aligned with the State’s Kindergarten Learning Standards and Illinois Learning Standards for grades one through twelve, both of which incorporate the Common Core State Standards. In addition, the IELDS have been aligned to the Head Start Child Development and Early Learning Framework (see alignment analyses in Appendix on page 49).

Use of the standards is required in all early learning programs in Illinois, including home visiting programs, licensed child care, and PFA programs. ExceleRate Illinois also requires the use of the standards to guide instruction at all Circles of Quality (see Appendix on page 60). Illinois has developed comprehensive supports for programs to support high-quality implementation of the standards. In addition to a standard introductory training that is used across all program types and is available online in English and Spanish, a rich array of tip sheets for teachers and parents (each available in three to five languages) has been created and linked to the standards. A library of “benchmark videos” is also available online in English and Spanish, with examples of children’s learning explicitly tied to specific benchmarks from the IELG and IELDS.

(2) The State’s Financial Investment

Illinois has a long history of strong investment in educational programs for infants, toddlers, and preschoolers. After PFA was enacted on July 1, 2006, the State began a very aggressive implementation ramp-up, and the State’s annual investment in the ECBG, which serves birth through five year olds, grew by more than \$(b)(4) between SFY 2006 and 2009. Table B provides details on the State’s overall financial investment in PFA services, as well as its investment specifically in PFA for four-year-old children in SFY 2011-14 (Note: Only the figures for the four-year-old children are included in Table B in the federal Excel workbook). Illinois is one of the few states to have designed its state preschool program to serve children ages three

and four. The total appropriation for PFA and the total number of children served over the past four years is provided below.

TABLE B (Including full PFA Appropriation)

State Fiscal Year	Total PFA Appropriation	Appropriation Covering 4 Yr. Olds	Total Number of Children Served	Number of 4 Yr. Olds Served
2011	(b)(4)			
2012				
2013				
2014				

Additional notes on information provided in Table B: Illinois does not currently collect income information for families of four year olds served in state preschool programs. Therefore Column I in Table B in the Excel Workbook includes the number of enrolled children who were found through the program’s comprehensive screening process to have multiple risk factors for school failure. The numbers cited for total population and four year olds below 200% FPL is provided by demographers at the Illinois Early Childhood Asset Map project (IECAM), and reflects both the significant drop in births and the reduction in percentage of children who are low income that the state has experienced over the past several years. Illinois uses the 2013 estimate of number of four-year-olds below 200% FPL—the most recent year for which estimates are available-- for Table A as well. Local funding reflected in Table B in the federal workbook does not include Title I or other local preschool funding unless the district has explicitly tied these funding streams to its Preschool for All program.

State Fiscal Years 2011-14 were a time of severe financial crisis for the State, which has faced one of the worst pension funding crises in the nation. Illinois was also severely affected by the Great Recession, and state revenues have been slow to rebound. The State was forced to implement painful cuts across all types of services, including K-12 education, higher education, and human services. During this period,

the state investment in PFA was cut by over 18%. In SFY 2012, in order to focus resources most effectively on children with high needs, ISBE strengthened requirements that to receive first priority for funding, programs must serve a minimum of 80% (rather than 51%) of children who are at risk for academic failure.

Importantly, local communities and school districts that recognized the value of early education absorbed some of the impact of these budget cuts, and the number of children served did not drop as much as might be anticipated given the reductions in state funding. Most notably, CPS did not decrease access to preschool and in fact increased access in 2013 (see description of *Chicago: Ready to Learn!* in Appendix on page 108).

Over the same budget period, SFY 2011-2014, the State's overall appropriation for Child Care Assistance increased by 12%, from \$^{(b)(4)} to \$992 million. Given the State's strong support for braiding PFA funding with Child Care Assistance Funding, this increase represents a significant additional investment in children in the State's preschool program that is not reflected in just the PFA appropriation.

(3) Enacted and Pending Legislation, Policies, and/or Practices

Illinois has long been a leader in providing high-quality early childhood services to its most at-risk children. State-funded preschool was established in Illinois through legislation in 1985 as part of a comprehensive school reform effort. Funding grew incrementally in the 80s and 90s and then experienced a major expansion, as described above, with the establishment of PFA. PFA, as its name implies, was authorized as a program designed to grow to provide universal access to preschool for all three and four year olds in the state (see statute and a history of ECBG funding in Appendix on page 110). As noted above, Illinois is committed to growing the program through the Birth to Five Initiative, including growing the More at Four program to provide effective, intensive services to those children with the highest needs.

Through the years of growth in early childhood services in Illinois, many policies and practices have been implemented to increase quality and remove barriers to preschool access for those children most in need. For example, ISBE rebid all of the

grant funded preschool programs in 2011. This was undertaken to address a mismatch between the location of program slots and substantial demographic changes over time that affected some communities so that areas of greatest need had increased in locations that were underfunded by preschool services. A similar rebid process of both PFA/Prevention Initiative and Head Start/Early Head Start (delegate slots under the City's Head Start/Early Head Start grant) was undertaken in Chicago in 2013 to ensure that the communities that needed preschool the most had access to more seats.

Illinois has long supported a mixed-delivery model for PFA. Community-based organizations are able to apply directly to ISBE for funding (or to CPS if they are in the City of Chicago), and currently approximately 25% of slots statewide are delivered by community-based organizations. As described in detail in Section E, IDHS has a very supportive policy for blending and braiding Child Care Assistance and PFA funding to allow children to be served full-workday, full-year in a high-quality program if their parents are working or attending school or training. Similarly, ISBE and CPS are supportive of blending and braiding PFA with Head Start to ensure that children receive both comprehensive services and instruction by a Licensed Professional Educator.

Another demonstration of the States' long-term commitment to early childhood is the inclusion of early childhood programs in the State's capital construction efforts. In 2009, Governor Quinn signed into law a \$(b)(4) capital plan with a \$(b)(4) appropriation for the Early Childhood Construction Grant program. This program allows for building and expanding additional facilities to reach more children with quality preschool services and is the nation's largest single state commitment to early childhood facilities to date. This investment in physical space capacity designated for the State's youngest learners is a clear commitment to having a strong future investment in early childhood.

(4) Quality of Existing State Preschool Programs

Through the PFA program, Illinois demonstrates an active commitment to high-quality preschool programs and a history of the ability to implement and maintain this quality through a state preschool program. ISBE's administrative regulations for PFA

require several of the fundamental elements of high-quality preschool and drive forward high-quality learning environments focused on outcomes, continuous program improvement, and instruction informed by standards and assessment. First, PFA advances high staff qualifications and small class sizes as outlined in Section (A)(2) above. Programs are strongly encouraged to employ teacher aides who have specific training in early childhood education and scholarships for aides are available through the State's Gateways Scholarship program. Additionally, PFA requires a comprehensive research-based curriculum aligned with the IELDS and comprehensive screening and assessment of every child, including, as appropriate, assessment of English Learners' development of language skills in their home language. Finally, PFA includes a focus on culturally and linguistically appropriate family engagement, with PFA programs required to provide activities that enhance parent participation in two-way meaningful communication with the school regarding children's learning and other school activities, support parents to play an integral part in assisting their child's learning by getting actively involved in their child's education at school, and help parents understand their role as a full partner in their child's education.

Illinois strongly supports the inclusion of children with special needs in PFA classrooms. Many districts across the state have "blended" PFA classrooms that include a small number of children with disabilities and provide all of the instructional supports these children need. In some areas, districts have extended this approach by creating a tuition-based preschool program that meets PFA standards and that serves children with disabilities (who are supported by IDEA funding) with their typically developing peers.

In 2009, the state legislature amended the Illinois School Code to include preschool students in the definition of Limited English Proficient students, mandating the extension of bilingual services to state-funded, school-based preschool programs and making Illinois the first to offer statewide bilingual preschool.¹ Among the implications of this statutory change is the need for preschool teachers in bilingual

¹ Public Act 95-793, amending 105 ILCS 5/14C-2.

settings to have a bilingual/ESL endorsement by 2016 (see Appendix on page 34 for more detail). School districts also now have the ability to include preschool children in their headcount when they submit claims for reimbursement for bilingual services. Illinois has invested in professional and resource development for higher education faculty to support the development of programs that will train the workforce in the skills necessary to appropriately serve this growing population, professional development cadres for local trainers, and a range of resources on supporting English Learning in preschool for the teachers.

All PFA programs are held accountable to the Illinois Birth to Five Program Standards (page 118 in Appendix), which are fully aligned with ExceleRate Illinois (see below). The standards require a research-based curriculum (aligned to the IELDS); developmental monitoring (child screening and assessment); continuous program improvement processes; family and community partnerships; and health promotion. The Standards also specifically include the expectation that programs will meet the needs of children with disabilities or other special needs and children and families whose home language is not English, and that programs will demonstrate respect for families' culture in meaningful ways. Compliance with Program Standards is assessed through program audits by ISBE, which uses the Environment Rating Scales and a compliance checklist to monitor programs. Programs are required to develop a continuous quality improvement plan in response to their monitoring report and tailored to their program's operations (more detail on the monitoring system is in Section (C)(2)). Additionally, ISBE reports tri-annually on outcomes related to PFA and completed an external evaluation of the PFA program through Erikson Institute in 2012. The evaluation showed that children enrolled in PFA made significant gains in language and literacy development.

ExceleRate Illinois, the state's QRIS, focuses on raising the quality across all early learning and development programs. ExceleRate is a comprehensive system that includes Licensed Child Care Centers, PFA and Center-Based Prevention Initiative (birth to age three), Head Start/Early Head Start Programs and, beginning in 2015, Licensed Family/Group Child Care Homes. ExceleRate provides standards, guidelines, resources, and supports to programs and professionals to make changes

necessary to achieve quality outcomes for children. The ExceleRate standards are organized across four domains, consistent across the four “Circles of Quality”: Teaching and Learning, Family and Community Engagement, Leadership and Management, and Qualifications and Continuing Education. Programs achieve one of the Circles of Quality that define the tiered system based on meeting the standards under each of the four domains. There are four circles of quality: Licensed, Bronze, Silver, and Gold. For programs achieving the Gold Circle of Quality there are additional, focus-specific, Awards of Excellence to be pursued; the Awards are based on what research says is required to help at-risk children be prepared for success in school and later life. The Awards of Excellence cover: Preschool Teaching and Learning, Infant-Toddler Care and Education, Family and Community Engagement, Inclusion of Children with Special Needs, and Culturally and Linguistically Appropriate Practice. (See Appendix beginning on page 60 for the criteria for the Circles of Quality and the Awards of Excellence relevant to this proposal).

All existing PFA programs have been enrolled in the ExceleRate system, and all new More at Four programs will be enrolled as well. Illinois is committed to ensuring state preschool is participating in monitoring and improvement work that is aligned with the work the State is doing with all other early learning and development programs, including child care and Head Start. OECD and ISBE recently dedicated one staff person each to the work of enrolling PFA programs in ExceleRate and working with these programs to achieve the Gold Circle of Quality, along with pursuing Awards of Excellence. The majority of PFA program sites have already received their initial ratings and 684 (75% of those rated to date) are at the Gold Circle, demonstrating that Illinois’ state preschool system has been built to support programs in meeting or exceeding select quality benchmarks on learning environment, instructional quality, and all program administrative standards; group size and staff/child ratios; staff qualifications; and professional development standards.

(5) Coordination of Preschool Programs and Services

OECD leads the State’s initiatives to create an integrated system of quality early learning and development programs in order to ensure all Illinois children have a

strong educational foundation before they begin kindergarten. OECD serves as a hub of coordination for federal and state level programs and funding streams that support vulnerable young children and their families, and sets the overall direction for the State's early childhood policies. It also coordinates the work of the ELC, a public-private partnership described in Section (B)(6). Additionally, OECD convenes the Inter-Agency Team (IAT), which comprises state leaders from the range of agencies that oversee early childhood programs including IDEA Part C and Part B, Child Care Assistance (i.e., Child Care and Development Fund), the Head Start State Collaboration Office, child welfare, day care licensing, Title V Maternal and Child Health, and Maternal Infant and Early Childhood Home Visiting (MIECHV). Through the ELC and the IAT, Illinois has been able to develop an exceptionally inclusive Quality Rating and Improvement System, and develop and deploy coordinated systems of support for early childhood programs such as mental health consultation.

OECD also directs the RTT-ELC infrastructure building projects, as well as the federally funded Maternal Infant and Early Childhood Home Visiting (MIECHV) program.

As described above and in more detail in Section E, Illinois has developed a strong infrastructure to support coordinated implementation of its many federal and state early childhood funding streams to support high-quality services for young children, especially those with the highest needs.

(6) Role in Promoting Coordination of Preschool Programs and Services

Illinois has been working toward a comprehensive system for families with young children that includes education and care, social and emotional development, maternal and child health and nutrition, specialized services, parenting and family support, and community services. This system-building focus led to the 2003 creation of the Illinois ELC to guide the State's administration of a high-quality, accessible, and comprehensive statewide early learning system. Established by statute, the ELC is comprised of gubernatorial and legislative appointees representing a broad range of constituencies including schools, child care centers, and homes, Head Start, higher

education, health and mental health providers, child welfare agencies, state, local, and federal government agencies, the General Assembly, business, law enforcement, foundations, and parents. The broad and deep committee structure advances the work of the ELC on a wide range of issues related to the comprehensive early learning and development needs of children and families, and includes over 400 early childhood stakeholders. (See page 121 in Appendix.) An example of the important work done by ELC committees is a recent report on the implementation struggles faced by programs working with multiple early childhood funding streams, which was based on a series of roundtable discussions held with over 200 participants in five locations across the state. The recommendations in this report will be considered by IAT and integrated into policy development over the coming year.

As part of the ELC Systems Integration and Alignment Committee, the Community Systems Development Subcommittee is charged with supporting local community partnerships to improve outcomes for children and families in their communities through effective state policies and practices. This Subcommittee works closely with the Consortium for Community Systems Development, an entity created through Illinois' RTT-ELC grant and charged with creating a systemic approach to supporting local collaboration across the wide range of early childhood programs and services. The Consortium has focused on building a strategic plan with systems level changes that will benefit state coordination and local work to ensure community collaborations support seamless coordination of services, particularly for the highest need communities. (See CPP-2 for more details.)

The ELC also has a statutory seat on the Illinois P-20 Council, which was created by statute in 2008 to work towards a seamless and sustainable statewide system of quality education and support from birth through adulthood. Evidence of progress towards better systems integration between early childhood and K-12 education is 2010 legislation on principal preparation that was supported by both the ELC and P-20 Council, making Illinois one of only a few states to establish a principal endorsement that extends from preschool to grade 12 in order to emphasize the principal's responsibility for integrating early learning and early elementary instruction.

C. Ensuring Quality in Preschool Programs

(1) State-Level Infrastructure and Quality Improvements

As detailed in Section B, Illinois has made great progress in developing, implementing, and sustaining a strong birth-to-third-grade early childhood system. The state-level investments included in the State's Preschool Development Grants-Expansion Grant Plan will build upon and extend the State's system.

(a) Early Learning and Development Standards

The State has already created and implemented high-quality IELG and IELDS, and has implemented many supports for their use in early learning and development programs throughout the state. Therefore the State does not plan any specific new investments in this area through this grant, but will expect all Subgrantees to participate in training on the standards and to implement research-based curriculum and assessments that are aligned with the standards.

(b) Implementing Program Standards Consistent with a High-Quality Preschool Program

As noted in Section A, ISBE has an exceptionally strong and comprehensive set of program standards for its PFA program (see Birth to Five Program Standards in the Appendix on page 118), as well as rules governing class size and state qualifications that meet or exceed the definitional requirements for a High-Quality Preschool Program. Also as described in Section A, the program requirements for More at Four programs meet or exceed all components of the definition of a High-Quality Preschool Program.

The State will support the implementation of these program standards in several ways, including:

- Requiring Subgrantees to submit as part of their formal ISBE grant application a plan for how the program will implement all of the program requirements and meet all program standards. This requirement is an

existing part of the PFA application process, and programs are required to annually provide updates to their program plan when they apply for renewed grant funding. The new More at Four program requirements will be integrated into this application process. Program plans will be reviewed and approved by ISBE Early Childhood Division staff

- Providing (and continually updating) a comprehensive PFA Implementation Manual (the Manual Table of Contents is in Appendix beginning on page 126)
- Providing supports for programs to implement Comprehensive Services, including intensive parent engagement supports (see Sections (C)(1)(i) and (C)(1)(j) below)
- Continuing ISBE's supports for professional development, which include a contracts with The Center: Resources for Teaching and Learning to provide coaching, workshops, webinars, and other professional development opportunities and STAR NET to provide technical assistance and training on best practices for preschool aged children with disabilities. (See Section (E)(10))
- Developing and providing specific supports to Subgrantees in implementing universal and targeted strategies for supporting positive behavioral development (social and emotional development) among More at Four participants (See Section (E)(10))
- Monitoring programs to ensure compliance and providing supports to strengthen implementation as described in Section (B)(2)
- Contracting with a state university to develop and implement a series of P-3 Summer Institutes and other supports for communities as they work to build seamless systems of early childhood services through the early elementary years. The Director of this effort will report jointly to a supervisor at the university, the Assistant Superintendent for Language and Early Childhood Development at ISBE, and the Executive Director of OECD. (See Section (F)(2).)

The State will hire several new staff over the course of the grant to assist with the successful implementation of programs. A new Preschool Expansion Project Director, paid through this federal grant, will work in OECD and will oversee overall grant implementation, including ensuring that the More at Four program is effectively reaching the most vulnerable children in communities as intended. He or she will also ensure timely reporting to the federal Departments on the State's project implementation. Additional Principal Consultants (similar to a project officer) will be hired with federal and state funds in the ISBE Early Childhood Division (one new consultant added in each of the first three years of the grant; first three years of first consultant to be hired with federal funds) to oversee grant implementation within the context of the larger PFA program. A Community Systems Policy Director will be hired with state funds and placed in OECD to oversee the implementation of the State's community systems plan (see Sections (E)(1) and CPP-2). Finally, a Family Services Manager will be hired with state resources in the ISBE Early Childhood Division to oversee the implementation of new supports to school districts around family engagement and comprehensive services in the p-3 years. (Position descriptions are in Appendix beginning on page 42.)

(c) Meeting the Needs of Children with Disabilities and English Learners

Children with Disabilities: For the past three years, a statewide consortium of stakeholders, including family members of children with disabilities, early childhood educators, early intervention providers, Head Start, school district administrators, child care providers, higher education, parent information centers, and technical assistance project staff has convened under ISBE, to guide the State's continuing efforts to ensure that children with disabilities are served in inclusive environments. The consortium has gathered input from the field and created resources to support inclusive practices in early childhood programs throughout Illinois. As a result of the work of the consortium, ISBE has implemented a Preschool Least Restrictive Environment Initiative (LRE) targeting school districts that, based on data, are in need of technical assistance around inclusive options for preschool-aged children with disabilities. The ELC also focuses specifically on ensuring that children with

disabilities and delays receive particular attention in the State's broader early childhood systems building through a Special Education Subcommittee that includes a diverse group of disability stakeholders, including agency leaders of Part B and Part C of IDEA within ISBE and IDHS, respectfully.

Illinois has also developed many products, tools, and resources to promote preschool inclusion and to support stakeholders in the provision of special education and related services to young children with disabilities in regular early childhood programs. These resources include a preschool inclusion brochure for families and professionals, in English and Spanish, to better explain LRE and inclusion, and tools for systems change planning.

ISBE funds technical assistance projects to ensure school district staff are aware of and are implementing best practices. STAR NET (Support and Technical Assistance Regional Network) provides training and technical assistance to early childhood special education preschool staff and families of young children. Early CHOICES (Children Have Opportunities in Community and Educational Settings) is a Preschool LRE initiative that promotes increasing high-quality inclusive education for each and every preschool child by providing technical assistance and professional development to early childhood professionals and families in Illinois. The Subgrantees will be able to leverage this grant opportunity to target additional inclusive classrooms to increase the number of children who are able to receive special education supports and services in the LRE.

Through this grant, Illinois will fund the development of additional supports for programs that seek to earn the Award of Excellence (AoE) for Inclusion of Children with Special Needs (see Appendix on page 101 for award criteria). These new supports, including training on the use of the recently published *Inclusive Classroom Profile*, will be integrated into STAR NET and Early CHOICES to ensure sustainability.

The majority of higher education institutions in Illinois that prepare early childhood teachers for licensure offer programs leading to endorsements in both early childhood and special education. Illinois offers scholarships to early childhood teachers seeking licensure/endorsements through the Gateways Scholarship Program

and state policies require early childhood education teachers working with children with IEPs to have this endorsement.

English Learners: Illinois has enacted Early Childhood Bilingual Rules that extend specialized services to English Learners who are in state-funded preschool programs. These rules specify the instructional model that is most appropriate for serving English Learners – either bilingual education, or an approach that intentionally supports the child’s native language development while developing their English language skills. Traditionally, students have not been eligible for additional language services until kindergarten or 1st grade. These changes, along with the inclusion of home language development standards as part of IELDS, demonstrate that Illinois is committed to ensuring these children develop skills in their home language and English. Illinois has included Spanish Language Development as a subscale of its kindergarten assessment tool, KIDS, to track the language skill development of English learners (the vast majority of whom in the state are Spanish speaking) in both languages.

In order to implement high-quality programs for English Learners, Illinois has made investments in a workforce that is prepared to meet their unique needs. The Bilingual Rules address the competencies of the workforce needed to provide specialized services, including implementation of high-quality bilingual education programs. As of July 1, 2016, preschool teachers working with children whose home language is not English are required to hold a specialized Bilingual/ESL endorsement. Illinois has used state scholarship funds and RTT-ELC funds to support districts and teachers in meeting the requirement for the Bilingual/ESL endorsement. In the last two years, the State spent \$(b)(4) on these scholarships and has committed an additional \$(b)(4) over the next two years to further support this critical workforce development priority.

Illinois has also made investments in supporting the professional development of all teachers working with English Learners. Through The Center: Resources of Teaching and Learning, ISBE offers a wide range of professional development opportunities focused on supporting English Learners in the early childhood classroom. Through RTT-ELC, the State has contracted with The Center to provide

intensive supports to programs seeking the Award of Excellence in Culturally and Linguistically Appropriate Services (see Award criteria in Appendix on page 103). The criteria for this award were developed by a committee of experts in early childhood education for English learners, including university faculty and experienced practitioners, and reflect best practice in the field. ISBE is coordinating with the WIDA Consortium to develop new supports for teachers of ELs, including possible master cadres for large-scale in-service training and developing a manual for implementation of the Early English Language Standards. ISBE receives ongoing recommendations for supporting preschool English Learners from the early childhood subcommittee of the Illinois Advisory Council on Bilingual Education.

In addition, ISBE, OECD, IDHS, and DHS have all adopted “Guiding Principles for Cultural and Linguistic Responsiveness” (see Appendix page 130) as part of a shared collective vision that every child will have early childhood experiences that promote healthy development and learning that respects, promotes, and builds on their cultural, racial, ethnic, and other family background and experiences.

(d) Needs Assessment of Current Availability of High-Quality Preschool Programs

Illinois has an excellent system for ongoing needs assessment in early childhood. IECAM contains regularly updated information that can be broken down by many different geographical categories, including school district boundaries, municipalities, townships, counties, zip codes, and federal and state legislative districts. Information in IECAM includes:

- Numbers of children at each age, broken out by:
 - Level of poverty (under 100%, 130%, 185%, 200%, and 400% FPL)
 - Work status of parents
- Funded enrollment for
 - Preschool for All
 - Head Start
 - Early Head Start

- Prevention Initiative (0-3 program)
- Home visiting programs
- Licensed capacity for
 - Child Care Centers (capacity of license-exempt centers also available)
 - Child Care Homes
- Number of accredited providers (soon to include number of providers at different levels of ExceleRate Illinois and their capacity)
- Number of children participating in (broken out by age)
 - Child Care Assistance (by provider type)
 - Early Intervention

The IECAM project, which was begun as a public-private partnership at the University of Illinois-Urbana/Champaign and receives continuing funding from ISBE and IDHS, also provides more in-depth needs assessment data as needed for the State's early childhood system building efforts, including data on the prevalence of key risk factors among children in different geographies across the state. The State used the IECAM system to inform its selection of the High-Need Communities for this expansion grant, and will continue to use this system to identify areas of highest need for annual expansion over the four years of this grant.

No additional investment will be made in this area through this PDG Expansion Grant as the efforts already underway are sufficient to meet the State's goals.

(e) Preschool Teacher Education and Licensure

The State is designing and implementing a new teacher licensure system, which will require teacher preparation programs throughout the state to significantly retool their early childhood and elementary education programs over the next few years. Proposed age and grade endorsements will create a birth-through-grade 2 continuum and will require that kindergarten teachers be early-childhood-trained educators.

ISBE convened the Early Childhood Advisory Group (ECAG), comprised of early childhood stakeholders, to develop recommendations for a redesign of the early childhood teacher preparation programs. ISBE has proposed administrative rules

(now out for public comment) to implement these recommendations as requirements for approved early childhood teacher preparation programs in Illinois. If approved, redesigned programs will be aligned with state learning standards (including IELG, IELDS, and the Illinois Learning Standards, which incorporate the Common Core State Standards); NAEYC program standards; the new Illinois Professional Teaching Standards; and new, ECAG-developed content area standards for English/Language Arts, Math, Science, Social Studies, and Assessment. Redesigned programs will also align to the benchmarks of the Illinois Gateways Level 5 ECE Credential, a part of the early childhood credentialing system in Illinois that includes child care providers and is incorporated into the ExceleRate Illinois QRIS standards. This change represents substantial progress towards better aligning the expectations of early childhood teachers in both public school and community-based settings.

No additional investment will be made in this area through this PDG Expansion Grant as the efforts already underway are sufficient to meet the State's goals.

(f) Teacher and Administrator Early Education Training and Professional Development

Through RTT-ELC, Illinois is awarding two rounds of competitive grant funding to institutes of higher education to enhance their early childhood teacher preparation programs. In February, Illinois awarded \$(b)(4) in grants to eleven four-year teacher preparation programs to improve the preparation and ongoing professional development of early childhood educators through innovative partnerships with two-year institutions. Over thirty-five institutions are participating in this work. All grantees are aligning the programs to new teacher preparation standards and working on ways to increase articulation of coursework. With partners, grantees are engaging in a range of other activities, including: aligning their programs with the Illinois Gateways Credentials; exploring ways to enhance student advising for a more seamless transfer between two and four-year institutions; building more flexible pathways for degree attainment; incorporating experiences to prepare students to be successful on the newly required edTPA (an evidence-based assessment of teacher effectiveness) for teacher licensure; and enhancing their curriculum for a stronger

emphasis in areas such as early math, infant/toddler development, and cultural and linguistic diversity. In the spring of 2015, Illinois will competitively award a second round of grants to new two- and four-year institutions and to successful and innovative round-one grantees for further implementation of their work.

Also through RTT-ELC, Illinois has funded an innovative approach to implementing and strengthening embedded professional development and professional learning communities in PFA and Head Start programs that have not yet reached the Gold Circle of Quality in ExceleRate Illinois. Through a competitive process, the State identified a contractor, the Ounce of Prevention Fund, which has begun to implement “Going for Gold,” an intensive 12-month cohort-based experience that will provide instructional leaders (e.g., instructional coordinators, education coordinators, master teachers, etc.) in up to 200 programs statewide with structured learning and proven supports that assist them in overcoming the challenges of managing school- or center-based preschool programs, and reshaping their daily work to focus on implementing embedded professional development. The Ounce was also selected as the contractor to provide supports to Gold-rated programs seeking the Award of Excellence in Preschool Teaching and Learning in ExceleRate Illinois. As in Going for Gold, the focus of these support services, entitled “Lead. Learn. Excel.,” will be on building instructional leaders’ capacity to establish program-embedded professional development routines for continuous professional learning, instructional effectiveness, and improvements in practice, as well as the necessary structures and systems to achieve the standards of the Award of Excellence (page 75 in Appendix). The approach for both of these support programs is modeled after the highly successful work completed by the Ounce as part of their Investing in Innovation (i3) grant from the US Department of Education. Depending upon the rating of their current PFA program, each Subgrantee under this grant will participate in either the Going for Gold or Lead. Learn. Excel. support program. Funding for these services (totaling approximately \$ (b)(4)) is available through RTT-ELC through December 2016. An additional \$ (b)(4) in state resources is included in this plan to continue these services for new More at Four programs through at least December 2019.

(g) Statewide Longitudinal Data System

Illinois has included children participating in PFA in the ISBE Student Information System (SIS) for the past six years. SIS has a unique statewide identifier for each student that allows for the tracking of student-level data from first entry into a public school system (which may be as early as birth in the Prevention Initiative programs) through high school. SIS is linked to the State's higher education data system and the Department of Employment Security data system to form the overall Statewide Longitudinal Data System (LDS) that enables the state to track student's success throughout their school years and into the workforce.

Through RTT-ELC, Illinois is working to link data from the Child Care Assistance Program, Head Start, and Early Intervention to the LDS to provide a much more comprehensive data set tracking the early childhood experiences of young children and their later success in school and in employment.

No additional investment will be made in this area through this PDG Expansion Grant as the efforts already underway are sufficient to meet the State's goals.

(h) Comprehensive Early Learning Assessment System

Illinois is already implementing a Comprehensive Early Learning Assessment System within its PFA programs. Programs are required to select and appropriately use research-based, formally validated, and reliable screening tools that measure children's development in at least the following areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development. Programs must also ensure that children are screened for health, oral health, vision, hearing, and mental health needs. Programs are required to select and appropriately implement formative assessment measures using a valid, reliable tool that is aligned with the IELDS and with the program's curriculum. Results from these formative assessments must be used to guide individualized instruction for children.

As described in Section (B)(2), the State's monitoring process for PFA programs and ExceleRate Illinois include the use of the Early Childhood Environmental Rating Scale-Revised (ECERS-R) and/or the Classroom Assessment Scoring Scale (CLASS),

both of which are valid, reliable tools for measuring components of environmental quality and/or the quality of adult-child interactions. Training is also broadly provided for programs on these tools so that programs can use them in their own ongoing program improvement processes.

KIDS, Illinois' kindergarten entry assessment, is described in Section (C)(3).

No additional investment will be made in this area through this PDG Expansion Grant as the efforts already underway are sufficient to meet the State's goals.

(i) Parent Engagement

The PFA More at Four program will build on and bridge between the family engagement work of the state's current PFA program, cross-sector early childhood work, and the cross-system birth-to-grade 12 Family Engagement Framework efforts developed by ISBE.

PFA has robust requirements that require each program to provide a description of its parent education and involvement activities, which include:

- Communication between the home and the preschool education program that is regular, two-way, and meaningful
- Parenting skills are promoted and supported
- Recognition that parents play an integral role in assisting student learning
- Parents are welcome in the program, and their support and involvement are sought
- Parents are full partners in the decisions that affect children and families.

To support meeting these program requirements, ISBE offers descriptions of best practices and other resources in Section 9 of the PFA Implementation Manual (in Appendix on page 126). Parent supports are also built into existing projects such as the Illinois Early Learning Project, which includes a range of resources for parents around child development and the IELDS and IELG. And through RTT-ELC funding, a set of intensive supports for programs seeking the Award of Excellence in Family and Community Engagement (page 79 in the Appendix) are being implemented.

These resources are being supplemented by cross-agency efforts to build parent capacity to engage in decision-making; build protective factors; and support at-home learning. ExceleRate Illinois empowers families with accessible information about how to identify quality early learning services that meet their family's needs. Illinois recently launched a pilot of a new Family Specialist Credential, which includes four levels, ranging from high school diploma/GED level to Bachelor's Degree level. The credential will help build the capacity of professionals in early childhood settings to effectively work with families, including culturally and linguistically diverse families and those with very high needs.

In addition, PFA More at Four is supported by recent efforts of ISBE to elevate the importance of engaging the families of all students across the learning continuum, build school and district capacity to work with families, and integrate family engagement across agency initiatives through the development and implementation of a Family Engagement Framework. (See Appendix on page 132.)

In 2009, ISBE convened a strategic planning meeting to address the agency's parent involvement policy and coordinate parent involvement activities. In 2011, a broader internal committee convened, charged with building on prior work to create a research-based family engagement framework that was linked to the Eight Essential Elements of Continuous School Improvement, which serve as the organizing frame for school improvement efforts in Illinois. The team included representatives from key state and federal programs including Title I, Title III, IDEA, bilingual education, early childhood, educator licensure, and Response to Intervention (RTI). The process of developing the framework included a multi-tiered crosswalk of state and federal family engagement requirements and funding sources, existing program policies and practices, and existing programs and resources. The team synthesized research on family engagement and reviewed state and national models for family engagement frameworks, standards, planning and evaluation tools. The resulting framework establishes a common language and ways to conceptualize family engagement that allows for the integration and better coordination of federal and state rules and regulations on family engagement; assists with the development and identification of resources to build and strengthen the capacity of ISBE divisions, schools, districts,

and families; and promotes the implementation of systems of support that foster meaningful family engagement.

The ISBE Family Engagement Framework (Appendix on page 132) aligns to the requirements of this grant. The key elements of the framework are a set of principles and standards for effective engagement and a matrix for integrating families into all aspects of the educational system. The Principles for Effective Engagement are to:

- Develop a family engagement system
- Build a welcoming and supportive environment
- Enhance communication
- Include parents in decision-making.

The Eight Essential Elements for Effective Schools are comprehensive planning, curriculum, instruction, assessment, leadership, professional development, conditions for learning, and family and community engagement. In an integration matrix linking the Eight Essential Elements to the Family and Community Engagement Framework, schools, and districts are urged to integrate families into all aspects of at-school and at-home learning and development. The integration matrix includes how to integrate families in the area of conditions for learning to ensure an optimal learning environment that promotes healthy development. The areas of curriculum and instruction also have strong ties to protective factors and healthy development through the Illinois Social Emotional Learning Standards. Illinois was the first, and continues to be one of only a few, states with social emotional learning standards from P-12. These standards are a resource for schools and families to promote the healthy development of children.

ISBE is coordinating across the agency's divisions to fund and develop a foundational series of trainings for parents and school and program personnel, building dual-capacity in line with the *Dual Capacity Building Framework for Family-School Partnerships*, released by the U.S. Department of Education. The trainings for school personnel will focus on how to effectively engage families and how to integrate family engagement throughout programs. The family trainings will build parent knowledge about educational programs, child development, parenting and at-home learning, and resources and information that build protective factors. A

training-of-trainers model will build the capacity of ISBE staff, contractors, and partners to deliver trainings and support. The primary delivery system for schools will be through partnerships with the Regional Offices of Education (ROE), independent educational partners, which provide regional professional development, as well as the Illinois Center for School Improvement, a state contractor charged with providing technical assistance on school improvement. Once the foundational trainings are developed, complementary trainings will be developed which address program-specific knowledge and competencies. Supplemental resources and materials will be developed, as needed.

PDG Expansion Grant funds will be used to develop foundational training, in coordination with other state and federal funds; to develop early childhood complementary trainings, which align to the ISBE Family Engagement Framework and the Family Specialist Credential; and to deliver trainings. In addition, state funds will be used to hire a Family Services Manager (See page 45 in the Appendix), who will coordinate the Family Engagement and Comprehensive Services efforts under this grant.

(j) Linkages to Other Early Learning Programs and Resources

As acknowledged in Section (C)(1)(i), the role of families in supporting the healthy development of children is critical. Ensuring that families have access to needed services, including child health, mental health, family support, nutrition, child welfare, and adult education and training is a key goal of the More at Four program. To realize this goal, programs will forge partnerships with other community-based programs and supports, build local capacity to connect families to comprehensive services, and empower parents to better understand each of these areas.

The State's approach to supporting systemic linkages between PFA More at Four programs and other early learning programs and resources to support families is detailed in the Competitive Preference Priority 2 Section (CPP-2). This strategy is heavily focused on community systems development. At the program level, there is a need to build capacity of programs to engage in systematic planning and delivery of comprehensive services. The Family Services Manager will oversee the development

of training for program staff charged with family engagement and/or comprehensive service delivery. This training will address assessing family and community needs and assets; partnership management for coordinating, brokering, hosting, and providing services; planning and coordination of related direct services, such as homeless services, Title I, language support services; and evaluation of comprehensive service delivery. As part of the work described in section (C)(1)(i), empowering families with information about protective factors and how to support their children includes providing information about topics like child health, mental health, family support, nutrition, child welfare, and adult education. Parent information modules will be developed so that they can be accessed by parents directly or be used by parent services personnel for facilitated, in-person presentations and workshops that couple the modules with linking families to relevant local resources. To promote alignment within the birth-through-third grade continuum and provide families with continuity of services, comprehensive service delivery supports will target schools serving children in early elementary grades in addition to supporting preschool programs.

(2) System for Monitoring and Supporting Subgrantee Continuous Improvement

(a) Monitoring System

ISBE has developed and implemented a rigorous monitoring system, fully aligned with and integrated into ExceleRate Illinois, to assess programs' compliance with the requirements of the ECBG (see Section (B)(4) above). ISBE's contractor, the McCormick Center at National Louis University, visits each program on a three-year cycle. Monitoring visits include inspections of individual child files (including screening results and eligibility determination documentation), classroom lesson plans, personnel files, student assessment portfolios, and other documents as needed to determine compliance with program requirements. ISBE has revised its Monitoring Protocol to include the added requirements for More at Four programs funded through this grant (page 134 in Appendix). During the monitoring visit, all classrooms (or, if the grantee has more than ten classrooms, a random sample of one-half of the classrooms including at least one at each site) are assessed using the

ECERS-R. An assessor who has demonstrated at least 85% reliability with an anchor completes the ECERS-R; assessors complete reliability checks every six to ten assessments, as recommended by the instrument authors.

Under state law, the CPS is authorized to implement its own monitoring process for Chicago programs funded through ECBG, and this monitoring process has also been fully aligned with and integrated into ExceleRate Illinois. CPS has collaborated with the City of Chicago Head Start program and the Ounce of Prevention Fund—the two Head Start grantees in Chicago—to develop a common approach to monitoring program quality in these publicly funded preschool programs. This consortium uses the CLASS rather than ECERS-R to assess preschool classroom quality. Each classroom funded by CPS for PFA—whether in a school or in a community-based organization—is assessed with the CLASS at least once every three years, and as often as twice per year if quality has been deemed in need of improvement. All assessors maintain reliability certification through Teachstone (publisher of the CLASS instrument). The CPS monitoring process also includes reviews of child-, classroom-, and teacher-level documentation to ensure compliance with all PFA (and now More at Four) requirements.

In collaboration with the Consortium on Chicago School Research and the Ounce of Prevention Fund, ISBE will introduce a new parent questionnaire for More at Four families that programs will be required to implement as part of their ongoing continuous program improvement efforts. This questionnaire will be an early-childhood-specific adaptation of the Five Essentials (5-E) Survey that K-12 public schools across the state are currently required to implement to measure school climate. More at Four programs will be part of the validation study for this *5E-Early Ed* tool, which represents a significant advancement in measurement of the organizational conditions that make it more or less likely that teachers will be effective with young children and families. Importantly, this approach to seeking parent feedback will be integrated with what school districts are already doing at the district and school level, and will provide critical information for program and school improvement efforts (see Appendix page 153 for a summary of *5E-Early Ed*).

Federal PDG Expansion Grant funds will be used in the first year of the grant to expand monitoring to include the new More at Four programs. In subsequent years, state funding will cover the increased monitoring costs.

For both ISBE- and CPS-monitored programs, timely feedback from monitoring visits is provided, including detailed information about how each classroom's "scores" on the classroom quality assessment instrument were determined. Programs are required to use this information to develop a continuous quality improvement plan (see model improvement plan in Monitoring Protocol in the Appendix beginning on page 146). Programs that score in the lowest range among monitored classrooms are provided with coaching to improve program performance. This coaching system has proven highly effective, with the majority of coached programs increasing their scores enough to move into the Gold Circle of Quality in ExceleRate Illinois within one year. Coaching will be expanded in the first year of the grant with federal funds, and then sustained through state funding in the remaining years of the grant.

Supporting Continuous Improvement at the Subgrantee Level: A unique feature of the More at Four program is its emphasis on intensive instructional leadership. Subgrantees are required to employ or contract with an instructional leader (e.g., Curriculum Coordinator, Instructional Coach, Master Teacher, etc.) at a ratio of no less than 1.0 FTE per 10 classrooms. Illinois instituted this requirement based on lessons learned from Early Reading First and Investing in Innovation grant projects completed in the state over the past twelve years. These projects showed the importance of sustained, embedded professional development for supporting excellent instruction in preschool classrooms. As described in Section (C)(1)(f), Illinois will provide intensive support to these instructional leaders, including training on the use of CLASS and ECERS-R for continuous program improvement, to ensure they have the skills required to implement effective professional learning communities and other supports for teachers.

(b) Statewide Longitudinal Data System (LDS)

Illinois has implemented a statewide longitudinal data system that is aligned with the action steps defined and monitored by the Data Quality Campaign. All children

served through the ECBG, including all children enrolled in PFA and these new More at Four classrooms, are included in this data system. The system allows for tracking the progress of children from school enrollment (in preschool, kindergarten or birth-to-age three Prevention Initiative programs) through grade twelve, and into higher education if the student remains in Illinois. The LDS includes child level data on KIDS (see (C)(3) below).

(c) Measurable Outcomes

All PFA programs, including these new More at Four programs, have as their central goal supporting children's development of the full range of skills and abilities detailed in the IELDS. These standards describe what children are expected to know and be able to do at the end of the preschool period and prior to kindergarten entry, and thus comprise the school readiness expectations of the State.

Programs are required to implement a comprehensive assessment system, which must include a developmentally appropriate, research-based, formative assessment of children on all areas of development. The assessment must be aligned with the IELDS, and must be completed at least three times per year.

Programs must regularly review children's assessment results and use the assessment information to inform individualized instruction and classroom lesson plans. In addition, programs must look at classroom-, site-, and program-level results on the assessments and use this information to inform program improvement efforts, including professional development plans. Compliance with these requirements for the implementation of assessments and use of their results for continuous improvement is monitored as part of the monitoring process described above.

(3) Measuring Outcomes in Kindergarten

ISBE recognizes that high-quality early childhood education plays a crucial role in putting children on track for academic success throughout elementary school, high school, postsecondary school, and beyond. In particular, kindergarten is a pivotal year in which children transition from early childhood programs to the primary grades. If kindergarteners have a successful and productive year in which they build their

cognitive and social-emotional skills, then they stand a better chance to succeed in later years.

ISBE has instituted KIDS to help teachers understand more fully children's development process, to provide information to teachers and administrators about each child's progress, to drive more effective classroom instruction, to help align early childhood and elementary school systems, and to address gaps in school readiness. It is a comprehensive process designed to provide information about children's competencies across developmental domains over time and to provide information about whether Illinois' kindergarteners have the skills and knowledge needed to succeed in school.

ISBE first began developing a kindergarten readiness survey in early 2010 when the State Superintendent of Education formed a stakeholder committee of early childhood and elementary school teachers and administrators, early childhood development specialists, ISBE staff members, and others. The stakeholder committee released a report in April 2011 entitled, "A New Beginning: The Illinois Kindergarten Individual Development Survey," which outlined the priorities for a kindergarten survey and the importance of kindergarteners' development process. ISBE is working with the WestEd Center for Child and Family Studies (CCFS) and the Berkeley Evaluation and Assessment Research Center (BEAR) at the University of California-Berkeley's Graduate School of Education to develop and administer KIDS.

KIDS is an observation-based assessment tool that is completed by each child's teacher. It is based on developmental research and theory, includes developmental sequences of behaviors along a continuum, and spans the development trajectories of children in kindergarten. KIDS is administered through observation in natural settings either through teacher observations, family observations, or examples of children's work, which conforms with the recommendations of the National Research Council report on early childhood assessments that includes ongoing documentation of children's behavior in natural environments. It represents a full continuum assessment instrument for all children in kindergarten, including children with Individualized Education Programs (IEPs) and English Learners. KIDS takes into consideration the specific cultural and linguistic characteristics of the diverse population of children

enrolled in kindergarten, including English Learners. Observers are trained to use multiple and diverse methods of evidence collection to identify what children can do, as opposed to single measures that may not be normed or valid and reliable for young children, especially those with IEPs or who are English Learners. KIDS is aligned to the IELDS, the IELG, and the Common Core State Standards.

KIDS looks at children's development across the five Essential Domains of School Readiness and is made up of eleven domains: Self-Regulation; Social and Emotional Development; Language and Literacy Development; Cognition: Math; Cognition: Science; Physical Development; Health; History – Social Science; Visual and Performing Arts; English Language Development (ELD); and Language and Literacy Development in Spanish (SLD). The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. Because there are multiple measures for each domain, a completed KIDS instrument provides enough information to support individualized instruction along a developmental continuum. A child's learning and development across domains provides the child's overall learning and developmental profile. Importantly, through the SLD and ELD measures, educators of ELs will have formative measures for informing instruction to support language development.

KIDS is now in the third phase of implementation, following two successful pilot phases. To date, over 1600 kindergarten teachers have participated in the KIDS implementation training and 276 school districts are implementing KIDS. During this school year (2014-2015), there will be a calibration study to develop state-level norms for the instrument. There will also be a process implemented for determining KIDS 'criterion-zone boundaries' for readiness. The purpose of this process is to define regions along the scales of measurement of the various KIDS domains that are associated with children meeting Illinois standards of readiness, both at the beginning and end of kindergarten. This is to address the question of how KIDS' results relate to standards-based expectations for children's readiness, at the beginning of kindergarten and at the end of kindergarten.

The KIDS assessment system has been designed with parents in mind. Teachers are encouraged to involve families in the collection of observations and anecdotal

evidence of children’s skill development, as the opportunity to observe a child’s level of mastery is greatest when the child is interacting with a familiar adult. The individual-level reporting tool for KIDS, the Child Developmental Profile, has been specifically designed for teachers and family members to share information about the child’s development during parent-teacher conferences.

Full statewide implementation of KIDS is planned for the fourth and final phase of the KIDS project in school year 2015 - 2016.

Section C Ambitious and Achievable Plan

Goals:

1. Implement State Preschool Program infrastructure improvements to ensure the high-quality implementation of PFA More at Four programs.
2. Extend the State’s effective monitoring system for PFA to the new/enhanced PFA More at Four programs.
3. Measure the outcomes of participating children through KIDS

ACTIVITY C-1: HIRE STATE-LEVEL STAFF TO MANAGE IMPLEMENTATION		
<i>Rationale:</i> The State’s Plan represents a very significant expansion of preschool services and accompanying quality supports, and its implementation will require management by new state-level staff.		
<i>Locations & Scale-Up:</i> Statewide		
IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Post positions for Preschool Expansion Project Director, ISBE Principal Consultant, Family Services Manager, Community Systems Policy Director	Jan 2015	ISBE, OECD
2: Hire staff for above positions	Feb 2015	ISBE, OECD
3: Post position for additional Principal Consultant	Nov 2015	ISBE
4: Hire additional Principal Consultant	Jan 2016	ISBE
5: Post position for additional Principal Consultant	Nov 2016	ISBE
6: Hire additional Principal Consultant	Jan 2017	ISBE
7: Post position for additional Principal Consultant	Nov 2017	ISBE

8: Hire additional Principal Consultant	Jan 2018	ISBE
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*Indicates activities that will be completed before the State is notified whether it's application for this grant is successful

ACTIVITY C-2: DEVELOP ADDITIONAL SUPPORTS FOR EXCELLENCE IN INCLUSIVE PRACTICE

Rationale: Programs will need support in completing the self-study, program improvement, and application process for achieving the Award of Excellence in Inclusion of Children with Special Needs

Locations & Scale-Up: Statewide, but with emphasis in first year on Selected Communities

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Develop detailed plan for supports for Award of Excellence for Inclusion of Children with Special Needs	Oct-Dec 2014*	OECD, STAR NET, ISBE
2: Amend contracts for STAR NET, Early Choices and/or Illinois Early Learning Project to include new supports for inclusive practice.	Jan-Feb 2014	ISBE
3: Provide intensive support for programs seeking the Award of Excellence	Mar 2014- Dec 2016	Contractors

*Indicates activities that will be completed before the State is notified whether it's application for this grant is successful

ACTIVITY C-3: ENGAGE MORE AT FOUR SUBGRANTEES IN SUPPORTS FOR AWARDS OF EXCELLENCE

Rationale: More at Four Subgrantees were selected in part because of their track record of excellent program implementation. Many of these programs are ready to pursue Awards of Excellence and will be targeted for supports that have been funded by the RTT-ELC grant.

<i>Locations & Scale-Up: Selected Communities</i>		
IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Contact Subgrantees to determine in which Awards of Excellence they will pursue	Oct-Nov. 2014*	OECD, ISBE
2: Engage Subgrantees in supports for Awards of Excellence in Culturally and Linguistically Appropriate Practices, Family & Community Engagement, and Inclusion of Children with Special Needs	Dec 2014*-Feb 2015	Contractors
3: Provide supports to Subgrantees	Mar 2015-Dec 2016	Contractors
*Indicates activities that will be completed before the State is notified whether it's application for this grant is successful		

ACTIVITY C-4: ENGAGE MORE AT FOUR SUBGRANTEES IN PRESCHOOL INSTRUCTIONAL EXCELLENCE SUPPORTS

Rationale: Instructional leaders in More at Four programs will need support in implementing embedded professional development and professional learning communities that support excellence in classroom instruction for preschoolers.

Locations & Scale-Up: Selected Communities (in context of larger statewide effort) (Note: First two years of this work has been funded through RTT-ELC grant)

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Identify which Subgrantees are eligible for Going for Gold and which are eligible for Lead. Learn. Excel.	Oct-Nov 2015*	ISBE, OECD
2: Begin first cohorts for Going for Gold and Lead. Learn. Excel.	Oct-Nov 2015	Contractor
3: All Subgrantees participating in Going for Gold or Lead. Learn. Excel. (milestone)	Dec 2015	Contractor

ACTIVITY C-5: DEVELOP AND IMPLEMENT SUPPORTS FOR PROGRAMS AROUND FAMILY ENGAGEMENT AND COMPREHENSIVE SERVICES

Locations & Scale-Up: The first two years will focus on development of training modules and other supports; enhancing coordination efforts; strengthening capacities; and engaging in usability testing of modules, tools, and other resources. Services will be brought to full scale. A statewide comprehensive services awareness campaign will be launched and state and regional TA providers will provide ongoing TA supports to programs and schools. Families will have access to ongoing supports.

Locations & Scale-Up: Statewide

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Post position for Family Services Manager	Jan 2015	ISBE
2: Complete internal and external gaps analysis to identify family engagement and comprehensive service supports needed by school districts	Jan-Jun 2015	Family Services Manager
3: Identify internal and partner resources and design and develop resources including alignment guides, early childhood and comprehensive services content modules	Jan-Jun 2015	Family Services Manager
4: Procure family services contractor to develop and adapt trainings and materials for schools, districts, and families	Jun 2015	Family Services Manager
5: Adapt, develop, and deliver train the trainer institutes for foundational parent capacity building, early childhood content modules, and family specialist training	Jun 2015- Jun 2016	Family Services Manager
6: Train trainers including state staff, PD contractors and partners, and TA providers	Jul 2016- Jun 2017	Family Services Manager, ISBE consultants, State PD and TA

		Contractors, Family Services Contractor, Regional Offices of Education
7: Review policies and strengthen alignment and coordination of family engagement funding tools and instruments; monitoring and evaluation efforts; and continuous school improvement measures	Apr 2015- Dec 2018	Family Services Manager
8: Procure delivery of trainings to build school capacity	Jul 2016- Jun 2018	Family Service Manager
9: Incorporate delivery of trainings into existing PD grants/contracts, IGAs with ROEs for regional delivery	Jan 2017- Dec 2018	Family Services Manager
10: Launch EC and comprehensive services content modules , post and advertise online modules, align and identify in-person modules through Gateways to Opportunity Registry	July 2016- Dec 2018	Family Services Manager
11. Conduct family engagement and services awareness campaign through conference presentations/workshops, superintendents bulletins, newsletters, PSAs, inclusion in Birth-Grade 3 Alignment Trainings	Apr 2015- Dec 2018	Family Services Manager
12: Identify and develop ongoing evaluation systems and tools for external and internal systems that is linked to continuous school improvement	Jan 2016- Dec 2017	Family Services Manager
13: Plan for sustainability through appointment of Statewide advisory committee and private/public ventures	Jan 2015- Dec 2018	Family Services Manager

ACTIVITY C-6: IMPLEMENT EXPANDED MONITORING SYSTEM AND ACCOMPANYING CONTINUOUS IMPROVEMENT SUPPORTS

Rationale: Expansion of Preschool for All through More at Four requires expansion of the monitoring system and its related coaching supports.

Locations & Scale-Up: Selected Communities

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Amend contract with monitoring contractor to allow for monitoring of More at Four Subgrantees in their first full year of implementation	Jan-Feb 2015	ISBE
2: Identify Subgrantees that, based on past monitoring, may benefit from intensive coaching supports as they implement More at Four	Jan-Feb 2015	ISBE
3: Amend contract with The Center to provide additional coaching support to programs as they plan and start up More at Four program	Jan-Feb 2015	ISBE
4: Begin providing coaching to identified Subgrantees	Mar 2015	Contractor
5: Begin monitoring of programs using revised monitoring protocol which incorporates More at Four program criteria	Oct 2015	Contractor
6: All Subgrantees' More at Four programs receive first monitoring visit (milestone)	Jun 2016	Contractor
7: Continue monitoring and coaching supports to Subgrantees throughout grant period .	Ongoing	Contractors, ISBE

Note: For all Ambitious and Achievable Plan descriptions, appropriate financial resources for implementing the activities is addressed in detail in the Budget Narrative. Supporting evidence and information requested in the performance measures are provided in the Appendix as referenced in the narrative and/or in the federal Excel workbook, and details about how the State will address the needs of

Eligible Children, including those with special or very high needs, is addressed in detail in the narrative.

D. Expanding High-Quality Preschool Programs in Each High-Need Community

(1 & 2) Selected Communities and Their Characteristics

The State has selected the communities listed below to participate in the first year of the More at Four program option of PFA. Approximately 45% of Eligible Children in the state live in these selected communities. Preliminary MOUs with these Subgrantees are included as an attachment to this application. These communities were selected based on several factors:

- Number and percentage of Eligible Children not currently served by any publicly funded preschool program (e.g., PFA, Head Start, or school district-sponsored program)
- Number and percentage of Eligible Children with very high needs not currently served by a full-day, high-quality program that provides comprehensive services (this analysis used number of children in extreme poverty—below 50% FPL—as a proxy for very high needs)
- Effectiveness of existing collaborations within the community that will support continuous, high-quality, comprehensive services for children with very high needs from birth through third grade
- Readiness to implement services beginning either in February/March or August/September of 2015
- Special consideration was given to communities where new facilities constructed with state Early Childhood Capital Grants will be completed in 2015 because these capital grants were targeted to communities that were significantly underserved across the birth to five years of age span.

Community Profiles—Part I: Community Characteristics

Community Name	Subgrantee(s)	Geographic Type (U, S, R)*	# of 4 year olds	# of Eligible 4 year olds (Income Below 200% FPL)	% of 4 year olds who are Eligible (Low Income)	Key Community Characteristics
Addison	Addison SD 4	S	509	221	43%	Large Latino immigrant population; pockets of high poverty
Aurora	Aurora West SD 129	U/S	4,412	2,243	51%	2 nd largest city in IL; old industrial city that has now been encompassed by Chicago suburbs; urban core has very high percentage of Latino immigrants
	Aurora East SD 131					
	One Hope United					
	Indian Prairie SD 204					
Bolingbrook	Valley View CUSD 365U	S	1,423	588	41%	Racially and ethnically mixed; pockets of high poverty
Carpentersville	CUSD 300	S	1,762	634	36%	Large Latino immigrant population; pockets of high poverty
	Children's Home & Aid					
Chicago	Chicago Public Schools	U	36,118	20,931	58%	Will concentrate services on lowest income neighborhoods, incl. South and West sides of city; population served will be mostly African-American and Latino

Community Name	Subgrantee(s)	Geographic Type (U, S, R)*	# of 4 year olds	# of Eligible 4 year olds (Income Below 200% FPL)	% of 4 year olds who are Eligible (Low Income)	Key Community Characteristics
Cicero	Through a Child's Eyes	U	1,393	914	66%	Heavily Latino suburb of Chicago; large low-income population; 53% of K-12 are ELs
Decatur	Decatur SD 61	S	896	597	67%	School district is approximately 45% African-American; few ELs
Elgin	SD U-46	S	3,431	1,732	50%	2 nd largest school district in IL; old industrial city that has now been encompassed by Chicago suburbs; 50% Latino
Jefferson County	Mt. Vernon SD 80	R	481	312	65%	Mostly white and low-income; 28% African-American
Joliet	One Hope United	U/S	1,283	824	64%	4 th largest city in IL; old industrial city that has now been encompassed by Chicago suburbs; urban core has very high percentage of Latino immigrants

Community Name	Subgrantee(s)	Geographic Type (U, S, R)*	# of 4 year olds	# of Eligible 4 year olds (Income Below 200% FPL)	% of 4 year olds who are Eligible (Low Income)	Key Community Characteristics
Monroe & St. Clair Counties	Metro East Preschool for	R	445	137	31%	Extraordinarily depressed area, with unemployment rate more than twice national rate; mostly African-American
	All	U	669	637	95%	
Normal	McLean County Unit SD 5	U/R	1,202	391	33%	Mostly white, mixed income. Community is home to Illinois State University
North Chicago	North Chicago SD 187	S	525	404	77%	Mix of African-American and Latino; high poverty areas; community is home to Naval Station Great Lakes
Rock Island	Rock Island Reg. Office of Education	R	1,813	849	47%	Racially mixed; part of "Quad Cities" along Mississippi River
Rockford	Rockford SD 205	U	2,744	2,017	74%	3 rd largest city in IL; old industrial city with very high poverty in concentrated neighborhoods; racially mixed
	Rockford Head Start	U				
South Suburbs of Chicago	Lansing SD 258	S	1,396	877	63%	Predominantly African-American; very high concentrations of poverty in specific
	Dolton SD 148					

Community Name	Subgrantee(s)	Geographic Type (U, S, R)*	# of 4 year olds	# of Eligible 4 year olds (Income Below 200% FPL)	% of 4 year olds who are Eligible (Low Income)	Key Community Characteristics
	Dolton SD 149					neighborhoods/apartment complexes
	Posen-Robbins SD143.5					
West Chicago	West Chicago SD 33	S	553	402	73%	Student body is mostly Latino and low-income
Wheaton/Warrenville	CUSD 200	S	946	294	31%	High number of refugees from throughout the world
Total						

*U=Urban; S=Suburban; R=Rural LI = Low Income; family income below 200% of the Federal Poverty Level

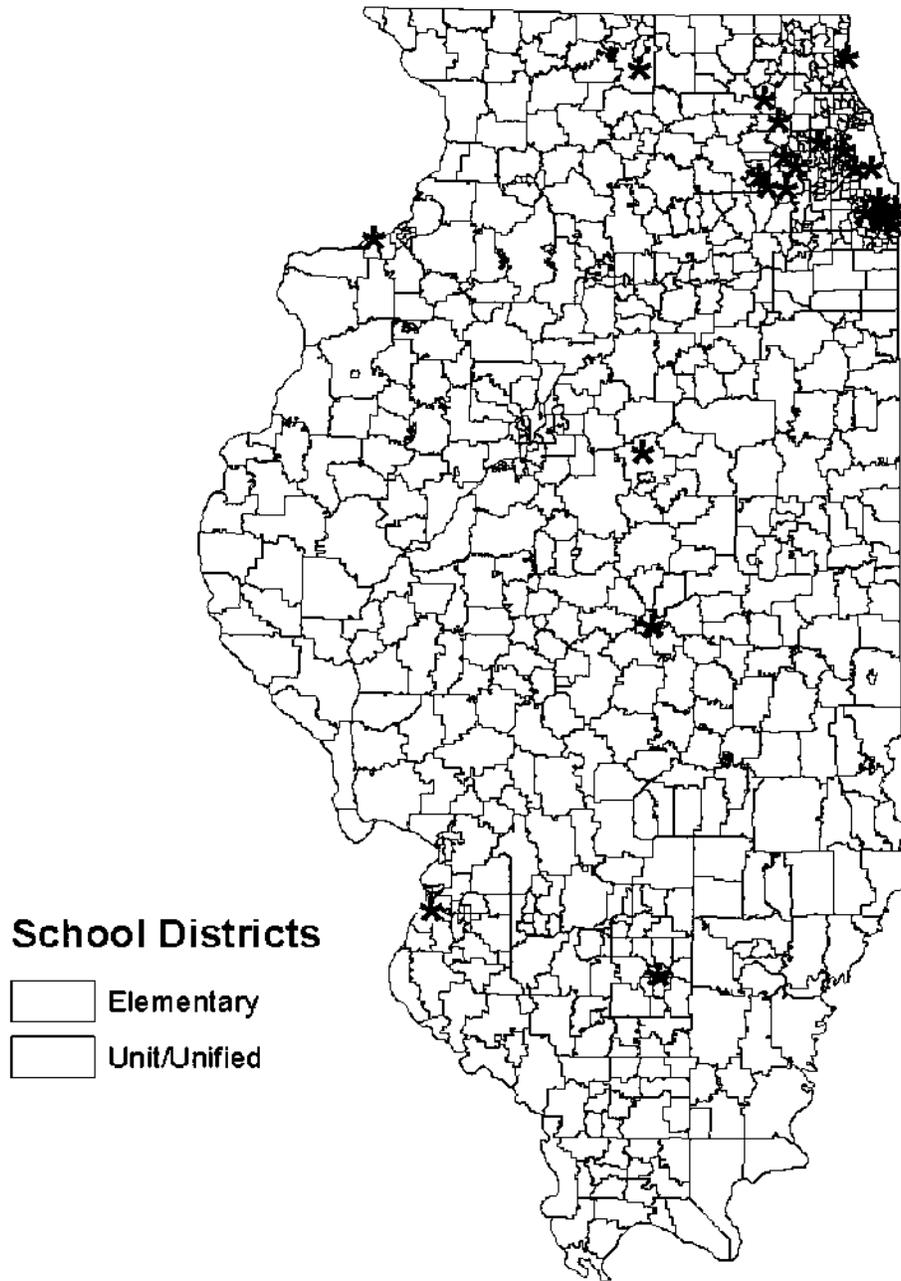
Community Profiles—Part II: Current Service Levels and Number of More at Four Slots

Community Name	Subgrantee(s)	# Low-Income 4 Yr Olds Currently Served in:				# of Eligible Children Unserved by Any Program	# PFA-More at Four NEW slots to begin in 2015	# PFA-More at Four ENHANCED slots to begin in 2015
		Part-day HS	Part-day PFA	Part-day Title 1	Full-day, High-Quality Program			
Addison	Addison SD 4	-	63	-	-	158	60	
Aurora	Aurora West SD 129	153	671	32	40	1,347	200	
	Aurora East SD 131						100	
	One Hope United						40	
	Indian Prairie SD 204						20	
Bolingbrook	Valley View CUSD 365U	49	85	-	-	454	160	
Carpentersville	CUSD 300	62	87	-	37	448	40	120
	Children's Home & Aid						40	
Chicago	Chicago Public Schools	5,190	8,160	213	6,500	868	600	500
Cicero	Through a Child's Eyes	67	641	-	-	206	100	
Decatur	Decatur SD 61	203	225	-	-	169	80	
Elgin	SD U-46	143	587	-	-	1,002	200	
Jefferson County	Mt. Vernon SD 80	140	150	-	-	22	20	20
Joliet	One Hope United	292	360	-	-	172	40	
Monroe & St. Clair Counties	Metro East Preschool for All	11	60	-	-	66	20	
		125	189	-	140	183	140	
Normal	McLean County Unit SD	234	85	-	-	72	40	

Community Name	Subgrantee(s)	# Low-Income 4 Yr Olds Currently Served in:				# of Eligible Children Unserved by Any Program	# PFA-More at Four NEW slots to begin in 2015	# PFA-More at Four ENHANCED slots to begin in 2015
		Part-day HS	Part-day PFA	Part-day Title I	Full-day, High-Quality Program			
	5							
North Chicago	North Chicago SD 187	70	80	-	-	254	80	
Rock Island	Rock Island Reg. Office of Education	376	429	-	20	24	40	
Rockford	Rockford SD 205	340	1,398	-	-	279	160	
	Rockford Head Start						40	
South Suburbs of Chicago	Lansing SD 258	120	370	-	110	277	20	
	Dolton SD 148						60	
	Dolton SD 149						80	
	Posen-Robbins SD143.5						40	40
West Chicago	West Chicago SD 33	-	129	-	71	202	120	
Wheaton/Warrenville	CUSD 200	50	20	-	-	224	60	
Total							2,600	680

Sources: Number of 4 year olds and number of Eligible 4 year olds are from demographic estimates provided by the Illinois Early Childhood Asset Map at the University of Illinois-Urbana/Champaign. Number of Eligible Children Served provided by Subgrantees from their community assessment.

School Districts in Illinois



The State anticipates continuing to increase the number of Eligible Children to be served in these communities with the PFA More at Four program option in Years 2-4 of the grant. Additional communities may also be selected to participate in the PFA More at Four program option when the state re-competes PFA grants in the spring of 2016, as the State must by law make that competition open to the entire state. If additional communities are selected to participate in the state-funded expansion, Illinois will request an amendment to its Plan for this grant.

(3) Outreach and Selection Process

The State conducted an intensive outreach process to potential Subgrantees for this grant. A statewide needs analysis was completed in May 2014, including a school-district-level analysis of the number of Eligible Children in the community and the number of children currently served in PFA and Head Start programs. From this analysis, 15 school districts were identified as areas especially lacking in services because they had a very low ratio of PFA and Head Start slots to low income three and four year olds and/or had an especially high number and/or percentage of children whose family income is below 50% of the Federal Poverty Level. OECD invited these districts and local community based organizations to regional outreach sessions in June and July. At these sessions, potential Subgrantees were given information about the grant opportunity and an overview of the State's vision for how these grant funds would be used to provide intensive services to the highest need four year olds in the context of a birth-to-third grade continuum of comprehensive services. OECD also conducted outreach through community collaborations in targeted communities, including collaborations funded in part by MIECHV and/or RTT-ELC Innovation Zones resources, to ensure that high need communities were aware of the opportunity. Finally, Early Childhood Capital Grant recipients that were scheduled to open their new facilities in 2014-15 were contacted about the opportunity to be Subgrantees in this proposal.

In July, an open invitation to all PFA grantees was issued by ISBE, requesting communities to express their interest in participating as a Subgrantee in Year One of this proposal (see Appendix page 157 for documents relating to the outreach and selection process). Interest forms were received from 34 communities around the state, several of

which included multiple school districts and/or community-based organizations working together. Interest forms were evaluated on three criteria: 1) quality of partnerships described in the response; 2) degree to which the community demonstrated understanding of the goal of serving the highest need children in a “pipeline” of continuous, high-quality services from birth to third grade; and 3) readiness to implement services in the 2015-16 school year or sooner. Results of the interest form evaluation and the statewide community needs assessment were considered together to determine the preliminary list of 24 participating Subgrantees. The past performance of these potential Subgrantees in PFA monitoring and ExceleRate Illinois was reviewed to ensure that these programs were well prepared to implement a high-quality program.

With support from the State’s philanthropic partners, OECD provided extensive technical assistance to these preliminarily identified Subgrantees to help them plan their services, strengthen partnerships for continuous birth-to-third grade services, and develop their budgets. Shortly after the federal application was released, OECD held a webinar with the Subgrantees to provide additional information about the State’s vision and plan, the grant application process, and the additional information OECD would need from each district. Each Subgrantee was assigned a consultant who conducted a site visit and provided telephone support as needed throughout the application and budget development process. Subgrantees were brought together for a technical assistance workshop day in early September, and were required to submit a proposed plan and budget by mid-September. OECD reviewed these plans and budgets in consultation with the ISBE Early Childhood Division and made the final selection of Subgrantees for Year One of this grant.

OECD also held a webinar specifically for Head Start program directors throughout the state to explain the State’s plan and its vision for increasing access to intensive, highly effective preschool services for those children with the highest needs. Four Head Start programs are participating in the first year of the State Plan (in Chicago, Rockford, Mount Vernon, and Bolingbrook). The State expects that Head Start programs in the majority of the selected communities will participate in More at Four as it expands.

The State anticipates that Subgrantees will be funded with the federal funding throughout the 2015-18 grant period for those classrooms that are included in Year One

of the grant. Additional expansion slots beginning in 2016, 2017, and 2018 will be funded with state funding through the ECBG. As such, ISBE will need to conduct a grant competition for these expanded slots, following the ECBG Rules, as part of the overall planned expansion of ECBG each year described in Section A above. The State anticipates that its private sector partners, including philanthropy, will take the lead on providing outreach and support to potential applicants in this grant competition process as it has done in many other ECBG grant competitions over the past decade to ensure that all high-need communities in the state are aware of the new program model and the opportunity to provide more intensive, continuous services to those children with the highest needs. This process has proven especially effective in past competitions in ensuring that communities with high numbers of Latino immigrant families—which are among Illinois’ most likely communities to lack preschool services—apply for and are ready to implement new Preschool for All programs.

(4) Ambitious and Achievable Targets

As shown in the Budget Tables, Illinois will subgrant

(b)
(4)

 of the total federal funds over the four years of the project period to participating Subgrantees.

Table A, Part III shows the State’s ambitious, achievable targets for expansion of new slots and improvement of existing slots. Illinois has successfully implemented large-scale expansion of PFA in the past, most notably increasing the number of children served by 30%, or approximately 23,000 children, from State Fiscal Year (SFY) 2005 to SFY 2009. The State is confident that the plan it has developed can be successfully implemented with high quality. (Note: Please see Section G for explanation of Per Pupil Expenditures in Table A.)

New slots: As the targets indicate, the majority of slots will be new slots. Most of these slots will be funded only through this grant and/or the matching funds for this grant. Some of these new slots will be placed in community-based child care programs that blend/braid these funds with Child Care Assistance funding to provide a full-work-day, full-year program. This model has been successfully implemented within the existing PFA program. Funds from this grant (including matching funds) will only be used to pay for expenses that exceed the basic operating expenses of the child care program. These

child care center slots are considered new slots as they have not previously been part of the State Preschool Program. Note: It is expected that a somewhat limited number of More at Four slots will be placed in child care center programs as the current PFA program—blended and braided with Child Care Assistance funds—has proven to be a good match for the needs of these children whose families are working or attending school.

In addition, some of these new slots are anticipated to be placed in Head Start programs, where the grant/matching funds will be used to extend the program day to at least the length of the local first grade day (all districts in Illinois provide at least five hours for first grade), to raise teacher salaries to ensure a Licensed Professional Educator with an endorsement in Early Childhood Education is teaching each class and that his/her salary is comparable to those of teachers in the local district(s), and to support evidence-based professional development for the instructional staff.

Improved slots: Approximately $\frac{(b)(4)}{(4)}$ % of the total More at Four slots to be funded through these grant/matching funds will be improved PFA slots. Funds in these programs will be used to extend the program from half-day (typically 2.5 hours per day) to Full Day and to provide Comprehensive Services. These improved slots will be implemented in communities that already have high levels of service for Eligible Children in part-day PFA, and where there are many children with very high needs whose needs would best be met by a full school day program with Comprehensive Services.

	2015	2016	2017	2018
Entirely new slots	1,740	3,380	6,120	8,000
New slots combined with Head Start	500	860	1,300	1,700
New slots combined with CCAP	360	440	800	1,060
Enhanced/Extended PFA slots	680	1,420	2,200	3,000
Total slots	3,280	6,100	10,420	13,760

(5) Sustaining High-Quality Preschool Programs After the Grant Period

As described above, the State has developed a five-year plan for the implementation and expansion of PFA More at Four programs as part of its overall Birth to Five Initiative.

This plan includes the state sustaining in the second half of SFY 2019 and in SFY 2020 those programs that were funded through the federal funds under this grant. All Subgrantees have also indicated their plans to continue to contribute any local matching funds (including in-kind contribution) through SFY 2020 to ensure programs are sustained.

Section D Ambitious and Achievable Plan

Goal: Provide High-Quality Preschool to 13,760 Additional Eligible Children, including 3,280 in Year One, 6,100 in Year Two, 10,420 in Year Three, and 13,760 in Year Four.

ACTIVITY D-1: EXECUTE SUBGRANTS FOR YEAR ONE		
<i>Rationale:</i> Executed subgrants will provide necessary funding for implementation of PFA More at Four programs.		
<i>Locations & Scale-Up:</i> The communities in which the services will be implemented in Year One are listed in the chart above.		
IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Develop formal ISBE grant application for programs to complete to receive funding in SFY 15	Oct. 2014*	ISBE Division of Early Childhood (DEC)
2: Complete formal ISBE grant application for SFY15 funds, including budget in ISBE required format	Nov 2014*	Subgrantees
3: Review SFY15 subgrants applications and complete provisional approval process, pending notification of receipt of federal funding award	Dec 2014*	ISBE DEC & OECD.
4: Award SFY15 subgrants , which will include funding for services, planning activities, minor remodeling, and purchase of materials in Jan-Jun 2014	Jan 2015	ISBE

5: Develop ISBE “E-Grant” application for programs to receive funding in SFY16	Jan-Feb 2015	ISBE DEC
6: Complete “E-Grant” application for funding for SFY16	Mar-Apr 2015	Subgrantees
7: Review SFY16 subgrant applications and approve subgrantee’s plans and budgets	May-Jun 2015	ISBE DEC & OECD
8: Award SFY16 subgrants which will include funding for services Jul-Dec 2015 and (pending award of 2016 federal funding to State) services for Jan-Jun 2016	Jul 2016	ISBE
*Indicates activities that will be completed before the State is notified whether it’s application for this grant is successful		

ACTIVITY D-2: EXECUTE SUBGRANTS FOR YEAR TWO

Rationale: Preschool for All funds will be re-competed for FY17 funding, and state matching funds for More at Four will be granted through this competition.

Locations & Scale-Up: The State anticipates that all Year One Subgrantees will continue their program in Year Two of the project and that several will expand their services. In addition, new participating communities may be identified through the recompetition process for PFA.

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Develop report template for programs to report on their initial implementation of the program	Feb 2015	OECD & ISBE DEC
2: Complete initial implementation report (due date will be based on whether services begin in Feb/Mar or Aug/Sep)	Apr or Oct 2015	Subgrantees
3: Revise PFA Request for Proposals (RFP) to reflect new More at Four program option	Oct-Dec 2015	ISBE DEC

4: Conduct statewide outreach about the More at Four program option to ensure all potential PFA grantees understand this new program model	Dec 2015- Feb 2016	OECD & ISBE DEC
5: Complete annual needs assessment to determine areas of state most in need of expansion slots	Feb-Mar 2016	OECD
6: Release PFA RFP for re-competition of grant funds, including expanded state investment in PFA More at Four and “regular” PFA	Mar 2016	ISBE DEC
7: Release annual re-application for subgrant of federal funds	Mar 2016	ISBE DEC.
8: Develop annual report format for FY16 implementation	Apr 2016	OECD & ISBE DEC
9: Submit annual re-application for subgrants of federal funds	May 2016	Subgrantees
10: Review PFA proposals and award grants that will be from state funds	Jun 2016	ISBE DEC
11: Amend State Plan if necessary to reflect additional high need communities where More at Four program will be expanded	Jun 2016	OECD
12: Awards subgrants for FY 17 that will be from federal funds	Jun 2016	ISBE DEC
13: Complete and submit annual implementation report for FY 16	Jul 2016	Subgrantees

ACTIVITY D-3: EXECUTE SUBGRANTS FOR YEAR THREE

Rationale: Grants for FY 18 will need to be executed, including grants for further expansion with the state’s increased matching contribution.

Locations & Scale-Up: The State anticipates that all Year Two Subgrantees will continue their program in Year Three of the project and that several will expand their services. In addition, new participating communities may be identified through the PFA competition.

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Release PFA RFP for competition for expanded state investment in PFA More at Four and “regular” PFA	Mar 2017	ISBE DEC
2: Release annual re-application for subgrant of federal funds	Mar 2017	ISBE DEC
3: Develop annual report format for FY17 implementation	Apr 2017	OECD & ISBE DEC
4: Submit annual re-application for subgrants of federal funds	May 2017	Subgrantees
5: Review PFA proposals and award grants that will be from state funds	Jun 2017	ISBE DEC
6: Amend State Plan if necessary to reflect additional high need communities where More at Four program will be expanded	Jun 2017	OECD
7: Awards subgrants for FY 17 that will be from federal funds	Jun 2017	ISBE DEC
8: Complete and submit annual implementation report for FY 17	Jul 2017	Subgrantees

ACTIVITY D-4: EXECUTE SUBGRANTS FOR YEAR FOUR

Rationale: Grants for FY 19 will need to be executed, including grants for further expansion with the state’s increased matching contribution.

Locations & Scale-Up: The State anticipates that all Year Three Subgrantees will continue their program in Year Four of the project and that several will expand their services. In addition, new participating communities may be identified through the competition process for new PFA funds.

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Release PFA RFP for competition for expanded state investment in PFA More at Four and “regular” PFA	Mar 2018	ISBE DEC

2: Release annual re-application for subgrant of federal funds and develop process to ensure that slots are funded through expanded state funds for second half of 2018-19 program year	Mar 2018	ISBE DEC
3: Develop annual report format for FY18 implementation	Apr 2018	OECD & ISBE DEC
8: Submit annual re-application for subgrants of federal funds and continuation state funds	May 2018	Subgrantees
9: Review PFA proposals and award grants that will be from state funds	Jun 2018	ISBE DEC
10: Amend State Plan if necessary to reflect additional high need communities where More at Four program will be expanded	Jun 2018	OECD
10: Awards subgrants for FY 17 that will be from federal funds for Jul-Dec 2018 and state funds Jan-Jun 2019	Jun 2018	ISBE DEC
11: Complete and submit annual implementation report for FY 18	Jul 2018	Subgrantees

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

(1) The Roles and Responsibilities of the State and Subgrantees

The roles and responsibilities of the State and of each Subgrantee are clearly articulated in the preliminary MOUs that were signed by each Subgrantee (see Exhibit I, page 87 of MOU attachment).

(2) Implementation Plan & Subgrantee Capacity

The Ambitious and Achievable Plan in Section D details the State’s implementation plan for expanded High-Quality Preschool Programs.

The State has selected the Subgrantees for Year One of the project period according to the criteria presented above. Each Subgrantee has demonstrated its organizational capacity to implement a High-Quality Preschool Program by successfully implementing a PFA program and/or by achieving a Gold Circle of Quality rating in ExceleRate Illinois (See Appendix on page 60). Early Learning Providers with which Subgrantees may contract to provide services have demonstrated their organizational capacity to implement the program in partnership with a Subgrantee by achieving a Silver or Gold Circle of Quality rating in ExceleRate Illinois.

All Subgrantees for Year One were required to provide OECD and ISBE with a detailed plan for where the program will be located, including a plan for ensuring that the classrooms, playgrounds, and other spaces where children will be served will be safe and appropriate environments for four-year-old children. OECD and ISBE have preliminarily reviewed and approved all requests for funding for minor remodeling, furniture, and equipment needed to ensure the environments are appropriate and ready for preschool services to begin no later than September 2015.

(3) Minimizing Subgrantee Administrative Costs

The current Administrative Rules for the ECBG include limitations on administrative expenditures, and these rules will be extended to programs funded through federal funds under this grant:

The budget shall specify that no more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation. -23 Ill. Adm. Code 235.20 (c)
(14)

(4) Monitoring Subgrantees and Early Learning Providers

PFA More at Four programs will be monitored in the first full school year of implementation according to existing ISBE policy for PFA. The monitoring process

(described in (C)(2)(a)) will include all partner organizations with which a Subgrantee may subcontract to operate the preschool program (e.g., child care centers or other local school districts). Subgrantee expenditures will be monitored by the ISBE Early Childhood Division in accordance with existing ECBG policy and ISBE's State and Federal Grant Administration Policy, Fiscal Requirements and Procedures. In addition, programs will be required to participate in quarterly monitoring calls with OECD to review progress in implementing the program plan, including their community-level efforts to develop a more continuous system of services for children with the highest needs from birth through grade three.

Subgrantees that subcontract with other Early Learning Providers to provide services will be required to develop and submit to ISBE and OECD for approval before June 30, 2015 a plan for monitoring those subcontractors on at least a monthly basis to ensure that the program is being implemented as intended.

(5) Coordinating Plans Between State and Subgrantees

As described in Section (C)(1)(b), Subgrantees will be required to submit a detailed program plan each year as part of their application for continuing funds. This application will include information about the Subgrantee's plans for assessments, instructional tools, family engagement, linkages with other community resources to provide families with Comprehensive Services, preschool-to-third grade alignment efforts, and professional development. These plans will be reviewed and approved by ISBE Early Childhood Division Principal Consultants.

ISBE has developed a robust communication system to keep PFA grantees, including the new More at Four programs, informed of the state-level efforts described in Section (C)(1), including efforts around professional development, workforce and leadership development, and community systems development. This communication system includes an email list serve, a special section of the weekly State Superintendent's newsletter to school district superintendents, a very comprehensive website, and conferences and webinars for PFA administrators. In addition, each PFA program is assigned to a Principal Consultant who regularly communicates with the program and

ensures that the program is aware of all of the services offered by ISBE and its many state-level contractors dedicated to supporting high-quality program implementation.

OECD has also developed a communication plan to keep PFA programs up to date on ExceleRate Illinois and the supports that are available to all early childhood programs through the RTT-ELC Grant.

CPS and ISBE have a special relationship. As the third largest school district in the nation, CPS operates its own substantial system of supports for high-quality preschool program implementation, both within its schools and in community based organizations with which it contracts for PFA and Prevention Initiative services. ISBE, OECD, and CPS staff members coordinate efforts and ensure that programs in Chicago are receiving consistent messages and are well supported as they develop and implement programs.

(6) Coordinating With, But Not Supplanting, Existing Services

As described in Section B, Illinois has a long history of supporting blended and braided funding for high-quality early childhood programs. IDHS has developed a simple process by which a program can apply for recognition as a Collaboration Program, i.e. one that provides a full-workday, full-year program that is enhanced by Head Start, Early Head Start, Prevention Initiative, or PFA funding. Programs must demonstrate how the additional funding enhances the program by improving quality (lowering group size and/or ratio, improving staff qualifications and compensation, enhancing curriculum and educational experiences, and/or providing comprehensive services) and must demonstrate how their program is coordinated with other early childhood programs in the local community. Child Care Assistance Program (CCAP) participants enrolled in Collaboration Programs enjoy several benefits, including annual redetermination of eligibility for CCAP, 90 day (instead of 30 day) job loss grace period, and indefinite eligibility if participation in the collaboration program is part of the parent's current TANF Responsibility and Services Plan. Early/Head Start grantees follow appropriate cost allocation procedures to ensure that the Early/Head Start funding supplements do not supplant CCAP funding. Similarly, ISBE (or in Chicago, CPS) reviews program budgets and cost allocation procedures to ensure that PFA and/or Prevention Initiative funding

supplements do not supplant CCAP funding. This same process will be followed for any collaboration program funded for PFA More at Four services.

Subgrantees are encouraged to develop collaborative models with Head Start programs. For these programs, ISBE will carefully review budgets to ensure that PFA More at Four funds are supplementing and not supplanting Head Start funds.

School districts commonly blend and braid Title I funds and Special Education funds with PFA funding. In all cases, careful cost allocation is required to ensure there is no supplanting of funds.

Of the 24 Subgrantees to be funded through this grant, 15 are implementing a collaboration with Head Start or a community based organization for the More at Four program (or are themselves a community-based organization), and an additional five are in communities where another community-based organization will be implementing More at Four. All Subgrantees will be involved with the intensive community systems development activities detailed under Competitive Preference Priority 2 (Section CPP-2).

(7) Economically Diverse, Inclusive Settings

The current PFA program does not have an income-based eligibility requirement for individual students. In SFY 2014, 59.3% of PFA participants were reported to be eligible for Free or Reduced Price Lunch, the only measure of family income ISBE currently collects. Although ISBE staff suspect this percentage may significantly underestimate low income children's participation in the program (as some schools may not collect eligibility information on part-day students), the data do demonstrate that large numbers of children participate in mixed-income preschool programs throughout the state.

The Chicago Public Schools, as part of the Mayor's Chicago: Ready to Learn! Initiative (see Appendix on page 108) has provided local funding to increase access to preschool for children across income levels. Children with incomes below 200% of FPL attend CPS Head Start or PFA programs at no charge, and children from higher income families participate under a sliding scale tuition schedule. Similarly, many districts around the state operate blended program models in which children with IEPs, at-risk children receiving PFA, and tuition-paying children attend programs together in the same classrooms, with all costs allocated to the appropriate funding streams.

For the PFA More at Four option, Subgrantees will be required to identify and serve those children with the highest needs in their communities. Specifically, as noted in the Sample Weighted Eligibility Criteria Form in Appendix on page 40, children who are homeless, who are wards of the state, or who demonstrate developmental delays in two or more domains on a research-based screening tool are to be given priority in enrollment for the program. Subgrantees will be encouraged to serve children in mixed-income settings, provided they appropriately allocate costs such that the federal and matching state funds cover only the costs for Eligible Children.

Subgrantees will be required to identify, accept, and appropriately support children with disabilities in their PFA More at Four programs.

(8) Delivering High-Quality Preschool Programs to Eligible Children including Those in Need of Additional Supports.

More at Four will explicitly target children and their families who are the most at-risk, fragile, and isolated and will develop recruitment strategies to reach and enroll them and develop innovative program model components to keep them engaged. Through extensive community outreach and the establishment of referral pipelines with other early education providers and social service or community agencies that target hard to reach or at-risk populations, communities will identify, assess, enroll, and serve children with multiple risk factors as defined by ISBE and the ELC. These risk factors include poverty or deep poverty, homelessness, child welfare involvement, developmental delays or disabilities, English not spoken in the home, low parental education, parent who was a teen at child's birth, and incarcerated parent, as well as other factors that may be identified by the local community. Those children with the most significant number of risk factors will take precedence over other children with a smaller number of risk factors, and it is anticipated that children enrolled in the More at Four program will have a minimum of twenty "points" on the Sample Weighted Eligibility Check List (or a similar level of risk on a locally-developed eligibility weighting system). (See Appendix on page 40.) More at Four programs will be required to document that at least 80% of enrolled children meet that minimum threshold. Waiting lists will be maintained so that in the event that a slot becomes available children on the waiting list will be given priority.

Special consideration will be given to ensuring that children from linguistically isolated families and families that experience significant barriers based on language are offered culturally and linguistically appropriate services. Currently 21.2% of the children in PFA programs are identified as English Learners, and it is anticipated that a similar percentage will be enrolled in More at Four programs.

Based on past experience in PFA, programs have noted that it is common to have children with very high needs come to the attention of the school district in the first two months of school, after all PFA slots have been filled for the year. Indeed, the DCFS School Readiness Office, which is charged with ensuring that all preschool-aged children in foster care are enrolled in preschool, has noted that a lack of openings in preschool programs is a common barrier to ensuring these children are served. For this reason, More at Four programs will be encouraged to reserve 5-10% of their program slots to be filled during the first two months of the school year. These slots will be filled immediately by any child who is homeless or in foster care. If the slots are still not filled by November 1, the program will enroll the highest need children from the waiting list. This process will supplement the existing practice of programs managing enrollment to ensure that any child with disabilities whose IEP indicates a need for preschool services is able to enroll promptly in the PFA (or if appropriate, self-contained special education) program. Programs will maintain contact with agencies serving homeless families and children in foster care throughout the year, and if a homeless or foster child is identified as needing preschool services after all spots are filled, programs will make every effort to keep contact with the family and place that child in a classroom as soon as an opening becomes available.

Illinois' robust network of 0-3 home visiting and center-based programs will serve as a direct link in coordinating recruitment and enrollment with programs in the community to ensure children and families with the highest need are identified early and supported through the preschool recruitment and enrollment process. More at Four program staff including family support specialists, parent educators, and curriculum coordinators will assist with the recruitment of families. Eligible children will also be identified at community "Child Find" screenings held for children birth to five by all PFA and/or Early Intervention programs throughout the state. PFA programs already coordinate with

their local Child and Family Connections (Early Intervention services) to assure seamless transitions for families moving from EI to PFA programs.

Maintaining enrollment and ensuring excellent attendance for children with very high needs is a key goal for PFA More at Four programs. Programs will have a dedicated Parent Educator or Family Support Specialist at a ratio of no less than 1:100 children (most programs have a lower ratio), and most programs have included additional supports such as paraprofessional School Community Representatives or Parent Ambassadors to assist in meeting families' comprehensive needs to facilitate continued enrollment and attendance. A recent analysis by the Child Parent Center Expansion grant (an Investing in Innovation, or i3, grant) has shown that support from Parent Educators and School Community Representatives, together with implementing a full-school-day schedule, significantly improved attendance among preschool children with very high needs. Programs will be required to submit attendance data for the More at Four programs, and adjustments to the program requirements for family support services will be made based on what the State learns is necessary to effectively ensure retention and strong attendance for children with very high needs.

(9) Ensuring Culturally and Linguistically Responsive Outreach and Communication

The State of Illinois has developed a *Hard to Reach Toolkit for Programs Serving Preschool Children* (Appendix beginning on page 164), which will guide More at Four providers through each step in their charge of recruiting, enrolling, and serving the hardest to reach families within their communities, including children who are English Learners. The toolkit offers guidance identifying community need and offering strategies for outreach, transportation, and parent support and involvement and will be an important resource for school districts and community based centers.

In addition to the strategies for identifying and recruiting Eligible Children described in Section (E)(8), communities will take special care to go beyond census data to identify pockets of linguistically isolated families that the programs can then target with culturally and linguistically appropriate outreach strategies. Additional resources for this data are school districts that collect data on English Learners beginning in preschool, Head Start programs, and immigrant serving community-based organizations. Refugee resettlement

agencies and Illinois Department of Human Services Refugee & Immigrant Services have data on immigrant communities that may help identify locations and characteristics of linguistically isolated communities to target for recruitment, and these organizations have historically been strong collaborators with early learning providers in the state.

Programs will implement activities to engage families with limited English proficiency to encourage and maintain enrollment; support family engagement in the program; and strengthen families' capacity to support children's learning and development at home. These activities may include partnering with immigrant-serving organizations; having a dedicated bilingual liaison to work on outreach and recruitment; providing translation or interpretation services; and developing materials in multiple languages. Program communications regarding children's educational needs, progress, and concerns will be presented in the language most readily understood by the family, which is an existing requirement under the PFA program.

Illinois' plan also takes into account the need to ensure the quality of preschool programs for culturally and linguistically diverse children. There are multiple program requirements under the existing PFA program for English Learners, as described in Section A and in the explanation of the bilingual education rules included in Appendix starting on page 34. PFA programs that serve English Learners must screen and identify these children, provide native language instruction or support, provide ESL, use ESL or bilingual endorsed early childhood teachers, have a district-level bilingual parent advisory committee, include culturally and historically relevant content in the curriculum, and align their comprehensive services with the 2013 Early English Language Development Standards, 2.5 -5.5 years (2013), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium.

Decades of research in child development affirms the importance of play in the early years as the primary vehicle through which children build a strong foundation for linguistic, cognitive, social, and emotional concepts. Play-based classrooms for children whose home language is not English will allow time for observation, exploration, problem solving, experimentation, and discussion. These hands-on experiences will build a solid foundation for language development and school success. The PFA monitoring process includes an assessment of the degree to which classroom environments are

culturally sensitive and contain rich amounts of materials, books, pictures, and print in languages of the families.

Young children also learn language through relationships with their caregivers and peers during daily routines. Illinois is one of very few states that continue to promote and require native language instruction and support. The State acknowledges the role that language plays not only for communication, but also for children's social-emotional development. Children will be encouraged to communicate their feelings, thoughts, and ideas using their home language to build a stronger foundation of concepts and vocabulary and to develop strong, stable, supportive relationships with adults. This foundation will support children as they learn, write, read, and develop another language. Classroom staff and families will provide support by using the child's home language by:

- Talking with the children about new experiences in their home language
- Reading to the child in their home language
- Singing culturally-appropriate songs, rhymes, and chants
- Helping with everyday classroom routines and activities in their home language
- Talking about traditions in their home language

These strategies will be used within More at Four programs to ensure that the learning needs of targeted, high-risk ELs will continue to be met. To the greatest extent possible, children will transition into kindergarten programs with the same language of instruction as in preschool to ensure continuity of learning. In addition, programs will work with community partners to ensure that family education, recruitment, and enrollment efforts are culturally and linguistically appropriate and tailored to the needs of all families.

Family Engagement

Through family and community engagement, More at Four will focus on family well-being, positive parent-child relationships, families as lifelong educators, parent education, family engagement in transitions, and families as advocates and leaders.

Program staff will implement a range of parent education and support services including

- An intake and orientation process that informs parents about the scope of the program and solicits their on-going participation
- Regularly scheduled opportunities for dialogue about parents' and caregivers'

hopes and goals for their children, and about their children's progress in the program. This dialogue will be integrated into parent-teacher conferences that review child assessment information and inform teachers' planning

- Discussions of child development, health and parent-child relationships, both in parent meetings and in conversations with program staff.

In addition to reflecting the ISBE Family Engagement Framework, program goals will reflect the desired outcomes described in the Head Start Family and Community Engagement Framework:

- Family well-being: Parents and families are safe, healthy, and have increased financial security
- Positive parent-child relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development
- Families as lifelong educators: Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities
- Families as learners: Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals
- Family engagement in transitions: Parents and families support and advocate for their child's learning and development as they transition to new learning environments, from birth to kindergarten and through elementary school
- Family connections to peers and community: Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life
- Families as advocates and leaders: Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

As community systems develop through the state and regional supports described in Section CPP-2, parents will learn about and use a wide range of services and supports. These include:

- Opportunities to network with other parents and learn about community resources—activities that can lead to employment and make community resources available to improve family life
- Counseling and concrete help in times of need, including referrals to employment services, food pantries, housing agencies, health services, Strengthening Families Illinois workshops, *Abriendo Puertas* workshops, and other services
- Opportunities for involvement and leadership
- Regular opportunities for parents and their children to have fun together – family picnics, field trips, visits from performing groups, etc.

Parent Advisory Councils

In an effort to build parent leadership within programs and in the community, Parent Advisory Councils will be created (if they do not already exist) to provide family members with the opportunity to work with the school leaders in planning, design, implementation, and evaluation of the school programs. Parents will receive letters informing them of the opportunity to be a member of the Parent Advisory Council, teachers will speak with families about the opportunity, and parents will recruit other parents. Councils will be created to provide leadership opportunities for parents, and will also include classroom teachers, school and center leadership, and community members. The council will help to make sure parents and stakeholders have the chance to voice suggestions and concerns throughout the school year to ensure families are being served at a level that meets their needs. Schools and centers will be encouraged to build connections between parent leaders within their programs and community-level groups including local collaborations.

(10) Ensuring Strong Partnerships Between LEAs and Other Early Learning Providers

(a) Partnering with LEAs and Other Early Learning Providers to Ensure Successful Transitions

As noted in (D)(3), the State selected communities in part based upon their existing and proposed relationships between school districts and community-based Early Learning Providers. Twelve of the 18 selected communities have included community-based providers in their plan for More at Four, and an additional five already include community-based providers in their existing PFA program. In the remaining community, North Chicago, the school district is committed to working with community-based providers and the local Naval Station as they plan for future expansion of services.

In all selected communities, both the school district and local community-based providers have indicated a willingness to work together to identify and serve children with very high needs. In most of the communities, there is already a strong early childhood collaboration that shares professional development opportunities, resources, and referrals. As described in Competitive Preference Priority 2, the State will invest in a system of support to local collaborations that will ensure that the remaining communities also develop a local system that promotes sharing of resources between school districts and community-based Early Learning Providers.

Each of the selected communities has developed detailed plans to ensure that children make a smooth transition between preschool and kindergarten. These plans include, at a minimum, annual meetings between local preschool and kindergarten teachers, joint professional development opportunities for teachers across grades, transition planning with families that includes an opportunity for families to meet elementary school personnel, and transitional opportunities for children to learn about the school they will be attending in kindergarten. Kindergarten transition information will be provided to parents in their preferred language.

(b) Coordinating and Collaborating with LEAs and Other Early Learning Providers

Professional Development: Illinois has developed a strong system of professional development supports for early learning providers. With funding from ISBE, The Center: Resources for Teaching and Learning and STAR NET provide a rich array of training opportunities for staff in PFA programs throughout the state, including those in community-based centers. In addition, all early learning programs, whether school- or community-based, can access trainings provided through the statewide network of Child

Care Resource and Referral Agencies, including many trainings that are available on-line and/or in multiple languages. Over the past several years, both The Center and the CCR&Rs have been moving away from single-session workshops and towards more effective professional development models that include multi-session series with opportunities between sessions for intentional “practice” implementation of new skills and opportunities to reflect on that practice with instructors.

The Center will implement a special series of supports for teachers who are new to PFA. High-quality preschool classrooms require teachers with both core knowledge about best practices in early education and unique skills for working with high-risk preschoolers and their families, along with additional knowledge about services provided by community partners and braided/blended funding requirements. A one day face-to-face New PFA Teacher’s Academy (Academy) will be implemented to enable the newest cadre of teachers to create their own regional network of new practitioners and enhance their individual skill sets. In addition to keynote addresses from leading experts in the field, the Academy will include breakout sessions that provide targeted overviews of foundational elements of high-quality early childhood education and of Illinois’ early learning system. The Academy will be followed-up by a regionally-based webinar series to provide ongoing support and networking. The Academy will supplement and not replace the expectation support for teachers’ skill development through district level training/mentoring and other state funded trainings.

Illinois is in the midst of implementing a significant shift in the way it provides support to early learning programs seeking to improve their quality. Whereas in the past the State supported many efforts directed chiefly at teachers and other classroom level staff, Illinois and its contractors are now developing many more supports for instructional leaders in programs. These leaders are being trained and supported in implementing professional learning communities within their programs, through which they will provide highly effective embedded professional development centered on teachers’ instructional practice.

The More at Four program requirements include having a dedicated instructional leader (e.g., Curriculum Coordinator, Master Teacher, etc.) at a ratio of no less than 1.0 FTE per 10 classrooms. In the communities where community-based providers are

participating in the More at Four program, the Subgrantee's instructional leader will provide embedded professional development support to the teachers in the community-based program together with the site-level leadership at the programs.

Instructional leaders will receive support in providing professional development around all relevant topics, including early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education. Intensive supports for instructional leaders will be provided through the Going for Gold and Lead.Learn.Excel. professional development programs described in Section (C)(1)(f).

As described in Section C, ISBE will conduct an assessment of professional development needs among More at Four Subgrantees in the first few months of 2014, and will develop a plan to expand the professional development supports provided by its existing contractors in light of this assessment. Similarly, CPS will develop a plan for enhanced professional development supports for More at Four programs within Chicago.

Comprehensive Services: Each Subgrantee will be required to provide comprehensive services to the children enrolled in More at Four programs and to their families. Specifically, programs will ensure that every child is screened for vision and hearing difficulties, receives a comprehensive physical examination by a physician at least annually, and receives all indicated immunizations, and is screened for mental health and social-emotional delays and disabilities. Programs will be required to develop partnerships with local community resources to ensure that children are referred to and receive needed health and mental health services. Programs will be funded to either employ or contract with nurses and mental health consultants to support health and mental health services at the More at Four program.

Strong support for children's social-emotional development will be critical to the success of the More at Four program. Because the program is designed to serve those children with highest needs, it is anticipated that many children will present with challenging behaviors, and teachers will need support in developing skills to effectively manage those behaviors and to promote healthy social-emotional development.

Subgrantees have developed plans for providing these supports to teachers. For example, CPS will hire three Social Emotional Learning Coordinators to work with school-level instructional leaders and teachers to implement effective strategies for supporting children with behavioral and/or mental health needs. While final plans are still being developed for this new initiative, it is anticipated that CPS will follow an approach similar to the Pyramid Model developed by Center for Social Emotional Foundations for Early Learning (CSEFEL), which emphasizes effective classroom preventive practices and explicit instruction in social and emotional regulation skills. As part of its needs assessment for professional development, ISBE will assess the need among other Subgrantees for additional training and supports for implementing the Pyramid Model and will develop a plan to provide these supports.

In addition to full-class practices and instruction, the Pyramid Model also includes intensive individualized interventions for children who display ongoing challenging behavior. Implementing positive behavior support for these children often requires ongoing, relationship-based support for the teacher from a mental health provider skilled in early childhood mental health interventions. Illinois has developed a highly effective approach to mental health consultation in child care, early intervention and preschool, and as noted above, programs have included funding for mental health consultation in their annual budgets. Trained early childhood mental health consultants are available for programs to contract with throughout the state, and additional training and support for mental health consultants will continue to be provided through a partnership among IDHS, ISBE, and the Illinois Children's Mental Health Partnership.

The State's approach to supporting culturally and linguistically responsive family engagement opportunities is described in detail above in Section (C)(9).

Each Subgrantee (or its subcontractor) will be required to provide meals and snacks to children appropriate for the program day (minimum of breakfast, lunch, and one snack). Meals and snacks will be aligned with Child and Adult Care Food Program guidelines. Nutrition education will be integrated into the classroom curriculum, and parent education services will include nutrition education.

PFA guidelines require that children have an opportunity for active gross motor play daily, including outdoor play except in cases of very inclement weather, and that screen

time be limited to no more than 30 minutes per day. Videos are to be used only rarely, and only when directly linked to curriculum goals.

More at Four programs must maintain formal partnerships with community-based organizations to which they can connect participating families who are in need of food, housing, other basic needs, adult basic education and literacy instruction, health, mental health, domestic violence, substance abuse and financial asset building services. In their community Statement of Interest provided to OECD prior to community selection, each Subgrantee detailed their existing and planned partnerships to meet these family needs.

Supporting Full Inclusion: Illinois is one of the national leaders in inclusive practices in early childhood. Research demonstrates that children with IEPs are more successful learning alongside their typically developing peers than in self-contained classes. Illinois puts this research into practice by working closely with the Federal Office of Special Education to implement its policies in preschool placement options. Illinois has invested its resources to educate families, communities, and public schools on best practices for educating students with IEPs in inclusive environments.

There are three models ISBE approves as best practice for inclusion in preschool. The first and most commonly implemented is the Blended Model, which is a PFA and Early Childhood Special Education classroom blended together with 70% typically developing students and the balance of students with IEPs. Depending on the school district, there may also be tuition-paying students from other families in the community in these classes as well. In the Blended Model there is one teacher who has endorsements in both Early Childhood and Special Education, plus aides as needed to meet the needs of the children. The Itinerant Model provides an itinerant special education teacher and related service staff who deliver supports in the general early childhood class; in this model, there are typically only a few students with IEPs in each classroom. The third model is the Team Teaching Model. This model has two teachers (general and special education) working together to teach all children. All three models for inclusion can take place in a community-based childcare setting, a Head Start classroom, or public school classroom setting. With each model the goal is to educate children with disabilities in a high-quality program that includes children with and without disabilities. The expectation is that all children are educated using a research-based, comprehensive curriculum. All programs

that serve students with special needs are monitored by the state as described in Section (C)(3), and state-level supports for high-quality early childhood special education are described in Section (C)(1)(c).

Currently 15.5% of children enrolled in PFA programs statewide have IEPs. The State anticipates that an equal or greater percentage of participants in the More at Four program option will have IEPs.

Other Children Who Need Additional Supports: Illinois' approach to ensuring that Subgrantees and their partners engage and effectively serve children who are homeless or in foster care, English Learners, and other populations with high needs is detailed above and in CPP-2. (Note: Illinois does not have any children residing on Indian lands.)

Ensuring Appropriate Facilities: As noted in Sections A and B, Illinois implemented the nation's largest ever state commitment to the renovation and construction of early childhood facilities. These Early Childhood Construction Grants (ECCG), awarded in 2012, were directed towards communities that were underserved with child care and early learning services, and where a lack of appropriate facilities was a primary barrier to expanding services. Several of the ECCG project sites will participate in the PFA More at Four program option.

All facilities serving young children in groups in Illinois must meet minimum health and safety standards. Child care centers are subject to the Illinois Department of Children and Family Services' rigorous and comprehensive licensing standards. While the State's licensing law does allow for some types of centers to be exempt from licensing, non-school-based centers participating in the More at Four program will be required to be licensed. Public school facilities are covered by the State's School Code, which establishes minimum health and safety standards. All facilities must meet relevant state and local fire and health codes. ISBE requires evidence of compliance with all of these health- and safety-related standards as part of its annual grant application process for Preschool for All grantees.

Data Systems: As described in Section B, Illinois has implemented a Statewide Longitudinal Data System. Data for all children served in PFA programs, including those in these new More at Four programs, must be entered into the data system, which includes a unique identifier for each child that will identify the child throughout his or her

years as a public school student in Illinois. Training and support for Subgrantees will be provided to facilitate effective use of the data system. The system and the training have been developed to ensure compliance with all applicable state and federal privacy laws.

Using Community-Based Learning Resources: Illinois is fortunate to have a strong library system and many world-class museums, including 14 children's museums. Throughout the state, PFA programs have developed strong partnerships with libraries and museums to enrich children's learning and support parent engagement. Most More at Four programs have partnerships with their local libraries and many participate in family literacy programs. The Dolly Parton Imagination Library sends a book a month to the homes of children in several areas that will have More to Four programs, including Mount Vernon SD #80, Rock Island, and Elgin U-46. Elgin U-46 also partners with the 2009 National Medal for Museum and Library Services winner, Gail Borden Library, on a wide array of services open to More at Four families including Baby Rhyme Time, Drop in Storytime, and Family Story Time, all of which are also provided in Spanish. Elgin U46 also has Born to Learn Trails and Kindergarten Readiness Calendars in Spanish and English.

West Chicago families participate in a family literacy program at the College of DuPage. Each classroom in McLean School District #5 in Bloomington will receive two visits each year from Children's Discovery Program, which brings its Museum in Motion program to share science activities with the kids. The United Way of Rock River Valley Success by Six program promotes literacy among Rockford's youngest children through programs like Tiny Turners, Page Turners, Kindergarten Readiness Calendars, and Born to Learn Trails and materials.

Not surprisingly, the CPS has a wealth of learning and cultural opportunities available to its children and families. For example, the Grow Up Great early childhood science partnership between CPS and PNC Bank, Museum of Science and Industry, Shedd Aquarium, Adler Planetarium, and Field Museum engages preschool teachers, students, and families at several schools. Teachers at these schools participate in a Community of Practice (professional learning community) and online professional development modules, which support both their content knowledge and their pedagogical understanding and capacity to implement high-quality science learning experiences. Participating

classrooms go on PNC-funded field trips to the participating institutions, and families are invited to multiple science family events both at museums and schools. Kohls Children’s Museum and the DuPage Children’s Museum provide similar professional development and family field trip opportunities in Chicago’s north and west suburbs.

Many PFA programs have formed strong partnerships with local arts organizations to provide arts education and enrichment to their students and families. Du Page Children’s Museum works with West Chicago District #33 preschool families to expose them to the arts, in school as well as at the museum. Jefferson County children participate in programs sponsored by the Cedarhurst Center for the Arts. One of note is the annual African-American History program that begins in the classrooms with art projects and readings and culminates in an evening program of singing, dancing, and art presentations from children from preschool through eighth grade. School Districts like Elgin U-46 who have advanced Performing Arts Academies invite preschool students to plays, concerts, and dance exhibitions during regular school hours.

Illinois is fortunate to have a large and active philanthropic community focused on early childhood. Many of the connections between libraries, museums, and arts organizations and early childhood programs are funded with grants from local foundations like the McCormick Foundation, Chicago Community Trust (and other community foundations throughout the state), the PNC Foundation, and many others.

Section E Ambitious and Achievable Plan

Goal: Implement strong partnerships with Subgrantees to ensure the successful implementation and expansion of High-Quality Preschool Programs.

ACTIVITY E-1: IMPLEMENT MORE AT FOUR PROGRAMS IN HIGH NEED COMMUNITIES

Rationale: Subgrantees will complete planning, recruitment, and start-up activities for More at Four programs and begin services no later than September 2015.

Locations & Scale-Up: Subgrantee Communities

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Complete program plan as part of formal grant application to ISBE	Nov-Dec 2014*	Subgrantees

2: Begin program services as indicated in MOU	Feb or Aug/Sept 2015	Subgrantees
3: Develop formal partnerships with community based organizations as needed to provide comprehensive services to participants	Jan-Jun 2015	Subgrantees
4: Develop formal relationship with DCFS Regional Office and other local foster care agencies to ensure that Eligible Children in foster care are offered enrollment in More at Four program	Jan-Jun 2015	Subgrantee
5: Develop formal relationships with local homeless service agencies and with school district's McKinley-Vento service coordinator to ensure that children who are experiencing homelessness are offered enrollment in More at Four program	Jan-Jun 2015	Subgrantee
6: Develop recruitment, selection and enrollment plan for More at Four participants in collaboration with other local early childhood service providers, including child care providers, PFA programs, Head Start, and home visiting programs; recruit participants for initial year	Jan-Jun 2015	Subgrantees and community partners, with support from OECD
7: Develop monthly monitoring plan for subcontracted More at Four slots, as applicable	Jan-Jun 2015	Subgrantees that are subcontracting
8: Purchase furniture and make minor facility modifications to ensure appropriate environments for young children	Jan-Jun 2015	Subgrantees
9: Apply for Collaboration status , if combining PDG funds with CCAP, to ensure participants receive maximum benefits and greater continuity of eligibility from CCAP	Jan-Mar 2015	Subgrantees braiding PDG program with CCAP funds

10. Establish Parent Council if one does not already exist for the Preschool for All program; develop plan to ensure More at Four participating families are part of the council.	Jan-Jun 2015	Subgrantees
11. Participate in Professional Development needs assessment completed by ISBE, and develop plan for initial year's professional development for instructional and support staff	Jan-Jun 2015	Subgrantees.
12. Enter all participating children in ISBE Student Information System including all required information about student and family characteristics	Oct each year	Subgrantees
13. Develop formal partnerships with libraries, museums, and arts organizations to enrich the experiences of More at Four program participants	Jan-Jun 2015	Subgrantees.
*Indicates activities that will be completed before the State is notified whether it's application for this grant is successful		

F. Alignment within a Birth through Third Grade Continuum

(1) Alignment Birth to Age Five.

(a) Coordinating with Other Birth through Age Five Programs

The State's planned approach to supporting the coordination of programs and providers across all types of services for young children and their families ages birth through five, and for ensuring the participation in More at Four programs by children in isolated or hard-to-reach families, is described in detail under Competitive Preference Priority 2. The State will be implementing a regional system of supports for local community collaborations, and these collaborations will be charged with ensuring that early childhood services from birth to kindergarten (and into early elementary school) are well coordinated, that children with high needs are identified and enrolled in services, and that the community has an up-do-date strategic plan for expanding and implementing

high quality, comprehensive early childhood services, especially for those children with highest needs.

Of course, coordinating early childhood services is of little value if the basic services are not actually available in the community. As noted previously, Illinois already has a relatively high level of services available for infants, toddlers, and three-year-olds compared to most states, and through the Birth to Five Initiative, the State will be growing services for children at all these ages while it grows preschool for four-year-olds. In addition, 16 of the 18 of the selected communities already have an Early Head Start program and/or had at least one application for Early Head Start-Child Care Partnerships submitted this summer, and 17 of them have at least one existing home visiting program.

Each of the communities selected provides full-day kindergarten for at least some of its students (most offer full-day for all students), and each Subgrantee has agreed to ensure that all children who participate in the More at Four program will be offered full-day kindergarten. School districts will be supported in developing continued parent engagement supports for the kindergarten through grade three years through the supports for family engagement described in Section (E)(10)(i- j) above. Before and after school care, either on-site or in nearby centers with transportation, is commonly available in the selected communities. As previously noted, Illinois does not have a waiting list for Child Care Assistance, and the Child Care Resource and Referral agencies throughout the state provide strong support for quality school-age care.

(b) Ensuring No Diminution of Services or Increased Cost.

As noted in Section A, Illinois' Birth to Five Initiative includes significantly increased investment across many types of programs serving children from birth to age five. This includes home visiting and high-quality child care for infants, toddlers, and preschoolers. Therefore, it is anticipated that implementation of the State's plan will increase rather than decrease the availability and affordability of services for children ages birth to five.

In each of the selected communities, some PFA slots are integrated into community-based, full-day, full-year child care programs. Incorporating PFA into these child care programs ensures that children receive high-quality, continuous care while their parents

work or attend school or training. It also helps ensure that enrollment of four-year-old children in these centers is not adversely affected by the implementation of the State's plan to extend PFA services to more children.

(2) Alignment with Kindergarten through Third Grade

Children's success in early elementary school, including in reading, math, and other areas of learning, is dependent upon sustaining the gains that will be made in PFA More at Four programs. Districts that are able to connect, align, and integrate their efforts across infant-toddler programs, preschool, kindergarten, and the early elementary grades will provide an education continuum that is more effective in preventing and addressing achievement gaps, and in the process they will feel less like they are trying to orchestrate a series of unrelated education reform efforts. Illinois has done significant work to develop and implement birth-to-third grade approaches to sustain early learning outcomes into the early elementary grades.

Illinois was one of six states selected to participate in the National Governors Association's recently completed birth to third grade policy academy. Over the past 18 months, the State engaged in cross-sector and cross-state conversations focused on better alignment of systems from birth to third grade. In April 2014, Illinois convened a Governor's Symposium entitled, "College and Career Readiness Begins at Birth: Connecting the Dots for Student Success," which brought together over one hundred district and community leaders to discuss issues related to a birth-to-third grade education continuum. Symposium sessions, focused on aligned standards, assessments, and teacher evaluation systems, were very well received. Attendees indicated strong interest in further opportunities to work on birth-to-third grade alignment, and the State's ambitious and achievable plan capitalizes on this momentum.

In addition to the symposium, Illinois will be building on many significant accomplishments related to birth-to-third grade alignment. These include:

- Child Learning Standards and Expectations: Illinois has aligned its standards from birth to twelfth grade (see Section (B)(1)) in the areas of language, math, science, social studies, the arts, social-emotional development, and physical development and health.

- Kindergarten Readiness Assessment: Illinois has developed and is in the process of implementing a multi-domain, observational kindergarten readiness assessment, KIDS, (see Sections (B)(2-3)), aligned to Illinois Standards that will provide assessment data to teachers for enhanced, tailored instruction and to schools for program improvement. KIDS is also aligned with commonly used early learning assessments such as the Creative Curriculum GOLD assessment used by many districts and community-based centers.
- Illinois' P-12 Principal Endorsement: Illinois is the first state in the nation to require the inclusion of content and field experiences in early childhood in principal preparation program standards.
- Culturally Inclusive Environments: Illinois enacted new Early Childhood Bilingual rules that extend specialized services to English Learners in state-funded preschool programs, ensuring greater continuity in services for these children from preschool through the early elementary grades. In addition, the state has adopted the WIDA English Language Development Standards, which are aligned from preschool through high school.
- Highly Effective Teachers: Illinois' Performance Evaluation Reform Act (PERA) requires school districts to implement an evaluation system for teachers—including school-based preschool teachers—that includes measures of both teachers' professional practice and student growth. This consistent system of evaluation will increase the alignment of systems and expectations of teachers from preschool to third grade. The Performance Evaluation Advisory Council (PEAC), the State's advisory group for developing rules and recommendations regarding the enactment of this PERA, drafted guidance and recommendations to districts about how to appropriately implement the evaluation of teachers in preschool through third grade. This guidance reflects substantial input from early childhood educators about what constitutes high-quality instruction in early childhood and what teacher and student behaviors evaluators should be looking for that may be different in the early versus later grades.
- Engaged Families: Recognizing the tremendous value of engaged families, ISBE drafted its Family Engagement Framework, as described in Section (C)(1) and

Appendix on page 132. The Framework is designed to use in developing and expanding school-family partnerships to support improved student learning and healthy development outcomes across the preschool-to-high school continuum.

- Full-Day Kindergarten: In 2013-14, approximately 79% of kindergarteners in Illinois attended full day, and 90% of elementary schools with kindergarten offered a full-day program. This represents a dramatic increase since 2006-07, when only 57% of Illinois kindergarteners attended full-day programs. The State expects that this trend toward full-day kindergarten will continue over the four years of this grant.

Preschool to Third Grade Aligned Education Continuum

Illinois believes that a high-quality, intentionally aligned education system from preschool 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 preschool to third grade. As a part of the Memorandum of Understanding, participating districts have committed to the following strategies specifically to ensure preschool-to-third grade alignment:

- Curriculum alignment between the More at Four program and the kindergarten program into which children will transition, including joint professional development opportunities for teachers
- Full-day kindergarten placement for children who participate in the program funded by this grant
- High level of parent engagement activities sustained in the early elementary years
- Assessment of children in the program funded by this grant using the KIDS

The State will support districts to successfully implement these strategies and provide additional opportunities to promote an aligned preschool-to-third grade educational and comprehensive services continuum. Specifically, Illinois proposes to work with districts to ensure children in the More at Four program are well-prepared for kindergarten, successfully transition to full-day kindergarten, and are able to sustain gains made in preschool through the third grade year. To ensure this happens, the State will engage districts in planning and implementation efforts that promote – amongst other things – collaboration between preschool and kindergarten teachers; well-prepared administrators

and teachers; the alignment of standards, curriculum and assessment; the use of robust data systems to measure child outcomes; a high level of parent and family engagement in children's education across preschool to third grade; and a community systems approach to providing comprehensive services to children and families. To support districts in this work, Illinois will contract with a state university to hire a P-3 Director and to provide supports such as institutes, regional meetings, webinars, and individual district meetings to facilitate the planning and implementation of preschool-to-third grade alignment initiatives.

Approximately one-fourth of the children who will attend More at Four programs will transition into "Community Schools," where the school has joined forces with non-profit organizations and local businesses to provide a broad range of programs and services to students and their families in support of comprehensive child development. Community Schools are a growing movement in Illinois, and the Federation for Community Schools provides ongoing support to schools and districts that are interested in adopting a community school approach to providing comprehensive services to children and their families. The P-3 Director will work with the Federation to involve more Selected Communities in developing comprehensive services for children in kindergarten and the early elementary years.

Preschool-to-Third Grade Continuity Project

ISBE will enter into an Intergovernmental Agreement with a state university to manage a Preschool-to-Third Grade Continuity Project. A new P-3 Director (job description in Appendix page 46) will jointly report to a supervisor at the state university, the Executive Director of OECD, and the ISBE Assistant Superintendent for Language and Early Childhood Development. He or she will be responsible for creating useful and practical tools and opportunities to support participating districts and facilitate their planning and implementation of a preschool-to-third grade education continuum. Some of the specific work will include implementing P-3 Institutes (see below), conducting regional meetings and planning sessions across the state, hosting webinars on topics relevant to multiple districts, and meeting individually with districts to assist in their planning and implementation of strategies to ensure preschool-to-third grade alignment.

The P-3 Director will support districts to align preschool to third grade in the following areas:

- Cross-sector system building to ensure clear and facilitated pathways for children from preschool to full-day kindergarten to early elementary settings. Specific components of this may include developing a formal governance structure, strategic planning for a shared vision, and funding to support preschool-to-third grade alignment efforts and continuity in comprehensive services
- Committed administrators who communicate that preschool-to-third grade alignment is a priority by providing time and resources to foster communication and collaboration across grade level
- Highly-effective teaching staff whose preparation, professional development, and evaluation is aligned from preschool to third grade and is grounded in child development and effective instructional practices for supporting young children's growth and differentiating instruction across a spectrum of developmental areas. Effective teachers in this system thrive on within- and cross-grade/setting collaborative work and observation
- Standards, curriculum, and assessment represent a coherent system of instruction, with shared expectations for student growth and a focus on both academic and social-emotional skills. These instructional components are intentionally aligned, meaningful, follow a developmental progression, and provide opportunities to monitor and promote individual student growth
- Culturally- and linguistically-inclusive and supportive learning environments contain resources to support a wide range of development, foster positive interactions with peers and adults, and are reflective of children's families and cultures
- Data-driven measurement, feedback loops, and improvement practices use meaningful child-based assessments, in two languages when children attend bilingual programs, and program data drive instruction, identify achievement gaps, allocate resources, and determine areas for professional development. Shared data – and common goals supported by the data – across grades/programs is essential to ensuring a strong educational trajectory

- Schools and engaged families partner in children’s formal education by establishing two-way communication regarding home environment and ways to support home learning; school-parent communication about school programs and students’ progress; volunteering in school; involving parents in home-based learning based on their funds of knowledge; involving parents in school decision-making, using culturally sensitive approaches; and involving parents in school-community collaborations, and other ways identified by the families.

District Support

To support districts and communities participating in the PFA More at Four programs, the state university will implement P-3 Institutes (see below) and planning and follow-up activities throughout the four-year period. The P-3 Institutes, regional meetings, and other supports will enable participating districts and communities to delve deeper to build sustainable structures that will stay in place long after grant funding ends. At the foundation of this work will be the support and assistance from critical state agency and organization representatives that will provide critical technical assistance and support to districts with aligned implementation of new state initiatives. To prepare for the initial institute, the P-3 Director (and/or related university staff) will first conduct a site visit with each of the participating districts to document the need for alignment and to determine the right partners to bring to the Institute. Information gathered will be used to determine the specific topics for the institutes. Each of two cohorts of districts will participate in an intensive and follow-up institute, regional meetings, and/or individual planning sessions. Priority topics will be based upon the needs of participating districts, with transition to kindergarten a key focus for all.

Intensive Preschool to Third Grade Institutes

The P-3 Director and staff will host an intensive, three-day summer institute for two cohorts of approximately 15 district teams, the first in the summer of year one, and the second in the summer of year three. Districts will be encouraged to bring a team of six to eight stakeholders – such as curriculum directors, early childhood directors, principals, bilingual education coordinators, preschool and K-3rd grade teachers/teacher leaders,

school board members, union representatives, other administrative staff, and community stakeholders. During the institutes, each team will have the opportunity to learn from experts, have facilitated conversations for planning, and share their plans and work with other districts. One requirement of the institute will be the development of a sustainability plan, aligned with practical and attainable goals and action plans that will be revisited with the district/communities throughout their four-year participation with the project. The state university team contractor will use tools, asset mapping, theory of change, and logic modeling to help district/communities with deeper implementation of the work.

Follow-Up Institutes and Meetings

During year two and year four of the grant, OECD will host a two-day follow up institute for those district teams that participated in the intensive institutes the previous year. In between institutes, districts/communities will participate in at least one site visit and/or regional meeting that is not for evaluative purposes, but rather to document the work that is occurring, both successes and challenges. The site visits will ensure that the Institutes are focused on the real and current issues in which the districts/communities are experiencing with the work. During these follow-up institutes, district teams will have opportunities to engage in further learning opportunities, reflect upon their work to date, engage in planning, and hear from other districts about their successes and challenges.

Section F Ambitious and Achievable Plan

Goals:

1. Ensure that Subgrantees are effectively aligning PFA More at Four programs with other early childhood services for children from birth to age four. (Note: Activities, implementation steps and milestones towards this goal are noted in Section E and in Section CPP-2 and are therefore not repeated here.)
2. Ensure that Subgrantees are effectively aligning PFA More at Four programs with kindergarten through third grade in the local school district(s).

ACTIVITY F-1: IMPLEMENT SUPPORTS FOR PRESCHOOL THROUGH THIRD GRADE ALIGNMENT

Rationale: Participating districts serving the most at-risk children will benefit from State support in planning and implementing strategies to provide children with seamless transitions to kindergarten and opportunities to participate in full-day early elementary programs that provide an aligned, instructionally strong, and supportive environment.

Locations & Scale-Up: Districts implementing and/or partnering with PFA More at Four Programs.

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Post position for the P-3 Director and requirements for contract for preschool-to-third Grade work.	Jan 2015	OECD, ISBE
2: Contract with a state university to hire P-3, host summer institutes, and assist with district planning and implementation	Mar 2015	OECD and ISBE Procurement Office
4: Organize the first P-3 Institute , including recruiting districts to participate	Mar – Jun 2015	State Univ. Contractor
5: Complete Outreach/Initial Site Visit to Participating Districts about preschool-to-third grade alignment	Mar – Jun 2015	State Univ. Contractor, OECD, ISBE
6: Conduct first Intensive P-3 Institute	Jul 2015	OECD
7: Conduct regional meetings throughout the State	Sep 2015 – Jun 2016	State Univ. Contractor, OECD, ISBE
9: Conduct individual site-visits and meetings with select districts to support planning and implementation of preschool-to-third grade alignment and to determine district needs	Oct2015 – May 2016	P-3 Director
10: Plan for Follow-up Institutes	Dec 2015 – May 2016	State Univ. Contractor, OECD, ISBE
11: Implement Follow-up P-3 Institute	Jul 2016	State Univ. Contractor

12: Conduct individual site-visits and meetings with select districts to support planning and implementation of preschool-to-third grade alignment and to determine district needs	Sep 2016 – May 2017	P-3 Director
13: Conduct regional meetings and/or webinars throughout the State to support planning and implementation of preschool-to-third grade alignment based on district need	Sep 2016 – June 2017	State Univ. Contractor, OECD, ISBE
14: Complete Outreach/Initial Site Visit to Second Cohort of Participating Districts about preschool-to-third grade alignment	January 2017 – March 2017	State Univ. Contractor, OECD, ISBE
15 : Conduct second Intensive P-3 Institute (Cohort 2)	Jul 2017	State Univ. Contractor
16: Conduct regional meetings and/or webinars throughout the State to support planning and implementation of preschool-to-third grade alignment based on district need	Sep 2017 – May 2018	State Univ. Contractor
17: Conduct individual site-visits and meetings with select districts to support planning and implementation of preschool-to-third grade alignment and to determine district needs	Sep 2017 – May 2018	P-3 Director
18: Implement Follow-up Preschool to Third Grade Institute (Cohort 2)	Jul 2018	State Univ. Contractor
19: Conduct webinars and in individual site-visits and meetings with select districts to support planning and implementation of preschool-to-third grade alignment	Sep 2018 – Dec 2018	P-3 Director

Competitive Preference Priority 1: Contributing Matching Funds

As described in Section A, Illinois will implement its plan to start up and ambitiously expand the PFA More at Four program option as part of the State’s Birth to Five Initiative. This initiative includes the State’s commitment of more than \$ (b)(4) investment in these new and enhanced High-Quality Preschool slots over the four years of the grant as detailed in Table A, Part II in the federal Excel workbook. The Illinois

State Board of Education has reviewed and approved this commitment (see report from Board's September 2014 meeting in Appendix on page 29), as has the Governor's Office of Management and Budget. As noted in their letters of support attached to this application, the major child advocacy organizations in Illinois including Illinois Action for Children, Latino Policy Forum, and Voices for Illinois Children are committed to working with the legislature to ensure the needed funding is allocated as planned each year.

In addition to the state investment, Illinois has secured commitments from high-need communities that will be implementing slots in the first year of the grant totaling over \$(b) (4) across the four years of the grant. These commitments are outlined in the preliminary MOUs signed by each community, and include in-kind services (e.g., space, utilities, cleaning, etc.) that each Subgrantee and/or its community partners will contribute to the program (see MOU Attachment). These local in-kind investments are not included in Table A because ISBE does not currently have a system in place to monitor in-kind expenditures and it would be difficult for the State to accurately report on these expenditures each year.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development

Illinois's goal is to ensure that children with the highest needs in each selected community receive a **coordinated progression of high-quality early learning and comprehensive services from birth through third grade**. The State will accomplish this by leveraging key innovations in local community systems development and statewide systems coordination to develop seamless "pipelines" of services across the early childhood years.

As noted in Section A, over the past decade, Illinois has developed an exceptionally broad and deep consensus for its vision of a system of universal supports that should be offered to every child and family, as well as the targeted interventions that every child with high needs must receive to support early learning and development and school readiness. A well-coordinated, easy-to-navigate "system of systems" through which

every family with young children has access to the full range of supports they need to raise healthy, thriving children from the child's birth to kindergarten entry, will serve as the State's pipeline to engage and connect more children with high needs to a continuum of high-quality preschool and other early learning services. The State will implement a community system development approach to prepare and support a cohort of community leaders who will take engagement of families with very high needs to the next level.

Illinois has been making steady progress towards its goal of fostering effective community systems and is ready to take a significant step forward through this State Plan. Through various arms of the ELC, OECD, and IAT, the State vision for community systems has been formed, validated, and begun to be operationalized in several ways. One example is the ELC's 2013 adoption of Recommendations to the Early Learning Council Regarding Highest Needs Families from its *All Families Served* Subcommittee (see page 175 in the Appendix). Catalyzed by Illinois' RTT-ELC strategic initiatives, the IAT and the ELC have placed significant focus on system-building work at the state level to operationalize these ideas. At the same time, Illinois formed the Consortium for Community Systems Development to develop a strategic plan for a coherent and robust approach to supporting effective local systems in alignment with the state's vision and goals.

Illinois has tremendous experience upon which to draw for this next phase of local-level system building. Over 40 communities in Illinois have established cross-sector early childhood collaborations, including 17 of the 18 communities proposed as Subgrantees for More at Four. Currently in Illinois, AOK, Innovation Zones, MIECHV community collaborations, and some locally funded collaboratives take a comprehensive systems approach (early learning, health, and family support) to serving the needs of young children. These collaborations are essential to forming local "pipelines" to identify children with high needs at or before birth and bridge gaps between systems and from program to program to ensure continuous access to high-quality comprehensive services through preschool and into elementary school. Through MIECHV, Illinois is building a practice base for coupling community systems development with coordinated intake to identify and engage families with complex needs before or shortly after birth—the starting point for a well-functioning community pipeline. In addition, a number of collaborations

in the state (including those funded with private or local public dollars) have built local capacity to coordinate planning around developmental screening and transitions from Part C to Part B from the perspective of families who use the system.

Through the State's work in seven RTT-ELC Innovation Zones, Illinois is currently building and measuring the impact of innovative pipeline strategies for recruiting and enrolling families in programs serving children from birth to five. New and existing cross-sector collaborations have completed a structured planning process, including broadening partnerships to include systems other than early childhood that encounter highest need children and families. These collaborations have recently begun implementing locally-developed strategies specifically focused on ensuring children with very high needs are connected with, participate in, and are successfully retained in high-quality early learning programs, including evidence-based home visiting, high-quality child care, Head Start and/or PFA. For example, in several Innovation Zones, local "pipeline connectors" (parent ambassadors or system navigators) are working in Innovation Zone communities to bridge the uncertainty parents face when trying to connect to an early childhood program or transition from one program to another. Innovation Zones are also experimenting with delivering early childhood education and/or parent engagement activities in non-traditional settings and through innovative models as a way to connect families early in their child's experience. For example, in one community where families have been historically reluctant to enroll their children in preschool, the collaboration is implementing "pop-up preschools," weekly parent-child play sessions for two and three-year-olds in neighborhood-based settings where parents can experience first-hand what happens in a preschool program. Each of these innovations is being closely monitored and evaluated to determine its effectiveness in increasing enrollment and attendance in preschool programs by children with high needs.

Proposed strategy

Over the past 14 months, a wide range of stakeholders worked together to develop an Illinois Community Systems Development Plan (an Executive Summary and list of participants begin on page 177 in Appendix), which puts forward a blueprint for the creation of state level and regional infrastructure that would encourage and strengthen

community-level collaboration to assure better access to high-quality services and transitions for children and families. Because a pipeline is dependent on integration between the state and local level, a redevelopment of the state level systems is needed to establish a shared goal of aligned pathways to ensure a coordinated progression of high-quality early learning and comprehensive services from birth through third grade. As part of the State's long term vision, state and local resources will be leveraged in coordination to achieve the goal of serving more high-need children.

To achieve the State's ambitious goals at the community level, Illinois has a four-year plan to build professional capacity and develop statewide infrastructure that will incentivize and support the creation of local pipelines. At the state level, OECD will lead efforts across state agencies and through the state's IAT (IDHS, ISBE, DCFS, IDPH) to align policies and practices and blend and braid resources. OECD will also establish a set of state-level goals and measurable outcomes that all communities are working towards and that all publicly funded community collaboratives would be held accountable to making progress towards achieving. Additionally, OECD will work collaboratively with state agencies to expand and enhance an online, centralized location for data related to serving more children with high needs.

In 2016, OECD will launch a Public-Private Partnership for Community Systems Development, which will serve as the coordinating body for regional hubs, act as liaison from local to state policy makers, and develop public and private funding sources to launch and sustain state and regional infrastructure to sustain the pipeline within Illinois. Over the course of three years, an estimated twelve regional hubs will be established statewide, with priority to areas of the state with clusters of More at Four Subgrantees. The purpose of these regional hubs will be to provide cross-system leadership to coordinate, align, and support existing local collaborations in developing pipelines of continuous, high-quality early learning services, as well as initiating or nurturing new collaborations in communities where there are none.

Regional hubs will serve as the primary liaison between community collaboratives and the state to assure community voices are informing the state-level systems building efforts and as a feedback loop between the state and local level in policy optimization. Regional hubs will coordinate technical assistance, training, and coaching for local

collaboratives to build their capacity to plan for and implement cross-sector strategies aligned with state goals. They will also support local coordinators in building cross-sector relationships with school districts and with non-early childhood systems to ensure families are connected to comprehensive supports.

Through this unified approach to state and local system building, local collaboratives will be better supported to coordinate and convene cross-sector partners in the community to ensure children birth to age five are enrolled in a continuum of care that includes high-quality preschool. While the collaboration itself may look different in each community—given its history, resources, and unique local characteristics—they will be aligned by a common goal and supported in development through the regional hub. In communities with multiple local systems initiatives and dedicated community systems development staff (such as MIECHV, Innovation Zones, and AOK Networks), more targeted and intensive efforts will be locally developed, and these efforts will be scaled up statewide when possible. For example, in communities with both MIECHV and More at Four Subgrantees, Illinois will pilot expansion of coordinated intake to include preschool in addition to home visiting, thus adding a critical link for smooth transitions for priority populations. Other communities, including several Innovation Zones, will launch or continue pilots of system navigation strategies that link together community or parent engagement staff from various sectors towards shared goals for a community's highest need children. Subgrantees will be required to identify and serve those children with the highest needs in their communities, as described in Section (A)(3). Subgrantees have included specific funding for community systems coordination in their More at Four budgets, and 17 of the 18 of the Selected Communities have an existing early childhood collaboration in their community. Six of the seven current Innovation Zones (including two community areas in Chicago) are Selected Communities, as are five of the six MIECHV communities (including one community area in Chicago). Seven of the 12 counties or communities with AOK Networks are Selected Communities (including one community area in Chicago).

Building professional capacity at all levels of the system to support the establishment and growth of local collaborations is critically important. Systemic change requires new ways of learning, thinking, and acting. The Consortium for Community Systems

Development is currently charged with providing training and TA to local collaborations. Over the four-year implementation, that responsibility will expand and transition to the Public-Private Partnership, and then to Regional Hubs.

Increased cross-sector awareness is also critical to pipeline success. In-service professional development sessions designed to reiterate the importance of consistent referral to early learning programs will be held for intake and case workers engaged with children birth to three, including case managers supporting SNAP, WIC, TANF and child welfare cases. In addition, a communications campaign will establish one-message/one-voice at the regional level to increase awareness of the value of ECE among families, referral partners, and other community providers. Informational materials will be distributed to front line teams across sectors to reduce confusion about application deadlines and eligibility requirements. More at Four early learning programs will also be entered in the Department of Child and Family Services provider database to ease referrals to preschool for children involved in the child welfare system.

Illinois has the experience it takes to bring this ambitious plan to life. The State is committed to constructing local pipelines to engage children with very high needs by supporting local collaborations.

CPP 2 Ambitious and Achievable Plan

Goal: Ensure that children with the highest needs in each selected community receive a coordinated progression of high-quality early learning and comprehensive services from birth through third grade.

ACTIVITY CPP2-1: DEVELOP STATE-LEVEL AND REGIONAL INFRASTRUCTURE TO SUPPORT AND SUSTAIN LOCAL SYSTEMS

Rationale: Implementation of Illinois' Community Systems Development Strategic Plan will create a coherent and intentional approach to encouraging and supporting effective local collaboration towards a unified set of goals and outcomes.

Locations & Scale-Up: Statewide, on a regional basis phased in over three years

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Finalize Illinois Community Systems Development Strategic Plan	Oct 2014*	Consortium for Community Systems Development (CCSD)
2: Adopt Community Systems Development Strategic Plan	Feb 2015	ELC Executive Committee
3: Hire Director for Community Systems Development	Mar 2015	OECD
4: Establish community systems development workplan and specific, time-bound deliverables for IAT	Mar 2015	OECD
5: Finalize, adopt, and plan for data alignment around outcome metrics for state and local system goals	Jul 2015	OECD and ELC
6: Create 5-year resource development plan that includes public and private funding sources to launch and sustain state and regional infrastructure	Oct 2015	OECD
8: Determine geographic boundaries for regional structure and process for creating regional hubs and housing regional staff	Oct 2015	OECD
9: Develop and execute contract to establish state level Public-Private Partnership for Community Systems Development (PPP for CSD)	Feb 2016	OECD
10: Establish four regional hubs and hire staff	Feb 2016	OECD
11: Establish four regional hubs and hire staff	Feb 2017	PPP for CSD
12: Establish four regional hubs and hire staff	Feb 2018	PPP for CSD
*Indicates activities that will be completed before the State is notified whether its application for this grant is successful		

ACTIVITY CPP2-2: DEVELOP LOCAL INFRASTRUCTURE IN TARGETED AREAS TO SUPPORT AND SUSTAIN COMMUNITY PIPELINES THAT IDENTIFY AND CONTINUOUSLY SERVE CHILDREN WITH HIGH NEEDS

Rationale: Through federal and state funded initiatives, Illinois is investing resources in community systems development in specific communities that can be leveraged by More at Four.

Locations & Scale-Up: Communities with More at Four Subgrantees with one additional local system initiative or existing collaboration

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Develop plan to launch second cohort of Innovation Zones with priority to subgrantees	Oct 2014*	OECD
2: Ensure consistent language among “family support specialists” of Subgrantees to include community systems development functions	Dec 2014*	OECD
3: Conduct preliminary Innovation Zone evaluation with recommendations	Dec 2014*	OECD
4: Identify and map collaborative infrastructure in Subgrantee communities	May 2015	OECD
5: Develop pilot to expand and enhance home visiting coordinated intake to include preschool	Jul 2015	OECD
6: Launch second cohort of Innovation Zones	Jul 2015	OECD
7: Identify and make recommendations regarding pipeline creation data needs to Inter-Agency Team	Dec 2015	OECD
8: Develop plan to remediate data barriers	Jun 2016	OECD/IAT

*Indicates activities that will be completed before the State is notified whether its application for this grant is successful

ACTIVITY CPP2-3: INCREASE STATEWIDE PROFESSIONAL CAPACITY TO SUPPORT DEVELOPMENT OF LOCAL SYSTEMS TO IDENTIFY, ENGAGE, AND CONTINUOUSLY SERVE CHILDREN WITH HIGH NEEDS IN HIGH-QUALITY BIRTH TO EIGHT PROGRAMS

Rationale: Transitioning to a community systems approach requires “change management” through coherent professional development at the state, regional, and local levels to ensure that changes are smoothly implemented and lasting benefits are achieved.

Locations & Scale-Up: Statewide, starting with ongoing initiatives through RTT-ELC

IMPLEMENTATION STEPS/MILESTONES	TIMELINE	RESPONSIBILITY
1: Initiate pilot of the Able Change Framework systems training as potential unified approach to supporting effective local collaboration	Dec 2014*	Consortium for Community Systems Development (CCSD)
2: Develop plan and adopt a unified approach for comprehensive Training and Technical Assistance system that includes local collaborations, state program administrators, and intermediary systems	Jul 2015	CCSD & OECD
3: Establish an Interagency Technical Assistance Unit that can support local systems building and effective collaboration.	Dec 2015	OECD
4: Establish a State Level Public Private Partnership (PPP) for CSD to assume responsibility for developing professional capacity within Interagency TA Unit	Feb 2016	OECD
5: Transition to State Level PPP for CSD responsibility for provision of training and TA for local collaboratives	Jan 2017	PPP-CSD
6: Transition primary responsibility for training and TA to local collaborations to regional hubs as they are established	Feb 2016 Feb 2017 Feb 2018	Regional Hubs

*Indicates activities that will be completed before the State is notified whether its application for this grant is successful

Competitive Preference Priority 3: Creating New High-Quality Preschool Program Slots

As detailed in Table A, Illinois will use approximately \$ (b)(4) of the four year \$80 million award to create new State Preschool Program slots.

G. Budget and Sustainability

(1) State Preschool Program Slots/Subgrantee Budgets

Illinois completed an extensive process to develop the budgets for the Subgrantees. Each Subgrantee submitted a budget request for its anticipated expenses for a full school year, including any local in-kind contributions or (in the case of enhanced PFA slots and new slots that will also receive Head Start or CCAP funding) other existing sources of funding. Similarly, the Subgrantees each submitted a budget request for January-June, 2015, which included operating costs for those classrooms that were planned to begin serving children during the current school year and program start-up costs such as new classroom furniture, minor remodeling, staff that would begin working before July 2015 to complete program planning and participant recruitment, and a small per-classroom Start Up TA grant that programs may use for start-up professional development or consultation needs.

Each budget was reviewed in detail by the ISBE Early Childhood Division and OECD to ensure appropriateness and reasonableness of costs as well as to ensure that PDG funds were supplementing and not supplanting any existing funding for preschool. This grant-by-grant budget review, rather than a standardized per child allocation, is the method used by ISBE for the current PFA program, as it allows the State to account for the wide variation in program costs (especially teacher salaries and benefits and transportation costs) that exists across the state.

The State's budget reflects actual anticipated costs by calendar year. That is, the amount budgeted for each subgrantee for each calendar year is the amount anticipated to be spent January through December of that year, rather than the amount that will be obligated in that year, but spent through June of the following year. Thus, the amount in Calendar Year 2015 Subgrants for most programs reflects only half a school year of funding, plus start-up costs.

The detailed Subgrantee budget narratives for Subgrantees in the Budget Narrative document provide information on the Calendar Year 2015 budget and the planned Calendar Year 2016, 2017, and 2018 budgets to be spent from federal PDG funds, as well as the planned total budget (including local in-kind and other funding) for these initial expanded slots. The 2016, 2017, and 2018 amounts reflect the cost of a full school year (half of one school year plus half of the following school year).

The reviewer will be able to note both the necessary variation in per child federal PDG cost as well as total cost. A summary table of Subgrantee's costs for SFY 2016 (ongoing annual program costs), for SFY 2015 (Jan-June 2015), and for all of Calendar Year 2015 is provided in the Appendix beginning at page 183.

The State does not provide a budget breakout or narrative for the state matching funds to be provided to Subgrantees as these funds by law are subject to a statewide competition and their allocation by Subgrantee cannot be determined in advance.

The Per Pupil Estimates in Table A do not reflect well the anticipated annual cost of slots in the More at Four program, as they are based on calendar rather than school year costs. As such, each year has a blend of slots that are being funded for a full year and slots that will start up during that year and are therefore only being funded for part of the year. In addition, the estimates are made even more difficult to compare to actual anticipated annual per slots costs because of a specific requirement by Illinois law that applies only to those slots that are funded by federal funds. In all school districts except Chicago (which has a separate pension system), for any certified staff (e.g., teacher, instructional coordinator) that is paid by federal funds, the district must pay a special (b)(4) % contribution into the state's Teacher Retirement System (the actual percentage varies each year). This requirement adds up to \$ (b)(4) per slot cost only to those slots paid by federal funds and delivered by school districts outside of Chicago.

Through a detailed review of the Subgrantee budgets, the State has developed the following estimates of average annual per child costs (not including the special retirement assessment) to be paid by PDG funds or state matching funds for the various types of slots that will be funded:

New slots without other funding (except local in-kind)	\$ (b)(4)
New slots that are extending a Head Start slot to full day	\$
New slots that are adding Licensed teacher & comp. services to full-workday, full-year child care subsidized by CCAP	\$
Enhanced PFA slot—extending to full day and adding comprehensive services	\$

As noted in the budget narratives and summary Subgrantee budget tables, most programs do add local in-kind and/or other contributions to the PDG funds. The full cost of a High-Quality More at Four Preschool slot averages \$ (b)(4)

(2) Coordinating the Use of Existing Funds:

As detailed throughout the proposal, Illinois currently supports the blending and braiding of PFA funding with Child Care Assistance, Head Start, IDEA Part B, Title I, Bilingual Education, and local education funding. This will continue with the new More at Four slots, as detailed in the Subgrantee Budget Narratives.

(3) Sustaining Funding Past End of Grant

As described in Section (A)(1), the Birth to Five Initiative budget blueprint includes funding to continue the federally-funded More at Four slots through SFY2020.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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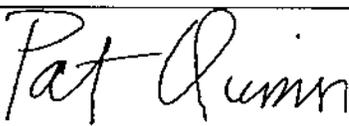
**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): Illinois Office of the Governor	Applicant's Mailing Address: 100 W. Randolph Suite 16-100 Chicago, IL 60601
Employer Identification Number: 050527061	Organizational DUNS: 806812558
Lead Agency: IL State Board of Education Contact Name: Theresa Hawley <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 312-814-6348 Lead Agency Contact Email Address: Theresa.hawley@illinois.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Pat Quinn Signature of Governor or Authorized Representative of the Governor: 	Telephone: 312-814-6348 Date: 10/03/2014
Lead Agency Authorized Representative (Printed Name): Dr. Chris Koch Signature of Lead Agency Authorized Representative: 	Agency Name: IL State Board of Education Date: 10/07/2014

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The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Pat Quinn	
Signature:	Date:
	10/3/2014

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 7/1/2014 To: 6/30/2015

Approving Federal agency: ED HHS Other
(Please specify agency): _____

Directions for this form:

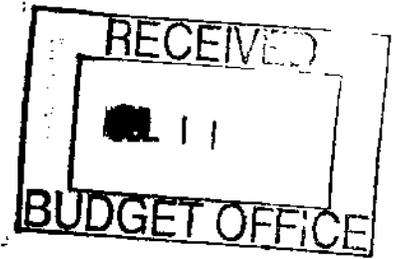
1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER



mailed 7/11/14

Mr. Robert Wolfe
Chief Financial Officer
Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001

Reference: Agreement No. 2014-115

Dear Mr. Wolfe:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIPAO / ICG
Attention: Emily Wen, Rm. 6044
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Emily Wen at (202) 245-8109 or Emily.Wen@ed.gov.

The next indirect cost rate proposal based on actual data for the year ended June 30, 2014 is due by December 31, 2014. This proposal should be sent to the above address.

Sincerely

(b)(6)

Frances Outland
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

Organization

Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001

Date: JUN 11 2014

Agreement No: 2014-115

Filing Reference: Replaces previous Agreement No. 2013-052
Dated: 9/4/2013

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2014	06/30/2015	15.5%	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001

(b)(6)

Signature

Robert Wolfe

Name

Chief Financial Officer

Title

7-11-14

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

Date

Negotiator: Emily Wen
Telephone Number: (202) 245-8109

Support Letters – Illinois Preschool Expansion Grant

US Congress

Senator Richard J. Durbin
Senator Mark Kirk

Mayor

Rahm Emanuel

Illinois State Board of Education

Gery Chico, Chairman

Illinois Board of Higher Education

State Level Advisory Councils

Illinois Early Learning Council
Illinois Child Care Advisory Council
Illinois Interagency Council on Early Intervention
Illinois P-20 Council

Training/Monitoring Organization

Illinois Network of Child Care and Resource Agencies
Illinois STARnet
McCormick Center for School Leadership
Ounce of Prevention Fund
The Center – Resources for Teaching and Learning

Professional Organizations

Illinois Association for the Education of Young Children
Illinois Federation of Teachers
Illinois Head Start Association
Teach for America

Chicago

Chicago Public Schools

Community Collaborations

Alignment Rockford
Children's Home + Aid – Greater East St. Louis
Elgin Partnership for Early Learning
North Lawndale Innovation Zone – Partners
 Carole Robertson Center for Learning
 Family Focus
 Gads Center
 I Am Able Center for Family Engagement

Saint Anthony Hospital
Pilsen and Little Village innovation Zone
Positive Parenting DuPage
Rock Island Early Childhood Coalition
SPARK Aurora Early Childhood Collaboration

Policy and Advocacy Organizations

Advance Illinois
Illinois Action for Children
Latino Policy Forum
Ready Nation, Illinois
Voices for Illinois Children

October 3, 2014

Secretary Arne Duncan
c/o U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

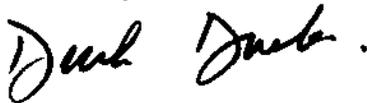
Dear Secretary Duncan:

I am writing regarding the State of Illinois' application to the Preschool Development Grants – Expansion Grant Program. Funding from this program will increase access to preschool for children in Illinois – a crucial step in providing a solid foundation for later success in college, careers, and life.

Early learning and development programs have been linked to both greater academic achievement and higher high school graduation rates, along with reduced unemployment and lower involvement in the criminal justice system. Illinois has long been a leader in the early childhood arena. The state has led the way in expanding home visiting and family support services; developing a cross-sector system to drive continuous program quality improvement across early childhood settings; and establishing an advisory body to bring together public and private stakeholders to inform the direction of vital programs and services. This preschool program represents an important opportunity to build upon the good work taking place in Illinois by expanding early learning for high need four year olds and giving them a much needed jump start as they head to kindergarten.

Again, I would like to express my support for the State of Illinois' application. If you require additional information, please contact my Chicago Director, Clarisol Duque, at (312) 353-4952.

Sincerely,



Richard J. Durbin
U.S. Senator

United States Senate

October 8, 2014

Secretary Arne Duncan
U.S. Department of Education
Washington, D.C.

Re: Preschool Development Grant

Dear Secretary Duncan:

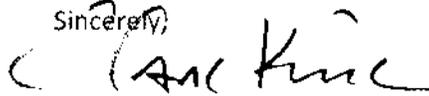
I am writing to express my support of the state of Illinois' application for the Preschool Development Grant through the United States Department of Education.

Illinois has a long-standing commitment to our children and our students. The state has dedicated an infinite amount of time and resources to ensuring education services for children across the state, including pre-school aged children. Recently, the Illinois Early Learning Council placed a high priority on the development of better early learning services for children with the highest needs.

It is my understanding that this particular grant would provide Illinois with \$20 million federal dollars to develop an all-day preschool program with comprehensive services beyond education, including health and nutrition services. Additionally, this grant would allow the state to target the most economically disadvantaged families in the state to maximize opportunities for success in school and beyond. Furthermore, Illinois will be committed to match at least 50% of the grant over the four years, plus the state will be committed to sustaining the program once the federal funding is completed. Illinois should be supported in its endeavor to create these lasting opportunities for our children.

Thank you for your careful deliberation of this application. It is vital to provide our underserved students with every available opportunity to receive the best possible education and services. Every courtesy and consideration that you can provide in the review of this application will be greatly appreciated.

Sincerely,



Mark Steven Kirk
United States Senator

OFFICE OF THE MAYOR
CITY OF CHICAGO

RAHM EMANUEL
MAYOR

September 15, 2014

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Arne Duncan:

As Mayor of the City of Chicago, I am committed to providing every student in Chicago with a world class education from cradle to career regardless of where they live. There is no better foundation we can provide for our children's success and our city's future than the critical investments we are making in early childhood education. I wholeheartedly support Illinois' candidacy for a Preschool Development Grants-Expansion Grant since Chicago and Illinois are national leaders in providing quality educational opportunities for early learners. This grant opportunity will ensure high-quality early childhood care and education reach more children across Chicago, and around the state.

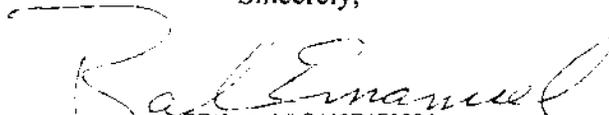
I have made closing the gap of early learning service delivery in all neighborhoods and raising the bar of quality a top priority in my education agenda. After achieving universal kindergarten for all Chicago children, I recently outlined a vision to expand pre-kindergarten to all 4-year old children in Chicago, starting with closing the gap for 4-year-old children from low-income families who are eligible for free- and reduced-price lunch.

The City of Chicago has been an enthusiastic partner with the State in implementing transformative systems improvements in early learning, including:

- Launching an Early Learning Portal to help parents find programs and assess program quality based on the ExceleRate Quality Rating and Improvement System
- Piloting and implementing the State's Kindergarten Individual Development Survey (KIDS) to align and improve early childhood and elementary instruction.
- Developing a local community collaboration structure to coordinate universal screenings/referrals in order to reach the most at-risk children and increase enrollment numbers throughout Chicago communities.

We are aligned with the State's priorities and are eager to expand the numbers of children in our high-need neighborhoods who have access to the world-class education that begins with a strong foundation of high-quality early care and education.

Sincerely,



PR/Award # S419B150004
Mayor
Page e147



Illinois State Board of Education

100 North First Street • Springfield • Illinois 62777-0001
www.isbe.net

Gery J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

October 6, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to be partnering with the Governor's Office of Early Childhood Development to submit this letter of support for Illinois' Preschool Development Grant Program proposal. With nearly one million children under the age of five in our state, Illinois recognizes the importance of early education as the foundation for student success in school and in life.

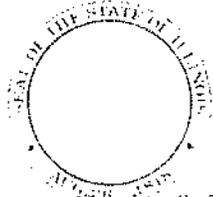
Establishing the nation's first program to offer preschool to all 3 and 4 years in 2006, Illinois has long been a leader in early childhood. We hope to leverage our Race to the Top Early Learning Challenge grant to continue to transform services for all children, especially high need young children. To date, Illinois has deepened the integration of state supports to create a unified framework for all early learning and development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement a priority among early learning and development providers; and expanded home visiting and comprehensive family support services. The State's proposal for an Expansion Grant builds on these accomplishments by increasing the numbers of high need children that will be served to ensure that all children arrive at kindergarten ready to learn.

I welcome the opportunity to work with Governor Quinn, state legislators, and our early childhood community to expand access to high quality preschool for Illinois' young learners. I thank you for your consideration of Illinois' application and I look forward to continuing to work together to ensure that all children are well-prepared for success in kindergarten and beyond.

Sincerely,

(b)(6)

Gery J. Chico
Chairman



ILLINOIS BOARD OF HIGHER EDUCATION

431 EAST ADAMS STREET, 2ND FLOOR
SPRINGFIELD, ILLINOIS 62701-1404

October 8, 2014

Pat Quinn
Governor

Lindsay Anderson
Chicago
Chair

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Members

Dear Governor Quinn,

Jay D. Bergman
Joliet

Jocelyn Smith-Carter
Chicago

Alexi Giannoulis
Chicago

Jane Hays
Champaign

Kym Hubbard
Chicago

Allan Karnes
Carbondale

Paul L. Langer
Lincolnwood

Proshanta K. Nandi
Springfield

Mary Richardson-Lowry
Chicago

Santos Rivera
Chicago

Robert J. Ruiz
Oak Lawn

Christine Wiseman
Palos Heights

Addison F. Woodward, Jr.
Chicago

The Illinois Board of Higher Education (IBHE) is writing in strong support of the State of Illinois' application for a Preschool Development Grants-Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state. The IBHE recognizes the importance of quality early learning and care in laying the foundation for children's future opportunities to learn and succeed, including attainment of post-secondary education and careers.

Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies, including grants to support the redesign of preparation programs for early childhood educators.

Illinois' progress in fulfilling the promise of the Race-to-the-Top-Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. The Illinois Board of Higher Education looks forward to working collaboratively with fellow state agencies and early childhood constituent groups to support a well-educated early childhood workforce, research on the implementation of quality early learning and care programs, and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families. The IBHE wholeheartedly supports the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state.

Student Members

Tyler Solorio
Chicago

Sean Anderson
Chicago

Executive Director
Dr. James L. Applegate

Sincerely,

(b)(6)

Dr. James L. Applegate
Executive Director

Illinois Early Learning Council

Governor's Office
of Early Childhood
Development



100 W. Randolph
Suite 16-100
Chicago IL 60601

October 1, 2014

Secretary Arne Duncan
c/o U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

The Illinois Early Learning Council is writing in strong support of the State of Illinois' application for a Preschool Development Grants Program – Expansion Grant. This opportunity would allow us to significantly improve our strong birth to five education and family support program to better serve our most at-risk 4 year olds. Illinois is already nationally recognized for its early childhood work and the country's first universal 3 and 4 year old preschool program. What has been missing is the intensity for our higher risk children and this opportunity will kick-start an important effort to complete and already impressive system. The State's proposal for an Expansion Grant builds on these accomplishments by expanding the number of high need children in high need communities who will be served.

As a recipient of a Race to the Top Early Learning Challenge grant, we are in the process of transforming services for all children, and especially its young children with the most need. We have deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade by introducing ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connecting the most at-risk children to comprehensive high-level services; and investing in increasing program quality through continuous program improvement strategies.

Illinois has distinguished itself by identifying children with the greatest need from birth and providing them with targeted high-quality services. We have aligned early learning service providers, public schools, and community organizations in order to better serve them and their families and we are developing an integrated and long-term data system to identify and track progress from the moment a child enters kindergarten through high school graduation. This system should allow us to ensure both achievement and accountability.

Illinois' vision over the past 30 years has been to reach low income families in the earliest stages of their children's lives. Under the guidance of the Early Learning Council, established by state statute and advising across multiple administrations, Illinois has built a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades. Indeed, Illinois is considered a leader in state-funded birth through three services with our 20% set-aside on every preschool dollar spent.

We have made strides aligning and improving early childhood and elementary education by recently implementing kindergarten readiness through the Kindergarten Individual Development Survey (KIDS). Our expectation is that KIDS will provide statewide information about children's development as they enter and progress through kindergarten.

Illinois Early Learning Council

Governor's Office
of Early Childhood
Development



100 W. Randolph
Suite 16-100
Chicago, IL 60601

Illinois understands the necessity of program intensity, rigorous curriculum, and high-quality teacher-child interaction in order to have an impact on a child's development. In order to progress in these areas we have hired 50 quality specialists across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois. We are developing criteria for Awards of Excellence that will recognize best practices in Infant-Toddler Care and Education, Preschool Instruction, Culturally and Linguistically Appropriate Practice, Family and Community Engagement, and Inclusion of Children with Special Needs in the hopes that the awards will inspire programs to move from good to great.

The Illinois Early Learning Council is proud to support this grant. It is we who grapple with strategic direction and challenges of implementation of our early learning system; we integrate the public and private sectors and spend time devising solutions and informing the hard choices that need to be made to develop quality programs. Comprised of the leading early childhood researchers, advocates, and program agencies in the state, we take full ownership of every federal grant for which the state applies and realize the impact an opportunity such as this can have in our communities. It is with this in mind that we submit the letter of support urging you to consider Illinois, without reservation, as a grantee.

Sincerely,

(b)(4)

Harriet Meyer
Co-Chair, IL Early Learning Council

(b)(6)

Julie Smith
Co-Chair, IL Early Learning Council

**CHICAGO COALITION OF
SITE ADMINISTERED CHILD CARE PROGRAMS
4150 SOUTH KING DRIVE
CHICAGO ILLINOIS, 60653**

September 29, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

I am writing as chairman of the Child Care Advisory Council of the Illinois Department of Human Services. We have broad representation of child care professionals from around the State. We are in strong support of the State of Illinois' application for a Preschool Development Grants-Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

We have worked closely with the Early Learning Council and the statewide system's development efforts to increase the quality of early learning for all children regardless of where they are served. Combining early learning with child care is essential to ensure that all children are ready for kindergarten. Full day, full year services are critical for working parents and Illinois has been a leader in developing and implementing this model.

The State's proposal for an Expansion Grant builds on the many accomplishments achieved through the Race to the Top Early Learning Challenge grant. The Expansion Grant Proposal increases the numbers of children with high needs and high-need communities that will be served, and at the same time it continues to build robust system-wide supports to promote excellence. We actively support Illinois' intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

The IDHS Child Care Advisory Council wholeheartedly supports the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state. We look forward to working with the Office of Early Childhood Development on implementation.

If you have any questions, I can be reached at 773-373-5700.

Sincerely,

(b)(6)

Judith Walker-Kendrick
Chairman, IDHS Child Care Advisory Council

cc: Council Members



ILLINOIS INTERAGENCY COUNCIL ON EARLY INTERVENTION

823 East Monroe
Springfield, IL 62701

October 3, 2014

Parents

Providers

**General Assembly
Representative**

**Personnel Preparation
Representative**

**Department of
Human Services
Lead Agency**

**Department of
Children and Family
Services**

**Department of
Insurance**

**Healthcare and
Family Services**

**Department of Public
Health**

**Council on
Developmental
Disabilities**

**State Board of
Education**

**University of Illinois –
Division of
Specialized Care for
Children**

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Illinois Interagency Council on Early Intervention is writing in strong support of the State of Illinois' application for a Preschool Development Grants Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure achievement and accountability.

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant

and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

Illinois vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers.

Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state that are committed to advancing the expansion of quality early learning for Illinois' young children.

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Illinois' progress in fulfilling the promise of the Race-to-the-Top–Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. The Illinois Interagency Council on Early Intervention supports efforts in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

Illinois profits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies.

Illinois has a record of a high level of services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs.

The Illinois Interagency Council on Early Intervention wholeheartedly supports the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens. Council members are excited to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system. The Council actively supports Illinois intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Beatrice Nichols, Chair
Illinois Interagency Council on Early Intervention



October 6, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to submit to you this letter of support on behalf of the Illinois P-20 Council. As Chair of the Council, I work with a diverse cross-section of public and private stakeholders to advise the Governor and the Illinois General Assembly on strengthening Illinois' education system from early childhood through postsecondary and into the workforce.

The Council has joined Governor Quinn in setting a goal of increasing the proportion of Illinoisans with a college degree or an industry recognized credential to 60% by 2025. Since it was established in 2010, the Council has worked to increase the number of residents with a degree or certificate to 43% by bringing about key changes that help to better prepare Illinoisans for college and careers. However, we cannot achieve our goal of reaching 60% without giving young learners the solid foundation they need before beginning kindergarten. The Preschool Development Grant Program provides an important opportunity for Illinois to leverage the good work taking place to help expand high quality early learning opportunities for all Illinois children.

The Illinois P-20 Council has helped to strengthen educator and administrator preparation, support the implementation of postsecondary and workforce readiness standards and assessments; and redesign the state school report card to engage parents and communities in supporting student learning. On behalf of the Council, I welcome the opportunity to partner with Governor Quinn, state legislators, and the early childhood community to continue to improve early education opportunities in our state and to ensure that Illinois students have the opportunities and experiences necessary to prepare them for success in the classrooms and careers of the 21st century. I thank you in advance for your favorable consideration of Illinois' proposal.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)", indicating a redacted signature.

Miguel del Valle
Chairman

September 22, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn:

The Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) is writing in support of the State of Illinois' application for a Preschool Development Grants–Expansion grant.

INCCRRA has long partnered with the state to build excellence in our early care and education services. INCCRRA strongly supports the State's proposed plan to expand high-quality early learning services for vulnerable, at-risk four-year olds in high-needs communities across the state. Illinois' Expansion Grant application will enable us to build on the infrastructure and success in the provision of high-quality early learning and development services.

Our Race to the Top Early Learning Challenge grant was the catalyst for creating a unified framework in Illinois for all early learning development programs, implemented through the creation of ExceleRate, our statewide tiered quality rating and improvement system. This infrastructure prioritizes continuous quality improvement and connects the most at-risk children to comprehensive high-level services. Illinois' proposal for an Expansion Grant will provide critical resources to build on these accomplishments. Illinois has designed an ambitious and achievable plan to ensure a seamless progression of supports and interventions from birth through third grade. This is an unprecedented opportunity to improve access by increasing the numbers of children with high needs served, as well as high-need communities.

INCCRRA stands ready to contribute to building on Illinois' excellence in caring for and educating its youngest citizens. We look forward to continuing our partnership with the Office of Early Childhood Development as we work collectively to advance and improve our early learning and development system, and increase access for at-risk children in high-needs communities throughout the state.

If you have any questions or need to speak with me personally, please do not hesitate to contact me at 309-829-5327.

Sincerely,

(b)(6)

Janet E. Maruna
Executive Director



Helping Illinois'

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Young Children

Reach For

Dear Governor Quinn,

The Stars

Illinois STAR NET is writing in strong support of the State of Illinois' application for a Preschool Development Grants–Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state. Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

Northern Region II

The Center

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

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Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure a achievement and accountability.

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

Illinois vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers.

Funded by the

Illinois State Board

of Education

Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Illinois' progress in fulfilling the promise of the Race-to-the-Top–Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. [Our Organization] looks forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

Illinois profits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies.

Illinois has a record of a high level of services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs.

We wholeheartedly support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

Illinois STAR NET is excited to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

Linda Robinson, Project Director
STAR NET Regions I and III

Kathy Slattery, Project Director
STAR NET Region II

Denise Henry, Project Director
STAR NET Region IV

Evelyn Green, Project Director
STAR NET Region V

Marlene Christ, Project Director
STAR NET Region VI



McCormick
Center

FOR EARLY CHILDHOOD LEADERSHIP

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

September 22, 2014

Dear Governor Quinn,

The McCormick Center for Early Childhood Leadership strongly supports Illinois' application for the Preschool Development Grants–Expansion grant, which will enable the State to build on its success in providing high-quality early childhood care and learning by increasing the number of programs for at-risk children in high-need communities across the state.

Illinois has leveraged its Race to the Top Early Learning Challenge grant to improve services for all children, especially those with high needs. Illinois has created a framework for early learning programs from birth to third grade; introduced ExceleRate, a statewide, tiered quality rating and improvement system; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the number of children with high needs and high-need communities that will be served and ensures that more children arrive at kindergarten ready to learn and succeed.

Illinois has made great progress in fulfilling the promise of the Race to the Top Early Learning Challenge to close the achievement gap for at-risk children entering Kindergarten. The McCormick Center looks forward to continuing our work with the state providing professional development, program evaluation, technical assistance in continuous quality improvement, as well as cutting edge research that increases public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and their families.

We strongly support Illinois' application for the Preschool Development Grants–Expansion grant and are eager to continuing to build on Illinois' outstanding reputation for caring for and educating its youngest citizens.

Sincerely,

(b)(6)

Sue Offutt, PhD.
Executive Director

September 26, 2014

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Bernice Weissbourd

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Ounce of Prevention Fund is writing in strong support of the State of Illinois' application for a Preschool Development Grants—Expansion grant, which would enable Illinois to build on its strong early learning system to provide high-quality early learning to additional children across the state. The Ounce has deep roots in Illinois and is committed to advancing the State of Illinois' vision to unify and improve the quality of the overall early childhood system in Illinois through the new preschool expansion grants and full implementation and support of ExceleRate Illinois and additional systems-building initiatives underway in the state.

Illinois has long been a leader in the development of statewide early learning systems, and the Race to the Top - Early Learning Challenge grant has helped fuel additional transformation in early learning for all children, especially for its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers and establish consistent quality standards across systems; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies. Illinois has also made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

The State's proposal for a Preschool Expansion Grant builds on these accomplishments to expand the number of children with high needs and in high-need communities that will be served and continue to build robust system-wide supports to promote excellence and ensure that more children arrive at kindergarten ready to succeed.

Most recently, Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Efforts include hiring and/or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

As part of the state's preschool instructional excellence and Awards of Excellence efforts, the Ounce will be supporting leaders of preschool programs at the Silver and Gold Circles of Quality in the ExceleRate system to attain and sustain instructional excellence sufficient to improve child outcomes make meaningful and sustainable change at the program level for children and families through embedded professional development.

Illinois' progress in fulfilling the promise of the Race-to-the-Top-Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. The Preschool Expansion Grant presents another key opportunity to build on Illinois' long track record of collaboration of bringing multiple stakeholders to the table to work through the development of new early learning initiatives and policies.

We support the State of Illinois' proposal to increase access to high-quality early learning and development in high-needs communities across the state. We look forward to supporting the work associated with the proposed plan and contributing to the State's efforts to reach low-income families with comprehensive services that ensure that they arrive at kindergarten on par with their more privileged peers.

Sincerely,

(b)(6)

Ann Kirwan

Vice President, Strategy and Partnerships



THE CENTER

Resources for Teaching and Learning

2626 S. Clearbrook Dr., Arlington Heights, IL 60005-4626

(224) 366-8500 Phone • (224) 366-8514 Fax • www.thecenterweb.org

October 2, 2014

The Honorable Pat Quinn
Governor of Illinois
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Center: Resources for Teaching and Learning, Arlington Heights, including but not limited to: ECDEC PFA/FIND PI, Early Childhood Center for Professional Development, Illinois Resource Center, Project LCExcel, and STAR NET, is writing in strong support of the State of Illinois' application for a Preschool Development Grants–Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for all young children across the state.

The Center: Resources for Teaching and Learning (The Center) is a not-for-profit organization that serves as the umbrella organization for specific programs that address different, but often related, aspects of high-quality education for students who may be at risk of academic failure. This includes students of all ages from linguistically and culturally diverse backgrounds; English learners, including adults; young children at risk of failure because of poverty, family issues, disabilities or other circumstances; and refugee and immigrant populations.

The Center was founded in 1972 as the Illinois Resource Center (IRC), with a focus on the educational, cultural and linguistic needs of children from families where languages other than English are spoken. The IRC quickly became a valuable resource for school districts and other organizations charged with providing services for the neediest populations in Illinois.

As its reputation grew, the Illinois Resource Center was also asked to help identify qualifications for teachers hired to work with students identified as English learners. The sequences of professional development graduate-level courses advocated by the IRC today remain at the core of teacher licensure for programs of English language learning. In the last four years, the IRC has tailored these graduate offerings and to be more explicit regarding developmental appropriate practices for our state's youngest learners who come from linguistically and culturally diverse backgrounds. This type of work has also influenced the IRC's professional development services in schools and districts implementing Early Childhood programs.

As a result of the success of the IRC model, The Center expanded its programs into additional academic areas where a collaborative approach among experts opened new avenues for development of improved teaching and learning. Today, all The Center's programs focus on a particular aspect of education, but staff members from all programs work in partnership to generate enhanced results. Each program offers conferences, workshops, institutes or other training forums, and all provide customized, on-site resources to help schools improve their own programs.

The Center's additional programs today include:

- Early Childhood Professional Development for educational professionals who serve young children at risk of educational failure
- ECDEC Preschool for All (ExceleRate Gold) and FIND Prevention Initiative for directly delivered services to young children and their parents/families
- Adult Learning Resource Center for community college and other education professionals who provides schooling for adult learners
- Technology Center for Teaching and Learning with a suite of tablet-based software and on-line database systems for education and related markets (including I-TEACHe - Illinois' Tool for Early Childhood Excellence and MyELSONline for prek)

- Workplace Education for employers and their employees who need basic skills to perform service jobs
- LCExcel, focusing on cultural and linguistic diversity, will deliver customized support services so that programs will successfully develop documentation needed to apply for Awards of Excellence (AOE); meet and exceed the AOE Standards become model sites that will serve as ongoing resources for the state
- STAR NET Region 2, an information and support agency for educators and families of young children with special needs

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure a achievement and accountability. Programs at The Center are aligned to support, enhance and grow these critical services.

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

Illinois' vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers. At The Center, direct service projects and projects funded to provide coaching to the adults assure that those working with the low-income and hard to reach families have access to resources needed to assure this vision will continue to be supported.

The Center was a key stakeholder in the Illinois Early Learning and Development Standards (IELDS). The IELDS assist the Illinois early childhood community across Illinois by providing developmentally appropriate expectations for children ages three to five that are aligned with the Illinois Early Learning Guidelines Birth to Age Three, Kindergarten Common Core and Head Start Framework. The IELDS includes the eight major learning areas/domains.

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. The Center will be actively engaged in supporting both the Culturally and Linguistically Appropriate Practices and Inclusion of Children with Special Needs and will inspire programs to move from good to great.

Illinois' progress in fulfilling the promise of the Race-to-the-Top—Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. The Center: Resources for Teaching and Learning looks forward to continuing to work with the state in training to grow the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

We support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

The Center: Resources for Teaching and Learning is excited to participate in the work associated with the proposed plan and look forward to contributing to the continued expansion and growth of Illinois' early learning and development system.

We actively support Illinois' intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Ron Perlman, Ph.D
President



ILLINOIS AEYC

Illinois Association for the Education of Young Children

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

On behalf of the nearly 3600 members of the Illinois Association for the Education of Young Children, we are writing in support of the State of Illinois' application for a Preschool Expansion Grant. It is our hope that this grant will enable Illinois to grow and strengthen our effective success in providing high-quality early learning and childcare programs, without causing deterioration of existing effective programs for children and their families throughout the state. Furthermore, we support a solid sustainable plan that will benefit children, their families, our providers, and ultimately, all citizens of Illinois.

Illinois has a long history as an innovator in early childhood statewide programs. Through our dedicated providers and the Race to the Top Early Learning Challenge grant, we have transformed services to all children. Illinois has created a unified framework for early learning development programs; introduced a statewide tiered quality rating and improvement system; and invested in increasing program quality through effective program improvement strategies.

Clearly, Illinois' proposal for an Expansion Grant will allow us to strengthen our accomplishments. It will provide necessary funding to enable our state to continue to construct strong system-wide supports that promote excellence. Most importantly, the grant will ensure that more and more children arrive on the first day of kindergarten ready to learn and succeed.

The State of Illinois has set itself apart from other states by identifying children with high needs and providing these children and their families with specific high-quality services. Illinois' vision is to reach low-income families in the earliest stage possible to provide their children with crucial comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers. Further, Illinois incorporates recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's development into our statewide plan to increase preschool instructional excellence. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral

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ILLINOIS AEYC

Illinois Association for the Education of Young Children

Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Our state's progress in meeting our goals in the Race-to-the-Top Early Learning Challenge is to close the achievement gap for at risk children entering Kindergarten has been significant. Illinois AEYC looks forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues. In addition, we understand the need for public support. Increasing public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families is also our goal.

Illinois benefits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies. Illinois has a strong record of high level services for children with high needs. We continue strive toward serving all vulnerable young children in high-quality early learning programs. Again, Illinois AEYC supports Illinois' proposed plan to expand high-quality early learning and care for high needs young children in high-needs communities throughout the state that is financially sustainable. We are ready and prepared to participate in building on Illinois excellence in caring and educating our youngest citizens and their families. Finally, Illinois AEYC is eager to be a part of the execution of this proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system that is fiscally responsible for the future of our state.

Sincerely,

(b)(6)

Laura L. Rhodes, President

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Illinois Federation of Teachers
A Union of Professionals
 www.ift-aft.org

Daniel J. Montgomery
 President

Karen GJ Lewis
 Executive Vice President

Marcia K. Campbell
 Secretary-Treasurer

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 Westmont, IL 60559

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 T 800/942-9242
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October 3, 2014

The Honorable Governor Pat Quinn
 Office of the Governor
 207 State House
 Springfield, IL 62706

Dear Governor Quinn,

The Illinois Federation of Teachers (IFT) is writing to support the State of Illinois' application for the Preschool Development Grants-Expansion Grant which would extend intensive, continuous early learning services to children with the highest need across the state.

Illinois is recognized as a leader in providing statewide systems of early childhood learning opportunities. With the Race to the Top Early Learning Challenge Grant the state has been able to create a unified framework for early learning development programs from birth to third grade. Illinois has integrated state supports by introducing ExceleRate, the statewide tiered quality rating and improvement system designed for early learning and development providers. The continuous quality improvement connects the most at-risk children to comprehensive high-level services and program improvement strategies.

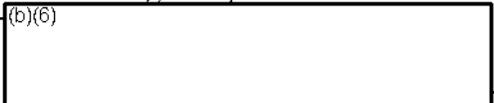
Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations. Illinois is developing an integrated long term data system that identifies children when they enter the service delivery system to monitor a child's progress across different service providers and into the K-12 system to measure achievement.

The IFT is a member of the Illinois Early Learning Council (ELC). ELC has identified the development of more intensive, continuous early learning services for the highest-need children from birth through early elementary school as its highest priority. The State's proposal for the Expansion Grant builds on Illinois' accomplishments to date by expanding the numbers of children in high needs communities and increasing system wide supports in an effort to close the achievement gap for these at-risk children.

Again, IFT is fully supportive of the efforts in Illinois to expand high quality early learning and care for at-risk four year olds in high-needs communities and build on excellence in caring and educating its youngest citizens.

Sincerely,

(b)(6)


 Daniel J. Montgomery
 President



ILLINOIS HEAD START ASSOCIATION

September 29, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Illinois Head Start Association is writing in support of the State of Illinois' application for a Preschool Development/Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state. We believe that all young children deserve an experience like Head Start and Early Head Start and high-need, underserved communities should have these additional resources.

Illinois has leveraged its Race to the Top Early Learning Challenge grant to transform services for children, and especially its young children with high needs. The Illinois Head Start/Early Head Start community has been involved in these state supports to create a unified framework for all early learning development programs from birth to third grade. Great examples of this work include ExceleRate Illinois, our tiered quality rating and improvement system, the statewide Kindergarten Individual Development System, support for our professional development system to build a better workforce, and the Longitudinal Data System. These state systems support administrators and teachers with the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-based decision-making on professional development and resource allocation.

The State's proposal for an Expansion Grant builds on these accomplishments and we believe Head Start, who has a long history of providing comprehensive services to the highest-need children and families in so many of our State's communities, will be an integral partner with the State in this new initiative. We know the proposed key principles of the grant, such as comprehensive services, an integrated learning continuum, and family engagement are critical components needed to close the achievement gap for at-risk children statewide.

The Illinois Head Start Association looks forward to contributing to the continued expansion and improvement of Illinois' early learning system and partnering within local communities to ensure that our most at risk-children and families are ready for kindergarten and beyond.

Sincerely,

(b)(6)

Lauri Morrison-Frichtl
Executive Director

Denise Conkright
Board President

September 15, 2014

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America-Chicago's strong support for the Illinois Preschool Expansion Grant application.

Teach For America-Chicago is committed to recruiting, selecting, training, and supporting leaders who are passionate about social change and educational equity. These leaders set and achieve ambitious goals for their students during their two years in our program and 65% of them continue to teach at least a third year. Others go on to pursue careers in educational leadership outside of the classroom including administration, advocacy, and policy. We are deeply invested in Illinois's application because we know Illinois is dedicated to providing access to high quality programs to improve outcomes for young children.

We are inspired by Illinois's vision to expand pre-K for our state. Currently, our state is serving 27% of 4 year olds and this funding will allow us to build upon this success for more children and families. We know this is essential to creating an equitable landscape for all children to have access to a high quality teacher and education.

Teach for America-Chicago is particularly supportive of this application as it will increase access to children in high need in Chicago, our surrounding suburbs, and many other regions of Illinois that have less access to high quality pre-K than Chicago. In addition, our early childhood initiative is committed to partnering with other early childhood organizations in Chicago to increase awareness and access for families as well as provide high quality training for teachers and support to administrators. We believe through our experience that Illinois's commitment to serving pre-K children and families will dramatically increase outcomes for our state's children in kindergarten, in third grade, and far beyond. We aim to support the implementation of the grant by serving as a pipeline of highly qualified teachers to Chicago Public Schools and community-based organizations and collaborating on professional development opportunities for educators in our city.

Teach for America-Chicago is confident that winning this grant will promote expanded school readiness, and work to ensure expanded equity and access to quality for pre-K students. We appreciate your careful consideration of Illinois Preschool Development Grant application.

Sincerely,
(b)(6)

Josh Anderson

Executive Director
Teach for America • Chicago
300 W Adams, Suite 1000
Chicago, IL 60606





125 South Clark Street, 5th Floor • Chicago, IL 60603

Barbara Byrd-Bennett
Chief Executive Officer

September 30, 2014

Theresa A. Hawley, Ph.D.
Executive Director
Governor's Office of Early Childhood Development
160 N. LaSalle St., Suite N-100
Chicago, IL. 60601

Dear Dr. Hawley,

On behalf of Chicago Public Schools (CPS), we are pleased to partner with the Governor's Office on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative. This project will significantly increase access to full-day, high-quality preschool for high-need children across the State, and is aligned with CPS' efforts to ensure that all of our children get the early advantage they need to succeed in school and beyond.

Through the proposed program, CPS has committed to significantly increase both new and expanded preschool classrooms, as well critical support and educational services for children and families in high-need communities of the city, as listed in Exhibits 3 and 4 of our Memo of Understanding. Through these new preschool opportunities, our children will receive a critical early start to their education. This project will further the commitment of our district and City to ensure that all of Chicago's youth have access to a high quality education that will support their success in college, career, and beyond.

As partners, we will participate fully in the proposed project implementation, support services, monitoring and reporting activities, as required by the Illinois State Board of Education. We look forward to partnering with you on this exciting opportunity to expand high-quality, full-day preschool for Chicago's children.

Sincerely,

(b)(6)

Barbara Byrd- Bennett
Chief Executive Officer
Chicago Public Schools

September 25, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

Alignment Rockford is a non-profit public school support organization that employs a unique collaborative process to design and pilot tactical solutions in areas of greatest strategic need for Rockford Public Schools. We understand that a strong foundation is the basis for student success; therefore, Alignment Rockford is in support of the State of Illinois' application for a Preschool Development Grants-Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure a achievement and accountability.

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

Illinois' vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers.

Supporting our public schools

Alignment Rockford works closely with Rockford Public Schools to ensure families with young children have the tools necessary to excel in school. Expanding programming to include an all-day option for low income four year olds has the ability to greatly impact our schools. These students are at risk of beginning school with very little to no education upon Kindergarten entry. Without a strong educational foundation, their ability to be successful in school is severely impacted.

We wholeheartedly support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

Alignment Rockford is excited to work collaboratively with the Rockford Public Schools on the proposed plan and we look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois' intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Thank you.

Sincerely,

(b)(6)

Bridget French
Executive Director
Alignment Rockford

September 30, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

Children's Home + Aid, which is a partner and fiscal agent for the Greater East St. Louis Innovation Zone, is writing in strong support of the State of Illinois' application for a Preschool Development Grants--Expansion grant, which would enable the State to build upon the substantial success in providing high-quality early childhood care and learning for children across the state.

Illinois, a longtime supporter and leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

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Illinois' vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers.

Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Illinois' progress in fulfilling the promise of the Race-to-the-Top–Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. Children's Home + Aid and the Greater East St. Louis Innovation Zone looks forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

Illinois profits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies. Locally, the Greater East St. Louis Innovation Zone includes cross sector partners in Health, Mental Health, Education, Special Education and Public and Private Funders.

Illinois has a record of a high level of services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs.

Children's Home + Aid and the Greater East St. Louis Innovation Zone wholeheartedly supports the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois' excellence in caring and educating its youngest citizens. We are excited to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois' intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Janice Moenster
Greater East St. Louis
Innovation Zone Coordinator

(b)(6)

Director, Early Childhood Services

Elgin Partnership for Early Learning
1797 N. La Fox Street
South Elgin, IL 60177
847.452.2457



September 29, 2014

Executive Members

Advocate Sherman Hospital

Chamberlain Educational
Consultants, Inc

Easter Seals of Dupage
and Fox Valley

Elgin Community College
Gail Borden Public Library

Grand Victoria Foundation

Kane County Health
Department

One Hope United Elgin
Child and Family Resource
Center

School District U-46

United Way of Elgin

YWCA Elgin

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Elgin Partnership for Early Learning is writing in strong support of the State of Illinois' application for a Preschool Development Grants--Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Overall Excellence

Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

State-wide Integration

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure a achievement and accountability.

Birth-to-Third Grade Continuum of Early Learning and Development

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

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Assessment

Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Quality Improvement

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Monitoring Process and Integration with Other Quality Improvement Efforts

Illinois' progress in fulfilling the promise of the Race-to-the-Top–Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. The Elgin Partnership for Early Learning looks forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

Engaging the Whole Community in Preparing Children to Succeed in School and in Life

Public/Private Partnerships

Illinois profits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies.

We wholeheartedly support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

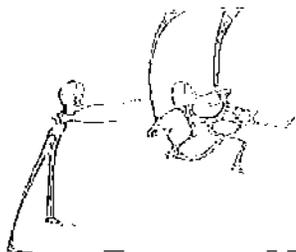
The Elgin Partnership for Early Learning is excited to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Casey Amayun
Collaboration Director



Preschool Development Grants -Expansion Grant
Letter of Support

9/30/14

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The North Lawndale Innovation Zone is pleased to express our strong support of the State of Illinois' application for a Preschool Development Grants–Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Through Race to the Top - Early Learning Challenge grant, seven Innovation Zones are testing new approaches to achieving the state's vision for early childhood education: *"Every child birth to five is experiencing high quality early education with strong support from family, and ready access to health care and social services."*

Goals for the Innovation Zone goals include:

- Enrollment of families from Priority Populations (homeless families, teen parents, poverty/deep poverty, DCFS involvement, disabilities, linguistic isolation, and children in Family, Friend & Neighbor child care), and increased rates of attendance
- Improved program quality
- Strong family support, and
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We have been working closely in North Lawndale with I Am Able, Family Focus, Carole Robertson Center for Learning, Gads Hill, and St. Anthony to plan and implement innovative strategies to enroll more of our highest need children in high quality early learning and development programs.

We are deepening the integration of cross-sector supports at the local level to create a unified early learning system for all programs serving children from birth to age five. Our

Innovation Zone is also working closely with our local Child Care Resources and Referral agency to engage programs in ExceleRate, our statewide tiered quality rating and improvement system, to make continuous quality improvement an everyday priority among early learning and development providers. We are also actively working to connect the most at-risk children to comprehensive high-level services.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

Illinois vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers. Illinois has a record of a high level of services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs.

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Sincerely,

Cerathel Burnett, Carole Robertson Center for Learning:

(b)(6)

Preschool Development Grants- Expansion Grant
Letter of Support

9/30/14

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

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Sincerely,

(b)(6)

Sherneron Hilliard, Family Focus

(North Lawndale):

(b)(6)



STATE OF ILLINOIS
OFFICE OF THE GOVERNOR

Preschool Development Grants–Expansion Grant
Letter of Support

9/30/14

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

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I AM ABLE CENTER FOR FAMILY DEVELOPMENT
"Empowering Families, Strengthening Communities"
"A TRAUMA INFORMED CARE AGENCY"

Preschool Development Grants-Expansion Grant
Letter of Support

9/30/14

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

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3410 W. ROOSEVELT ROAD
CHICAGO, IL 60624
773 826-2929 1001

We are deepening the integration of cross-sector supports at the local level to create a unified early learning system for all programs serving children from birth to age five. Our Innovation Zone is also working closely with our local Child Care Resources and Referral agency to engage programs in ExceleRate, our statewide tiered quality rating and improvement system, to make continuous quality improvement an everyday priority among early learning and development providers. We are also actively working to connect the most at-risk children to comprehensive high-level services.

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We actively support Illinois intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Dr. Carolyn L. Vessel.
CEO/President
I AM ABLE Center For Family Development

3410 W. ROOSEVELT ROAD
CHICAGO, IL 60624
773 826-2929 1001

2

Preschool Development Grants–Expansion Grant
Letter of Support

October 1, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The North Lawndale Innovation Zone is pleased to express our strong support of the State of Illinois' application for a Preschool Development Grants–Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

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We actively support Illinois intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Tameeka Christian, LPC
Director, Community Wellness Program
Saint Anthony Hospital



**GAD'S HILL
CENTER**

Founded 1898

Pilsen

905 W. Cullerton Street
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Fax: 312-326-2248

North Lawndale

963 W. Ogden Avenue
Chicago, IL 60608-1647
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Fax: 773-321-1193

Brighton Park

1236 S. Archer Avenue
Chicago, IL 60643-3550
Tel: 773-267-6995
Fax: 773-412-0112

www.gadshillcenter.org

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1000 S. Dearborn
Chicago, IL 60605

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OFFICE OF COMMUNITY

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OFFICE OF COMMUNITY

1000 S. Dearborn

DIRECTORS

Joseph E. Anselmo

James P. Brite

Robert Cavallaro-Candia

Daniel S. Frazier

Daniel Gonzalez-Medina

John J. P. ...

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September 30, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Pilsen and Little Village Innovation Zone is pleased to express our strong support of the State of Illinois' application for a Preschool Development Grants-Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Through Race to the Top - Early Learning Challenge grant, seven Innovation Zones are testing new approaches to achieving the state's vision for early childhood education: *"Every child birth to five is experiencing high quality early education with strong support from family, and ready access to health care and social services."*

Goals for the Innovation Zone goals include:

- Enrollment of families from Priority Populations (homeless families, teen parents, poverty/deep poverty, DCFS involvement, disabilities, linguistic isolation, and children in Family, Friend & Neighbor child care), and increased rates of attendance
- Improved program quality
- Strong family support, and
- Access to health care and social services

We have been working closely in Pilsen and Little Village with Carol Robertson Center for Learning, Enlace Chicago, Erie Neighborhood House, and Gad's Hill Center to plan and implement innovative strategies to enroll more of our highest need children in high quality early learning and development programs.

We are deepening the integration of cross-sector supports at the local level to create a unified early learning system for all programs serving children from birth to age five. Our Innovation Zone is also working closely with our local Child Care Resources and Referral agency to engage programs in ExceleRate, our statewide tiered quality rating and improvement system, to make continuous quality improvement an everyday priority among early learning and development providers. We are also actively working to connect the most at-risk children to comprehensive high-level services.

We are a partner in implementing ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers. Our Innovation Zone is piloting approaches to engage the hardest to reach programs serving the highest need children to move to continuous quality. ExceleRate Illinois establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. Illinois has also translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's



Pilsen

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Fax: 312-326-3218

North Lawndale

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Brighton Park

1336 S. Archer Avenue
Chicago, IL 60642-2330
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312-321-4793

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developmental trajectory into a plan to increase preschool instructional excellence statewide. Our children will greatly benefit from the state's leadership.

The Pilsen and Little Village Innovation Zone looks forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

On behalf of the Pilsen and Little Village Innovation Zone, we give our full support to the State of Illinois' proposal to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

We are excited to continue our work with the state to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Edna Navarro-Vidaurre, on behalf of the Pilsen and Little Village Innovation Zone

Community partners:

Carol Robertson Center for Learning	2929 West 19th St. Chicago, IL 60623
Enlace Chicago	2756 S Harding Ave. Chicago, IL 60623
Eric Neighborhood House	4225 W. 25th St. Chicago, IL 60623
Gad's Hill Center	1919 W. Cullerton St. Chicago, IL 60608

(b)(6)



EARLY CHILDHOOD COALITION
Rock Island County All Our Kids
Early Childhood Network
Together We're Better



September 30th, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Rock Island County All Our Kids (AOK) Early Childhood Network is writing in strong support of the State of Illinois' application for a Preschool Development Grants–Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Overall Excellence

Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

State-wide Integration

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure achievement and accountability.

Birth-to-Third Grade Continuum of Early Learning and Development

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

Illinois vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers.

Assessment

Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Quality Improvement

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Monitoring Process and Integration with Other Quality Improvement Efforts

Illinois' progress in fulfilling the promise of the Race-to-the-Top-Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. We look forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

Public/Private Partnerships

Illinois profits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies.

Children with Special Needs

Illinois has a record of a high level of services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs.

In closing, we wholeheartedly support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

The Rock Island County AOK Network is excited to support the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois' intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Thank you for your continuing commitment to ensuring Illinois is a state where children and families thrive.

Sincerely,

(b)(6)

April Berthiaume
Rock Island County All Our Kids Early Childhood Network Coordinator
Early Childhood Coalition of the Illinois Quad Cities Area

October 1, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

SPARK Aurora Early Childhood Collaboration is writing in strong support of the State of Illinois' application for a Preschool Development Grants---Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure an achievement and accountability.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Strong, Prepared And Ready for Kindergarten

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its

Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Illinois' progress in fulfilling the promise of the Race-to-the-Top-Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. *SPARK, as one of the seven Race to the Top Innovation Zone communities*, looks forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

We wholeheartedly support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

SPARK is excited to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Trish Rooney, Director
SPARK Aurora Early Childhood Collaboration
44 East Galena Blvd., Aurora, IL 60505
(630) 896-4636 ext. 108
trish.rooney@uwfoxvalley.org
Website: sparkaurora.org



October 7, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

Advance Illinois writes to express its strong support for the State of Illinois' application for a federal Preschool Development Grants–Expansion Grant, which would enable our state to build on its substantial success in providing high-quality early childhood care and learning for children.

Illinois, long a leader in statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, especially young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of high-need children and communities to be served, and by continuing to build robust system-wide supports that will ensure many more children reach kindergarten ready to learn and succeed.

Our state's vision is clear: to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will ensure their overall well-being and that they arrive at kindergarten on par with their more-privileged peers.

Illinois has distinguished itself by:

- identifying children with high needs and their families and providing targeted high-quality services;
- increasing alignment between early learning service providers, public schools, and other community organizations;
- developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and
- monitoring a child's progress across different service providers after they enter the K-12 system to ensure achievement and accountability.

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten, and intensive family engagement in the early elementary grades.



Our state has also made strides in aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. The state has hired or re-trained 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support child care programs that wish to increase their quality ratings. Currently, Illinois is developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs. The awards should inspire programs to move from good to great. In addition, Illinois recently launched a Preschool Instructional Excellence Initiative that will provide tools, training and support to instructional leaders in preschool programs statewide to support highly-effective, embedded professional development for teachers.

Illinois' progress in fulfilling the promise of the Race-to-the-Top-Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been substantial. Our state is fortunate to have the benefit of a collaborative environment bringing multiple stakeholders to the table to create new initiatives and policies.

Advance Illinois looks forward to continuing to work with the state in disseminating research on early childhood and raising public awareness of the critical role that early learning plays in the lives of young children and their families.

Illinois has a strong record in providing services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs. We wholeheartedly support the State of Illinois' proposed plan to expand quality early learning and care for at-risk 4-year olds in high-needs communities statewide. We look forward to building on Illinois' excellence in caring for and educating its youngest citizens.

Best,

(b)(6)

Robin Steans
Executive Director



illinois
action for
children

celebrating
45 years

Strong Families. Powerful Communities. Where Children Matter Most

October 8, 2014

Governor Patrick Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

Illinois Action for Children is writing to strongly support the State of Illinois' application for a Preschool Development Grants-Expansion Grant, which will enable the State to build on our substantial success in providing high-quality early childhood care and education for children across the state.

Illinois, long a leader in statewide early childhood systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, but especially children who are most at risk due to factors such as extreme poverty, social isolation, etc. Illinois has deepened the integration of state supports to create a unified framework for all early learning programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of highest need children and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

Illinois has distinguished itself by identifying children and their families with high needs and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure achievement and accountability.

Illinois has designed a proposal that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

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773-561-2256

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PR/Award # S419B150004

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Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to the expansion of quality early learning for Illinois' young children.

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Illinois Action for Children wholeheartedly supports the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-need communities across the state and we are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

We are excited to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

Please feel free to contact me at 773/769-8011 if you have any questions or comments.

Sincerely,

(b)(6)

Maria Whelan
President and CEO

October 7, 2014

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

The Latino Policy Forum enthusiastically supports the State of Illinois' application for a Preschool Development Grants–Expansion grant. If awarded, this grant would enable the State to leverage our substantial success in providing high-quality early care and education for children across the state.

As an active member of the Executive Committee of the Illinois Early Learning Council and as Executive Director for a policy and advocacy organization that focuses on early childhood, this grant will begin to fill the disparity gap with ensuring that high quality early learning programming reaches the children who are the least served. We are thrilled at the possibility of this grant contributing to the closing of this gap.

As a leader in statewide systems, Illinois has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth to third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs residing in high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure a achievement and accountability.

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler

care, home visitation, high-quality preschool for three- and four-year-olds, full-day kindergarten and intensive family engagement in the early elementary grades.

Our state vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure children's overall well-being and that they arrive to kindergarten on par with more-privileged peers. Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Illinois' progress in fulfilling the promise of the Race-to-the-Top—Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. The Latino Policy Forum looks forward to continuing to collaborate with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

Illinois profits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies. Illinois has a record

of a high level of services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs.

The Latin Policy Forum is excited to take on the work associated with the proposed plan and look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We wholeheartedly support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest members.

Sincerely,

(b)(6)

Sylvia Puente
Executive Director

Oct. 1, 2014

Honorable Pat Quinn
Governor of Illinois
207 Statehouse
Springfield, IL 62706

Dear Governor Quinn:

On behalf of business leaders throughout Illinois, we write in support of our state's application for federal Preschool Development Grant resources that could greatly strengthen the access and quality of critical early learning services for thousands of young, at-risk children.

We are among 100 members of ReadyNation Illinois, a nonprofit, nonpartisan group of business leaders who together pursue two aims: First, the improvement of our state's workforce-development efforts, business climate, and economy; and second, the research-proven investments in children that can best help to support those important goals.

Thus, we view the opportunities represented in this expansion grant as an important business priority for Illinois. After all, the research is clear: High-quality, early learning efforts play a crucial role in helping children to enter kindergarten – and eventually the job market and their entire careers – better prepared to succeed.

Illinois is a longtime, national leader in the work of supporting the learning and development of young children, from birth to elementary school – particularly those from families facing the toughest struggles in life. We're eager to build further on this foundation with federal-grant resources that could help us extend high-quality education and care to still more at-risk 4-year-olds in some of our state's highest-need communities.

We hope to help support the successful application of such funding for the good of Illinois' children, families, communities, and economy.

Sincerely,

(b)(6)

Jeffrey G. Cribbs
President
Chicago Wealth Management, Inc.
Chicago

(b)(6)

Tom Fitch
Vice President
Harold O'Shea Builders
Springfield

(b)(6)

Brian P. McGuire
President & CEO
Associated Equipment Distributors
Oak Brook

(b)(6)

David J. Sabathne
President & CEO
Western DuPage Chamber of Commerce
West Chicago

Wendi Valenti
Executive Director
Collinsville Chamber of Commerce
Collinsville



BUILDING BETTER LIVES

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn,

Voices for Illinois Children is writing in strong support of the State of Illinois' application for a Preschool Development Grants–Expansion grant, which would enable the State to build on our substantial success in providing high-quality early childhood care and learning for children across the state.

Illinois, long a leader in early childhood statewide systems, has leveraged its Race to the Top Early Learning Challenge grant to transform services for all children, and especially its young children with high needs. Illinois has deepened the integration of state supports to create a unified framework for all early learning development programs from birth through third grade; introduced ExceleRate, a statewide tiered quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers; connected the most at-risk children to comprehensive high-level services; and invested in increasing program quality through continuous program improvement strategies.

The State's proposal for an Expansion Grant builds on these accomplishments by expanding the numbers of children with high needs and high-need communities that will be served at the same time it continues to build robust system-wide supports to promote excellence and ensure that more and more children arrive at kindergarten ready to learn and succeed.

Illinois has distinguished itself by identifying children with high needs and their families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure achievement and accountability.

Illinois has designed a plan that provides a seamless progression of supports and interventions from birth through third grade, including high-quality infant and toddler care, home visitation, full day kindergarten and intensive family engagement in the early elementary grades.

Illinois' vision is to reach low-income families in the earliest stages of their children's lives and provide the comprehensive services that will assure their overall well-being and that they arrive



BUILDING BETTER LIVES

at kindergarten on par with their more-privileged peers.

Illinois has made strides aligning and improving early childhood and elementary education by assessing kindergarten readiness through its Illinois' Kindergarten Individual Development Survey (KIDS), which provides statewide information about children's development as they enter and progress through kindergarten. Administrators and teachers now have the information they need to identify gaps in school readiness; drive more effective classroom instruction; and inform state and local data-driven decision-making on professional development and resource allocation.

ExceleRate Illinois, the state's continuous quality improvement system for all early learning providers, establishes consistent quality standards across systems and promotes and recognizes ongoing quality improvement. It was developed in collaboration with early learning leaders and organizations across the state, who are committed to advancing the expansion of quality early learning for Illinois' young children.

Illinois has translated recent research on the effects of program intensity, rigorous curriculum, and high-quality teacher-child interaction on a child's developmental trajectory into a plan to increase preschool instructional excellence statewide. Recent efforts include hiring/and or re-training 50 Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois and developing criteria for Awards of Excellence that will recognize research-based best practices in Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement, and Inclusion of Children with Special Needs and will inspire programs to move from good to great. In addition, the State recently launched its Preschool Instructional Excellence initiative that will provide tools, training and support to instructional leaders in preschool programs across the state to support highly effective embedded professional development for teachers.

Illinois' progress in fulfilling the promise of the Race-to-the-Top–Early Learning Challenge to close the achievement gap for at risk children entering Kindergarten has been monumental. Voices for Illinois Children looks forward to continuing to work with the state in training to improve the knowledge base; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families.

Illinois profits from a collaborative environment bringing multiple stakeholders to the table to work through the development of new initiatives and policies. Illinois has a record of a high



BUILDING BETTER LIVES

level of services for children with high needs and is working to ensure that many more vulnerable young children are served in high-quality early learning programs.

We wholeheartedly support the State of Illinois' proposed plan to expand high-quality early learning and care for at-risk four-year olds in high-needs communities across the state and are eager to participate in building on Illinois excellence in caring and educating its youngest citizens.

In our role as statewide child and family advocates, Voices for Illinois Children is excited to take on the work associated with the proposed plan and we look forward to contributing to the continued expansion and improvement of Illinois' early learning and development system.

We actively support Illinois' intention to increase access to high-quality early learning and development and to close the achievement gap for at-risk children statewide.

Sincerely,

(b)(6)

Gaylord Gieseke
President

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Glossary

All Our Kids (AOK) Networks: Community collaborations located in neighborhoods, cities, and counties with Concentrated High Need Communities (CHNC) are implementing innovative strategies and modeling best practice to increase families' access to services and increase the capacity and coordination of the local service system.

Child and Family Connections (CFC): Offices statewide that are responsible for referring children to Part C Early Intervention and ensuring appropriate supports are provided to families.

Child Care Assistance Program (CCAP): Subsidy program that allows reimbursement for all forms of legal care, including centers, licensed family child care homes, and legally license-exempt care based on a family's income.

Child Care Resource & Referral (CCR&R): The regional "hub" through which families are connected with a full range of child care resources, and through which child care providers receive training, technical assistance, and other resources to enhance program quality and core competencies of educator/caregivers. The CCR&Rs are funded directly by the state to provide birth to five services.

Collaboration Model: Braiding/combining CCAP funding with Head Start/Early Head Start and/or Preschool for All/Prevention Initiative.

Community Collaborations: Organizations funded either by the state or by local funders to coordinate birth to five services at the local level.

Consortium for Community Systems Development: Funded through RTT-ELC to develop a systemic approach to supporting local collaboration across the wide range of early childhood programs and services based on the State's community collaboration model.

Early Childhood Block Grant (ECBG): Created in 1997 the State's primary funding stream for birth to five programs, funds Preschool for All and Prevention initiative through ISBE.

Early Intervention: The program that serves families of children from birth to age 3 who have developmental delays or disabilities, or who are at risk for developmental delays.

Early Learning Council (ELC): Created in 2003 to guide the State's administration of a high quality, accessible, and comprehensive statewide early learning system. Established by statute, the Council is comprised of gubernatorial and legislative appointees representing a broad range of constituencies including schools, child care centers and homes, Head Start, higher education, state, local, and federal government agencies, the General Assembly, business, law enforcement, foundations, and parents.

Early Reading First (ERF) Grants: Federally funded grants in 2002-2010 that were designed to help early childhood centers improve their programs, by creating centers of excellence that

provide preschool-age children with language and cognitive skills, and an early reading foundation.

ExceleRate Illinois: The State's Quality Rating and Improvement System for all early learning programs that serve children in groups, including Preschool for All programs.

Families of Children with High Needs: Low-income families, families that speak a language other than English at home, single parent families, homeless families, families where the parent and/or child has a mental or physical disability, and families involved with the Child Welfare system

Gateways to Opportunity: Illinois' clearly articulated framework that includes a continuum of training, education, and ongoing supports as well as defined career pathways in cross-sector programs for practitioners working in early learning and development programs. Includes credentials at multiple levels for Early Childhood, Infant-Toddler, Director, Family Specialist, Family Child Care, and Relationship-Based Technical Assistance.

Governor's Office of Early Childhood Development (OECD): Created in the Governor's Office in 2009 the OECD is working to promote the quality and comprehensiveness of our state early childhood system by overseeing state agencies' implementation of birth to five policies and programs, advocating for early childhood within the Governor's Office, and supporting the work of the Council.

Head Start/Early Head Start: Began in Illinois in 1965 and administered by 48 Illinois grantees including the City of Chicago; comprehensive early childhood services for children in poverty and their families.

Illinois Board of Higher Education (IBHE): Approves all new units of instruction, research, and public service, as well as new academic administrative units, for public colleges and universities in the state.

Illinois Birth to Five Program Standards: Include curriculum (aligned to the state's Early Learning and Development Standards for Birth to Three and Three to Five); developmental monitoring (child screening and assessment); continuous program improvement processes; family and community partnerships; and health promotion and apply to all Early Learning and Development Programs for children ages birth through kindergarten entry that are funded by the State.

Illinois Children's Mental Health Partnership (ICMHP): a cross-systems public-private initiative with the charge of implementing a statewide mental health plan for children from birth to age 18.

Illinois Department of Children and Families (DCFS): The State's child care licensing agency, and the agency that administers and supervises Child Welfare and Community-Based Child Abuse Prevention

Illinois Department of Human Services (IDHS): The state agency that administers and supervises CCDF, part C of IDEA programs, the Head Start State Collaboration Grant, the Title V Maternal and Child Care Block Grant, home visiting programs through Healthy Families Illinois and Parents Too Soon, and the State's Temporary Assistance for Needy Families (TANF) program.

Illinois Early Childhood Asset Map (IECAM): An innovative web based Geographical Information System that informs the distribution of Preschool for All, Prevention Initiative, and other early learning funding based on supply and demand data

Illinois Early Learning Guidelines for Birth to Age Three: Standards are currently being developed that are useful across a wide range of settings, from child care to home visiting programs to Early Intervention, and that would be accessible to both professionals and parents. Also includes the unique Self-Regulation domain.

Illinois Early Learning Project: Located at the University of Illinois the Project is funded by ISBE to select and create high-quality resources that respond to the early learning information needs of parents and educators in the State, including all types of early learning and development programs.

The Illinois Interagency Council on Early Intervention: The federally-mandated advisory board to the Illinois Early Intervention Program, which serves families of children from birth to age 3 who have developmental delays or disabilities, or who are at risk for developmental delays.

Illinois Network of Child Care Resource and Referral Agencies (INCCRRA): Administrator of the Gateways programs and of ExceleRate Illinois

Illinois State Board of Education (ISBE): The Lead Agency for this application, the State Education Agency, and the agency that administers and supervises section 619 of part B of IDEA programs, State funded preschool, home visiting and other birth to three programs funded through the Early Childhood Block Grant, Title I of ESEA, and the Child and Adult Care Food Program.

Innovation Zones: Seven high-need communities funded through RTT-ELC to develop and test innovative approaches to ensuring that children with high needs enroll in high quality early learning programs and services.

Investing in Innovation (i3) Grants: Grants from the federal Department of Education to fund the development, validation or scale-up of innovative education practices. There are three i3 grant projects in Illinois focused on early childhood education.

ISBE Student Information System (ISBE SIS): A state-level student information system through which extensive data is collected on participants in ISBE programs and serves as the "backbone" of the agency's data warehouse, and currently collects extensive student and program-level data from all recipients of State Early Childhood Block Grant Funding.

Kindergarten Individual Development Survey (KIDS): A developmentally appropriate process of utilizing teacher observational assessments repeated over time in natural, comfortable settings to yield the most valid, authentic information about young children.

Low Income: Having an income of up to 200% of the Federal poverty rate

Maternal, Infant and Early Childhood Home Visiting (MIECHV): Federal grant to Illinois that supports both expanded home visiting services in six communities and statewide systems development in home visiting.

P-20 Council: Created by statute in 2008 to work towards a seamless and sustainable statewide system of quality education and support from birth through adulthood.

Preschool for All (PFA): Created in 2006; Illinois was the first state to create and support voluntary, high-quality preschool for all three and four year olds. . Currently is focused on serving the most At Risk children with a range of program options and settings, from public and private schools to child care centers and other community-based agencies.

Prevention Initiative: The birth to three set aside of the ECBG administered by ISBE, enabling school districts and community based organizations to provide parenting education and parent-child interaction activities related to development and nurturing of infants and toddlers using one of four models: Healthy Families Illinois; Parents as Teachers; Early Head Start (center-based model); or Baby Talk

Race to the Top-Early Learning Challenge Grant (RTT-ELC): \$52.5 Million, four year systems development grant for early childhood that was awarded to Illinois by the federal Departments of Education and Health and Human Services in December, 2012.

STAR NET: A variety of opportunities for personal and professional growth for those who touch the lives of young children, ages B-8, with an emphasis on children with special needs.

State Fiscal Year (SFY): The State's fiscal year runs from July through June.

Statewide Professional Development Advisory Council (PDAC): Created in 2002 to coordinate, support and promote a statewide professional development system which now serves early care and education, school-age, youth development, and family support practitioners.

The Center: Resources for Teaching and Learning (The Center): offers training throughout the state on topics including curriculum, assessment, and other topics requested by programs.

World-Class Instructional Design and Assessment (WIDA) Consortium: Supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

For Children Birth to Age Three

Illinois Early Learning
Guidelines

**Structure of collaboration
for the creation of the
Illinois Early Learning Guidelines**

- Illinois Early Learning Council
 - Infant Toddler Committee
 - IELG Workgroup
 - IELG Domain Writing Teams

Development of the Guidelines

The Illinois Early Learning Guidelines were developed in collaboration with key Illinois stakeholders in the infant-toddler field. Early childhood leaders, educators, practitioners, and policy experts came together to ensure the creation of an accessible and user-friendly document, presenting evidence-based and up-to-date information on infant-toddler development for parents, caregivers, early childhood professionals, and policy makers. The structure of the group stemmed from the Illinois Early Learning Council – Infant Toddler Committee. Within this committee, a Workgroup formed to create the vision for the Guidelines. The vision of the group was to ensure a document that could align with and integrate into the complex system of services for children birth to three in the state, and fulfill the ultimate goals of improving program quality, growing provider capacity, and strengthening the current systems.

The leadership group of the Workgroup then began coordinating the development of the Guidelines, with input from the Workgroup and from the six writing teams, which were small sub-groups of the Workgroup. The writing teams were tasked with providing input and review of developmentally appropriate content. This collaborative approach in writing the Guidelines allowed for important decisions to be made by a diverse range of professionals representing different areas of the field. This collaboration resulted in the creation of Guidelines that:

- 1. Create a foundational understanding** for families, providers, and professionals in the field of what children from birth to age three are expected to know and do across multiple developmental domains.
- 2. Improve the quality of care and learning** through more intentional and appropriate practices to support development from birth to three.

- 3. Develop a more qualified workforce.**
- 4. Enhance the current system of early childhood services** by aligning birth-to-three developmental standards with existing standards and practices for older children and across system components.
- 5. Serve as a resource** for those informing decision makers involved with developing and implementing policies for children from birth to three.

The Guidelines are NOT intended to replace any existing resources that are currently used in birth-to-three programs and are not an exhaustive resource or checklist for children's development. The Guidelines are NOT a:

- Curriculum
- Program model
- Developmental Screening Tool
- Developmental Assessment Tool
- Professional Development Curriculum

The Guidelines are designed to complement these educational tools and provide a cohesive analysis of children's development with common expectations and common language.

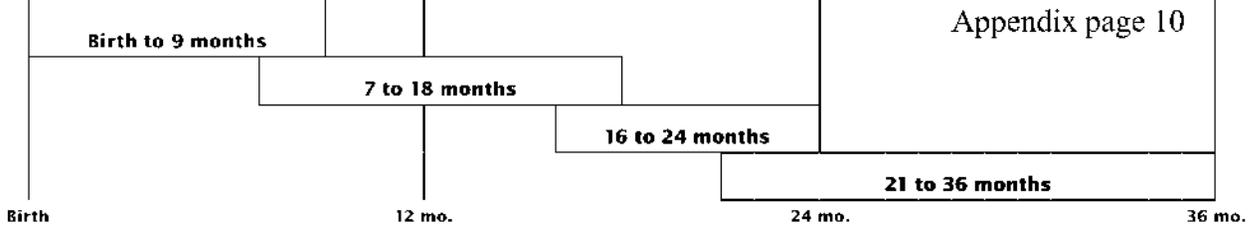


Figure 1

How to Use the Guidelines

The Guidelines begin with **The Newborn Period**, which discusses the first four months of children’s lives and the experiences that are unique to this time. The first of the six tabbed sections, **Self-Regulation: A Foundation of Development**, focuses on children’s development of self-regulation, which is essential for overall healthy development and learning. Self-Regulation refers to children’s emerging ability to regulate or control their attention, thoughts, emotions and behaviors.⁸ Next, **Domains of Development** are specific areas of growth and development. The Guidelines consist of *four* developmental domains: Social and Emotional Development; Language Development, Communication, and Literacy; Physical and Motor Development; and Cognitive Development. The final section, **Approaches to Learning**, focuses on specific methods by which children engage with the world around them in order to make meaning and build understanding of their experiences. These six tabbed sections are each structured in the same manner, and are further broken down into **Sub-Domains/ Sub-Sections, Standards, Age Descriptors,**

Indicators for Children, and Strategies for Interaction.

These components map accordingly onto Figure 2:

- ① **Sub-Domains/Sub-Sections** are detailed components of each developmental domain or section.
- ② **Standards** are the general statement of what children should know and be expected to do by the time they reach 36 months of age.
- ③ **Age Descriptors** describe the progression of development for each of four particular age groups across the birth-to-three age range. These four distinct and overlapping groups are: **Birth to 9 months, 7 to 18 months, 16 to 24 months, and 21 to 36 months.** These age groupings are used in order to reflect children’s bio-behavioral shifts, which are changes in behavior triggered by biological changes in the brain. These shifts allow children to grow and gain new skills (see Figure 1).
- ④ **Indicators for Children** are some of the observable skills, behaviors, and knowledge that children demonstrate to “indicate” progress toward achieving the standard.

Figure 2: Sample spread showing detailed standards represented in the 32 Sub-Sections/Sub-Domains of the guidelines.

developmental domain 1: SOCIAL & EMOTIONAL DEVELOPMENT Emotional Expression		developmental domain 1: SOCIAL & EMOTIONAL DEVELOPMENT Emotional Expression	
<p>Standard: Children demonstrate an awareness of and the ability to identify and express emotions.</p>		<p>Standard: Children demonstrate an awareness of and the ability to identify and express emotions.</p>	
<p>During this age period:</p> <p>Birth to 9 months: Children begin to express a wide range of feelings through verbal and nonverbal communication, and begin to develop emotional expression with the assistance of their caregivers.</p>	<p>7 months to 18 months: Children begin to express some emotions with intention and without the help of their caregivers; children can increase their range of emotional expression.</p>	<p>16 months to 24 months: Children continue to experience a wide range of emotions (e.g., after frustration, fear, anger, sadness). At this point in development, children will express and act on impulses, but begin to learn skills from their caregivers on how to control their emotional expression.</p>	<p>21 months to 36 months: Children begin to convey and express emotions through the use of nonverbal and verbal communication. Children also begin to apply learned strategies from their caregivers to better regulate these emotions.</p>
<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Expects facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos • Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps • Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Expresses wants with intentional face, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be held • Expresses fear by crying or turning toward caregivers for comfort • Shows anger and frustration, e.g., cries when a toy is taken away • Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums • Expresses pride, e.g., smiles, claps, or says, "I did it" after completing a task • Attempts to use a word to describe feelings to a familiar adult • Expresses wonder and delight while exploring the environment and engaging others 	<p>Indicators for children include:</p> <ul style="list-style-type: none"> • Attempts to use words to describe feelings and names emotions • Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement • Begins to express complex emotions such as pride, embarrassment, shame, and guilt • Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a "monster" in a box due to a fear
<p>Strategies for interaction:</p> <ul style="list-style-type: none"> • Respond and comfort the child in order to meet needs, act as a co-regulator for the child, e.g., feed the child when hungry, rock the child when tired • Describe the emotion the child is expressing, e.g., "I can see you are so excited about reaching that toy" • Match facial expressions to match emotions, e.g., widen eyes and open mouth to express surprise 	<p>Strategies for interaction:</p> <ul style="list-style-type: none"> • Respond to child's display of fear or distress, reassure and comfort the child • Model emotional expression for the child by making facial expressions and using words to name the emotion • Reciprocate actions and gestures the child imitates, e.g., wave hello, blow kisses, give hugs 	<p>Strategies for interaction:</p> <ul style="list-style-type: none"> • Use words to describe the emotion; this helps the child associate the feeling with the name • Pay close attention to the cues the child is expressing • Model appropriate ways to express different feelings • Acknowledge and validate the emotion the child is feeling, e.g., "I can see you are so excited by the way you are jumping up and down" 	<p>Strategies for interaction:</p> <ul style="list-style-type: none"> • Discuss feelings with the child, reassure him or her that it is okay to feel different emotions • Recognize that the child may need some assistance to express his feelings • Allow other channels in which children can express their emotions, e.g., art, dance, imaginative play • Respect cultural differences when it comes to expressing emotions; never discuss what the child is sharing and expressing • Continue to continue reading the child's cues, even as the child begins to use words to describe feelings
<p>The emergence of the social smile and interactions with caregivers are the first intentional or goal directed behaviors that children display. Intentional behaviors become increasingly complex and purposeful as children grow.</p>	<p>Co-regulator refers to the child's primary caregivers who assist the child in achieving regulation through responses, interactions, and communication.</p>		

- 5 **Strategies for Interaction** are specific activities, practices, and interactions in which caregivers can engage with children to support healthy development.
- 6 **Call-Out Boxes** are definitions of specific words and complex concepts essential for understanding the progression of development outlined within the sub-domain.

Real World Stories are real-life examples that demonstrate the specific concepts of development in action.

Keep in Mind lists behaviors that can be used to identify possible concerns for development and are found at the end of the Self-Regulation section, and the four developmental domains section.

Interconnections

Since development occurs across multiple, inter-related areas, readers will see a short list of other, closely related sub-domains/sub-sections in every sub-domain/sub-section introduction and in each real world story. While every sub-domain and sub-section can relate to the others, the Guidelines highlight those most relevant to each particular one. Below is a sample of these references:

Emotional Regulation, p. 17

domain 4: Cognitive
Memory, p. 97

Illinois Early Learning Guidelines for Children Birth to Age Three

The Illinois Early Learning Guidelines are designed to provide early childhood professionals and policy makers a framework for understanding development through information on what children know and should do, and what development looks like in everyday instances. These Guidelines also provide suggestions and ideas on how to create early experiences that benefit all children's learning and development. The main goal of the Guidelines is to offer early childhood professionals a cohesive analysis of children's development with common expectations and common language.

Self-Regulation: Foundation of Development

Physiological Regulation

Standard: Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

Emotional Regulation

Standard: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.

Attention Regulation

Standard: Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.

Behavior Regulation

Standard: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

Developmental Domain 1: Social & Emotional Development

Attachment Relationships

Standard: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

Emotional Expression

Standard: Children demonstrate an awareness of and the ability to identify and express emotions.

Relationship with Adults

Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.

Self-Concept

Standard: Children develop identity of self.

Relationship with Peers

Standard: Children demonstrate the desire and develop the ability to engage and interact with other children.

Empathy

Standard: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

Developmental Domain 2: Physical Development & Health**Gross Motor**

Standard: Children demonstrate strength, coordination, and controlled use of large muscles.

Fine Motor

Standard: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

Perceptual

Standard: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

Self-Care

Standard: Children demonstrate the desire and ability to participate in and practice self-care routines.

Developmental Domain 3: Language Development, Communication, & Literacy**Social Communication**

Standard: Children demonstrate the ability to engage with and maintain communication with others.

Receptive Communication

Standard: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication

Standard: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Early Literacy

Standard: Children demonstrate interest in and comprehension of printed materials.

Developmental Domain 4: Cognitive Development**Concept Development**

Standard: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory

Standard: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Spatial Relationships

Standard: Children demonstrate an awareness of how objects and people move and fit in space.

Symbolic Thought

Standard: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Creative Expression

Standard: Children demonstrate the ability to convey ideas and emotions through creative expression.

Logic & Reasoning

Standard: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Quantity & Numbers

Standard: Children demonstrate awareness of quantity, counting, and numeric competencies.

Science Concepts & Exploration

Standard: Children demonstrate a basic awareness of and use scientific concepts.

Safety & Well-Being

Standard: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

Approaches to Learning**Curiosity & Initiative**

Standard: Children demonstrate interest and eagerness in learning about their world.

Problem Solving

Standard: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.

Confidence & Risk-Taking

Standard: Children demonstrate a willingness to participate in new experiences and confidently engage in risk taking.

Persistence, Effort, & Attentiveness

Standard: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

Creativity, Inventiveness, & Imagination

Standard: Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.

Physiological Regulation

Standard: Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

Birth to 9 months: Children's **biological rhythms** are supported and impacted by their caregiver(s) in order to establish their sleep/wake, feeding, and elimination patterns. Children also begin to develop awareness of **stimuli** in their environment.

7 months to 18 months: Children, through the responses and support of their caregiver(s), become increasingly organized in and begin to adapt their sleep/wake, feeding, and elimination patterns. Children are also beginning to organize and habituate to stimuli in their environment.

Biological rhythms are patterns that occur within people's bodies. These include sleeping, waking, eliminating, and maintaining normal body temperature.

Stimuli are sounds, textures, tastes, sights, and temperatures found in children's environments.

Begins to demonstrate a pattern in sleep-wake and feeding cycles

Signals for needs, e.g., cries when hungry, arches back in discomfort

Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up

Uses sucking to assist in sleeping

Provide consistent routines in caring for the child

Follow the child's cues and respond thoughtfully

Use touch to help the child regulate, e.g., swaddle, hold, cuddle, rock to help soothe the child

Minimize stimuli in the child's environment, e.g., limit colors, sounds, and objects

Demonstrates consistent sleeping and feeding times throughout the day

Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps

Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses words

Begins to exhibit certain behaviors when overstimulated and/or unfocused, e.g., becomes aggressive, lashes out, bites

Increased desire for independence and control

Establish a routine for sleeping, eating, and diapering

Recognize the child's sensitivity to sensory exposure and adjust accordingly

Minimize stimuli in the child's environment, e.g., limit colors, sounds, and objects

Provide redirection and be consistent in helping the child regulate in overwhelming situations, e.g., use distraction by sharing a different toy or object

Allow the child to express emotions through newfound movements, e.g., jumping for joy

Provide the child with some responsibility and choices, e.g., ask the child for help building a tower with blocks

Physiological Regulation

Standard: Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

16 months to 24 months: Children have established basic, consolidated patterns in sleep/wake, feeding, and elimination functions. Children use nonverbal and verbal communication to signal needs to caregiver(s) for support in regulating. Children also begin to manage internal and external stimuli.

Uses gestures and symbolic actions to demonstrate feelings and needs, e.g., lays head on caregiver's lap when tired

Becomes frustrated and displays regressive behaviors when overstimulated, e.g., temper tantrums

Communicates needs with one or two words, e.g., says or gestures "milk" for "I want milk"

Begins to have an awareness of bodily functions and begins to demonstrate an interest in toileting, e.g., recognizes a "potty"

Recognize and respond to the child's communication efforts

Establish a schedule throughout the day that includes sufficient time for feeding and resting

Provide sensory play for the child who is having difficulty remaining regulated due to lack of sensory input, e.g., play dough, water play

Read the child's cues to determine how to support the child during challenging instances, e.g., use of a soothing voice or gentle touch; or ensure the child is safe and allow them to express their emotions through a more physical manner (lying on the floor, stomping feet)

21 months to 36 months: Children begin to independently manage functions of feeding, sleeping, waking, and eliminating with some support from their caregiver(s). Children can now manage and begin to discriminate internal and external stimuli.

Calms down in order to sit and read a book with a caregiver

Uses movement to express an emotion, e.g., jumps up and down when excited, stomps feet when upset

Recognizes patterns throughout the day, e.g., grabs a pillow and blanket after lunch, when it is nap time

Communicates needs more thoroughly, e.g., "I am hungry"

Manages **overstimulation** in a more organized manner, e.g., disengages, walks away

Demonstrates a readiness to begin toilet training

Provide words to the child's feelings and physical actions

Teach the child about respecting personal space and provide objects to help them define this space, e.g., individual seat cushions during circle time

Continue using soothing and calming behaviors when helping a child regulate

Listen to child when expressing needs and wants; watch for verbal cues carefully

Slow down and be present for the child; limit overstimulation and provide support for the child as needed

Approach toilet training within the context of the home culture and the primary caregiver's guidance

Overstimulation

refers to excessive sounds, textures, temperatures, and sights that impede children from making a meaningful connection with others or objects.



For Preschool 3 YEARS OLD TO KINDERGARTEN ENROLLMENT AGE

Illinois Early Learning and Development

Standards

Development of the Illinois Early Learning and Development Standards

The Illinois Early Learning and Development Standards (2013) are a revised version of the original Illinois Early Learning Standards published in 2002. They have been updated to align with the Illinois Early Learning Guidelines for Children Birth to Age 3, with the Illinois Kindergarten Standards, and with the Common Core State Standards for Kindergarten.

The Illinois Early Learning and Development Standards (IELDS) were developed in collaboration with key Illinois stakeholders in the preschool education field. Early childhood leaders, educators, practitioners, and policy experts came together to ensure the creation of an accessible, user-friendly document, presenting *evidence-based* and up-to-date information on preschool development for *parents and family members, teachers, early childhood professionals, and policy makers*. The goal is to ensure a document that aligns with and integrates into the complex system of services for children in multiple preschool settings in the state and fulfills the ultimate goals of improving program quality and strengthening the current systems. The IELDS are designed to be used with children from ages 3 to 5 or those in the two years before their kindergarten year. The term *preschool* is used rather than *prekindergarten* to recognize the inclusion of these two years instead of only addressing the one year before kindergarten. In addition, the term *teacher* is used to refer to any adult who works with preschool children in any early childhood setting.

From January to May 2013, a statewide field test of the IELDS was conducted. More than 300 participants reviewed and implemented the standards in their preschool environments and provided feedback through focus group webinars. The field test participants included teachers and administrators from state-funded Preschool for All programs, Head Start, center-based child care, family child care, special education, faith-based preschools, and park district programs. The comments and recommendations from the field test were reviewed by a work group and, when appropriate, incorporated into this final document. This collaborative approach in finalizing the IELDS allowed for important decisions to be made by a diverse range of professionals representing different areas of the field.

Purposes

of the Illinois Early Learning and Development Standards

As with the Illinois Early Learning Guidelines for Children Birth to Age 3, there are multiple purposes for the Illinois Early Learning and Development Standards. The IELDS:

- 1. Create a foundational understanding** for families and teachers of what children from 3 through 5 years of age are expected to know and do across multiple developmental domains.
- 2. Improve the quality of care and learning** through more intentional and appropriate practices to support development from 3 through 5 years of age.
- 3. Provide support for a qualified workforce.**
- 4. Enhance the state's early childhood services** by aligning preschool standards with existing guidelines or standards for younger and older children.
- 5. Serve as a resource** for those involved in developing and implementing policies for children from 3 through 5 years of age.

Uses of the Illinois Early Learning and Development Standards

The Illinois Early Learning and Development Standards are designed to provide a cohesive analysis of children's development with common expectations and common language. They are broad statements that provide teachers with useful information and direction that are needed as part of the daily early childhood environment. Preschool educators can refer to the ILDS when determining appropriate expectations for preschoolers, when planning for individual children's needs, when implementing a *play-based curriculum*, and when using *authentic observational assessment procedures*.

There are appropriate and inappropriate uses of the Illinois Early Learning and Development Standards. The ILDS are not intended to be a *curriculum* or *assessment tool* and are not an exhaustive resource or checklist for children's development.

Illinois Early Learning and Development Standards for Preschool Children Age 3 to Kindergarten Enrollment Age

The Illinois Early Learning and Development Standards for children ages 3 to kindergarten enrollment as defined in Section 10-20.12 of the School Code are broad statements that provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. The standards are organized to parallel content in the Illinois State Goals for Learning (see 23 Ill. Adm. Code 1.Appendix D).

LANGUAGE ARTS

State Goal 1: Acquire foundational early literacy and language skills.

Standards:

- Develop an appreciation for language and literacy activities.
- Develop basic language skills.
- Understand that language is used in a variety of ways to communicate.

State Goal 2: Develop age-appropriate early literacy reading skills and concepts.

Standards:

- Demonstrate comprehension of text that is read aloud or seen in print.
- Identify elements pertaining to the craft and structure of types of text.
- Demonstrate understanding of text organization and basic features of print.
- Demonstrate beginning letter and word recognition.
- Demonstrate beginning phonological awareness.

State Goal 3: Develop early writing skills and concepts.

Standards:

- Use writing to represent ideas and information.
- Compose information to convey meaning.
- Recognize multiple purposes and types of writing.
- Explore writing and conveying ideas using digital tools.

State Goal 4: Comprehend the language of others.

Standards:

- Demonstrate understanding through age-appropriate responses.
- Understand language and information presented in a variety of ways.

State Goal 5: Use language, including body language, for expression.**Standards:**

- Communicate effectively using language appropriate to the situation and audience.
- Demonstrate increasingly complex and varied use of language.

MATHEMATICS**State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.****Standards:**

- Demonstrate beginning understanding of numbers, number names and numerals.
- Begin to construct sets, add and subtract to create new numbers.
- Begin to make reasonable estimates of numbers.
- Compare quantities using appropriate vocabulary terms.

State Goal 7: Explore measurement of objects and quantities.**Standards:**

- Measure and compare objects and quantities using standard and non-standard instruments and methods.
- Begin to make estimates of measurements.
- Explore tools used for measurement.

State Goal 8: Identify and describe common attributes, patterns and relationships in objects.**Standards:**

- Explore objects and patterns.
- Describe and document patterns using symbols.

State Goal 9: Explore concepts of geometry and spatial relations.**Standards:**

- Recognize, name and replicate common shapes.
- Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.

SCIENCE**State Goal 10: Begin to make predictions and collect and analyze data information.****Standards:**

- Organize and describe data and information.
- Gather information to answer questions.

State Goal 11: Demonstrate curiosity about the world, and engage in scientific inquiry to answer questions.

Standards:

Develop skills to observe, collect information, ask questions, predict, explain and draw conclusions.

Use tools and technology to assist in scientific inquiry.

State Goal 12: Explore concepts and information about life, physical and earth sciences.

Standards:

Understand that living things grow and change.

Understand that living things rely on the environment and/or others to live and grow.

Explore the physical properties of objects.

Explore concepts of force and motion.

Explore concepts and information related to the Earth, including ways to take care of our planet.

Explore changes related to the weather and seasons.

State Goal 13: Understand basic safety rules for scientific inquiry.

Standard:

Understand rules to follow when investigating and exploring.

SOCIAL STUDIES

State Goal 14: Understand some concepts related to citizenship.

Standards:

Understand what it means to be a member of a group and community.

Understand ways groups make choices and decisions.

Understand the role that individuals can play in a group or community.

State Goal 15: Explore economic systems and human interdependence.

Standards:

Explore roles in the economic system and workforce.

Explore issues of limited resources in the classroom and world.

Explore concepts about trade as an exchange of goods or services.

State Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.

Standard:

Explore his or her self and history.

State Goal 17: Explore geography, the child’s environment, and where people live, work and play.

Standard:

Explore environments and where people live.

State Goal 18: Explore people and families.

Standards:

Explore people, their similarities and their differences.

Develop an awareness of self within the context of family.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning and engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency and control of large and small muscles.

Demonstrate awareness and coordination of body movements.

Demonstrate knowledge of rules and safety during physical activity.

State Goal 20: Develop habits for life-long fitness.

Standard:

Achieve and maintain a health-enhancing level of physical fitness.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standard:

Explain the basic principles of health promotion, illness prevention, treatment and safety.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Identify ways to keep the body healthy.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard:

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

THE ARTS

State Goal 25: Gain exposure to and explore the arts.

Standards:

Investigate, explore and participate in the arts.

Display an awareness of some distinct characteristics of the arts.

State Goal 26: Understand that the arts can be used to communicate ideas and emotions.

Standard:

Understand ways to express meaning through the arts.

SOCIAL/EMOTIONAL DEVELOPMENT

State Goal 27: Develop self-awareness and self-management skills to achieve school and life success and develop positive relationships with others.

Standards:

Identify and manage one's emotions and behavior.

Recognize one's own uniqueness and personal qualities.

Demonstrate skills related to successful personal and school outcomes.

State Goal 28: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standards:

Develop positive relationships with peers and adults.

Recognize and appreciate individual and group similarities and differences.

Use communication and social skills to interact effectively with others.

Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.

State Goal 29: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Standards:

Begin to consider ethical, safety and societal factors in making decisions.

Apply decision-making skills to deal responsibly with daily academic and social situations.

Contribute to the well-being of one's school and community.

ENGLISH LANGUAGE LEARNER HOME LANGUAGE

State Goal 30: Use the home language to communicate within and beyond the classroom setting.

Standard:

Use the home language for use for a variety of social and academic purposes.

State Goal 31: Use the home language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Standard:

Use the home language in order to attain benchmarks across the learning areas and to build upon and develop transferable language and literacy skills.

GOAL 1

Demonstrate increasing competence in oral communication (listening and speaking).

1.A | LANGUAGE ARTS

LEARNING STANDARD 1.A

Demonstrate understanding through age-appropriate responses.¹

Preschool Benchmarks

- 1.A.ECa** Follow simple one-, two- and three-step directions.
- 1.A.ECb** Respond appropriately to questions from others.
- 1.A.ECc** Provide comments relevant to the context.
- 1.A.ECd** Identify emotions from facial expressions and body language.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Perform one-step directions stated orally (e.g., "Throw your paper towel in the trash can!").	Perform two-step directions stated orally (e.g., "Get your coats on and line up to go outside!").	Perform three-step directions stated orally (e.g., "Put your paper in your cubby, wash your hands, and come sit on the rug!").
Answer simple questions stated orally with a simple reply (e.g., "yes," "no").	Respond to simple questions stated orally with appropriate actions (e.g., "Did you remember to wash your hands?" and the child goes to the sink and washes hands!).	Respond to simple questions stated orally with appropriate actions and comments (e.g., "Did you remember to wash your hands?" and the child says "Oh, I forgot!" and goes to the sink and washes hands!).
Make one comment that is related to the topic of the conversation or discussion (e.g., "I have a dog, too!").	Make more than one comment related to the topic of the conversation or discussion (e.g., "I have a dog, too. His name is Champ!").	Make comments and ask questions that are related to the topic of the conversation or discussion (e.g., "I have a dog, too. His name is Champ. What's your dog's name?").
Look at a person's face or body language and ask how s/he feels (e.g., "What's wrong with her, teacher? Did she get hurt?").	Look at a person's face to determine how they feel (e.g., "She looks mad!").	Look at a person's body language to determine how they are feeling (e.g., "He's sitting there all by himself. I think he's sad, teacher!").

¹ Aligns with the Kindergarten Communication Core, Speaking, and Listening/2-3.

LEARNING STANDARD 1.B

Communicate effectively using language appropriate to the situation and audience.²

Preschool Benchmarks

- 1.B.ECa** Use language for a variety of purposes.
- 1.B.ECb** With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.
- 1.B.ECc** Continue a conversation through two or more exchanges.
- 1.B.ECd** Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).

LANGUAGE ARTS | 1.B

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
<p>Ask for help when needed.</p> <p>With teacher assistance, tell something to peers and adults in small- and whole-group situations about age-appropriate topics (e.g., teacher: "Can you tell us what your occasion is?" Child to group in block area: "I want to build a big boat.")</p> <p>Use one appropriate conversational skill, such as listening to others, making appropriate eye contact, or taking turns speaking about the topics and texts under discussion (e.g., in the library, yells to friend, "Hey, wanna read this book together? It's my favorite." When friend joins him, he looks at his friend but does all of the talking).</p>	<p>Use language to interact socially with others during various times of the day (e.g., group time, center time, outdoor play, meal time).</p> <p>With teacher assistance, converse with peers and adults (with one back-and-forth exchange) in small- and whole-group situations about age-appropriate topics (e.g., Child to another child: "My Grandma lives in Florida. Where does your Grandma live?" Other child: "In Chicago." First child: "Do you go see her there?").</p> <p>Use two appropriate conversational skills, such as listening to others, making appropriate eye contact, or taking turns speaking about the topics and texts under discussion (e.g., while pretending to cook in the dramatic play area, child says, "Pretend we're the sisters." Other child says, "I don't want to be a sister. I want to be the Mom." Other child replies without looking at her, "But you have to be the sister. We don't have a Mom." The other child leaves the area).</p>	<p>Use language to influence the behavior of others (e.g., "That hurt when you pushed in to me").</p> <p>With teacher assistance, converse with peers and adults (with more than one back-and-forth exchange) in small- and whole-group situations about age-appropriate topics (e.g., teacher: "How many of you played in the snow yesterday?" Child: "I did, I went sledding." Another child: "Me too! I saw you there." First child: "I was with my Dad and sister. Who were you with?" Second child: "My Mom. My Dad was at work. I got really cold." First child: "Me too!").</p> <p>Use more than two appropriate conversational skills, such as listening to others, making appropriate eye contact, and taking turns speaking about the topics and texts under discussion (e.g., at snack time, talking about seeing the latest "Cars" movie and looking at each other, listening, and taking turns speaking).</p>

² Aligns with Kindergarten Common Core Speaking and Listening (L.1.1-1.4).

ILLINOIS STATE BOARD OF EDUCATION MEETING
September 17-18, 2014

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education 
 Susie Morrison, Deputy Superintendent/Chief Education Officer 

Agenda Topic: Preschool Development Grant – Expansion Grants

Materials: Preschool Development Grant Fact Sheet

Staff Contact(s): Reyna P. Hernandez, Assistant Superintendent

Purpose of Agenda Item

The Division of Early Childhood requests the Board to authorize the State Superintendent to submit, in collaboration with the Governor of the State of Illinois, a Preschool Development Grant- Expansion Grants application to the U.S. Department of Education and the U.S. Department of Health and Human Services for up to the total eligible award amount of \$   annually, for the period beginning January 1, 2015 to December 31, 2018.

Relationship to/Implications for the State Board's Strategic Plan

This item supports all of the board goals. The grant allows expanded access to enhanced, full-day, comprehensive preschool slots for high need, low-income children. The targeted effort supports closing the school readiness gap. The program requires high-quality preschool services, including highly qualified early childhood teachers and safe and healthy learning environments, as well as providing a broad continuum of supports and services needed by children and families, which help provide safe and healthy at-home learning environments.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

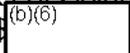
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to submit, in collaboration with the Governor of the State of Illinois, a Preschool Development Grant- Expansion Grants application to the U.S. Department of Education and the U.S. Department of Health and Human Services for up to the total eligible award amount of \$  annually, for the period beginning January 1, 2015 to December 31, 2018.

Background Information

The Preschool Development Grants are a two-tiered competition for enhancing high-quality, full-day preschool opportunities for high need, low-income four-year-old children by expanding services in states with robust preschool programs, like Illinois, or building or enhancing programs in states without high-quality state preschool. Given our existing, high-quality Preschool for All Program, Illinois is one of thirty-five states, plus the District of Columbia, eligible to apply for Expansion Grants. Illinois is eligible to apply for up to \$  per program year, based on the population of eligible children in Illinois.

According to the “Application for Initial Funding”:

“The purpose of the Preschool Development Grants program, which is jointly administered by the Departments of Education and Health and Human Services (Departments), is to support State and local efforts to build, develop, and expand High-Quality Preschool Programs so that more children from low- and moderate-income families enter kindergarten ready to succeed in school and in life. All States, the District of Columbia, and Puerto Rico are eligible to apply for either a Preschool Development Grants--Development Grant or a Preschool Development Grants--Expansion Grant.

Preschool Development Grants--Expansion Grants will support States that have robust State Preschool Programs or that have been awarded a Race to the Top--Early Learning Challenge grant. These grants will be awarded to States to implement and sustain High-Quality Preschool Programs that reach and serve additional Eligible Children in two or more High-Need Communities. States will also be able to use a portion of their funds to make preschool program infrastructure and quality improvements needed to deliver High-Quality Preschool Programs.

The Departments will make Preschool Development Grants--Expansion Grants on a competitive basis to States to (1) implement and sustain High-Quality Preschool Programs that reach and serve additional Eligible Children in two or more High-Need Communities; and (2) enhance preschool program infrastructure and capacity to deliver High-Quality Preschool Programs. For Preschool Development Grants--Expansion Grants, States may allocate up to five percent of the total Federal funds over the grant period for State-level infrastructure. The remainder of the Federal funds must be subgranted to Early Learning Providers in two or more High-Need Communities.”

(Full program requirements and additional information are available at: <http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html>)

As this is a competitive grant, the application details a series of competitive priorities. The Governor’s Office for Early Childhood Development, in collaboration with the ISBE Division of Early Childhood, has already begun the development of a state plan which meets the requirements of the application, including competitive priorities, and further promotes state goals and the state vision for the future of Illinois’ Early Learning and Development System developed by the Executive Committee of the Early Learning Council and Governor’s Office for Early Childhood Development: “To ensure that each and every child enters kindergarten safe, healthy, ready to succeed and eager to learn,... emphasizing increasing access to highly intensive and effective services for the most at-risk children.”

Under the Illinois proposal, $\frac{(b)}{(4)}$ % of the funding would be subgranted to providers for new preschool slots or the enhancement of either child care, Head Start, or preschool slots that meet certain program requirements.

Requirements equivalent to those already required by Preschool for All include:

- Research-based curriculum that aligns with the Illinois Early Learning and Development Standards

- Licensed teacher with Early Childhood Endorsement and a qualified aide
- High quality professional development
- Class size of no more than 20
- Providing parent engagement and education
- Providing developmental, health, and social-emotional health screening

Key requirements distinct from Preschool for All include:

- "Eligible children" are defined as "four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Line."
- Program must be at least full school day, same as first grade
- Comprehensive services, including assistance in obtaining health, mental health and dental services, nutrition services and education, and linkages to other community services
- Alignment within a birth through grade three continuum

In addition to these requirements, the Illinois plan would emphasize key state priorities. The plan would require programs to include a strong system of embedded professional development to support classroom instruction. It would further require subgrantees to ensure access to full-day kindergarten to those children receiving full-day preschool under this grant program.

Competitive Priority 1 of the application awards additional points to states that "describe and submit evidence of a credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan." The maximum of 10 points are awarded for states committing to a match of 50% or more of the four-year total award. In order to meet this competitive priority, as well as to restore historic cuts to preschool and continue moving toward the goal of Preschool for All, the state plan is proposing increasing state preschool investments annually, by approximately \$^{(b)(6)}, which would:

- Increase the number of intensive, full-day slots for four-year-olds to approximately 14,500 new slots by FY20. This would serve approximately 20% of children eligible for these intensive slots.
- Increasing funding to Preschool for All, which would include services for three-year-olds not eligible for the federal slots, by over 16% by FY20, creating approximately 10,500 new slots.
- Restore the historic 8% cut to currently funded Preschool for All Programs and provide a cost of living adjustment increase
- Fund annual increases to the Prevention Initiative Birth-to-Three Program, up to the statutorily required level of 20% of the Early Childhood Block Grant, bringing it to approximately \$115 million in FY20

The grant requires that states identify and work with programs in two or more high-need communities. The application must include MOUs with subgrantee partner organizations in each of the communities. Communities have been identified through broad program outreach, as well as targeted efforts. A call for letters of interest was sent to Preschool for All grantees, as well as other programs. In addition, high need communities with continued shortages of slots for high need four-year-olds were identified. Considering existing efforts to align programs birth to grade three, collaborative efforts, community resources, and geographic diversity, programs were also contacted. The OECD conducted extensive outreach. While there may be some changes between now and the time of the application, the following communities have been selected and have at least one engaged local partner:

- Aurora
- Bloomington/Normal
- Chicago
- Decatur
- DuPage County
- Elgin and Carpentersville
- Joliet
- Jackson & Franklin Counties
- Maywood & Cicero
- Metro East
- North Chicago
- Rockford
- Rock Island
- South Suburbs
- Williamson County

Financial Background

Illinois is seeking to apply for Preschool Development Grant- Expansion Grants up to the total eligible award amount of \$(b)(4) annually, for the period beginning January 1, 2015 to December 31, 2018. In addition, Illinois is seeking to submit a plan that commits to funding \$(b)(4) annual increases to the Early Childhood Block Grant for the federal program and expansion of Preschool for All and Prevention Initiative.

Anticipated financial projections for this grant are illustrated in the table below (annual amounts may change in final application):

	Current Federal Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY15	\$	\$7,945,556	(b)(4)
FY16	\$	\$22,054,444	
FY17	\$	\$20,000,000	
FY18	\$	\$20,000,000	
FY19	\$	\$10,000,000	
Total	\$	80,000,000	

The financial background and projections for the Early Childhood Block Grant are illustrated in the table below:

	Historical ECBG Investments						ECBG State Investment under Proposed State Plan				
	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
\$ in (b)(6)											
Early Childhood Education	342.2	342.2	325.1	300.2	300.2	300.2	350.	400.	450.	500.	550.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit, in collaboration with the Governor of the State of Illinois, a Preschool Development Grant-Expansion Grants application to the U.S. Department of Education and the U.S. Department of Health and Human Services for up to the total eligible award amount of \$^{(b)(4)} annually, for the period beginning January 1, 2015 to December 31, 2018.

Next Steps

Upon Board authorization, agency staff will coordinate with OECD to complete the planning and development of the state application, submit the application, and prepare to administer awards.

Introduction

Under 23 Illinois Administrative Code Part 228 Transitional Bilingual Education, public school districts must uniformly identify children who are English language learners (ELLs) by administering a home language survey to all children new to the district and conducting an English language proficiency screening process for children who come from a language background other than English. Preschool programs must offer a language instruction program for ELLs consistent with the requirements of Part 228 to all preschool children identified as ELLs.

An ELL student in preschool:

- (a) comes from a home where a language other than English is spoken by the student and/or by the student's parent, guardians, or anyone else who resides in the household; and
- (b) does not demonstrate English language proficiency during a research-based English language proficiency screening procedure that is developmentally appropriate for the student.

Preschool Programs Governed by These Rules

1. Which preschool programs are included under the Part 228 Transitional Bilingual Education rules?

All preschool programs for children ages 3 -5 that are **administered by a public school district** must adhere to the rules under Part 228. This includes preschool programs that are subcontracted by districts to community organizations and preschool programs that districts administer regardless of the source of funding for the programs.

Identification and English Language Proficiency (ELP) Screening of ELL Students

2. How are potential ELL students identified in preschool?

The district must have families of all children new to the district, including preschool children, complete the home language survey (HLS) by the first day the student starts to participate in the program. The HLS contains two questions. If the answer to one or both of the questions is "yes" then the district must screen the child for English language proficiency.

3. How does the program screen potential ELL students in preschool to determine whether they are proficient in English?

The district must establish standard English language proficiency (ELP) screening procedures that are research based to determine each potential ELL preschool student's English language proficiency level, minimally in the domains of listening and speaking. The procedures may include use of an established assessment such as the pre-IPT or other screening procedures. State rules indicate that the screening procedures must:

- ❖ Be age and developmentally appropriate;
- ❖ Be culturally and linguistically appropriate for the children being screened;
- ❖ Include one or more observations using culturally and linguistically appropriate tools;
- ❖ Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);
- ❖ Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and
- ❖ Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.

Screening procedures may be modified to accommodate the special need of students with IEPs.

4. If ELL students are enrolled in preschool for more than one year, must the district re-screen the students in the second year of participation?

No, the district is not required to re-screen preschool ELL students in their second year of participation. The student is considered ELL and eligible for the ELL program services in the second year of participation based on the initial ELP screening results. However, the district may choose to assess students' progress in English acquisition and modify the level of ELL services provided in the second year based on assessment results.

All potential ELL students are screened with the WIDA MODEL™ to determine their English proficiency level and placement in kindergarten (see #15 below).

5. Are staff who administer the preschool screening required to participate in online training and to pass a test?

ISBE does not require that preschool staff who administers English language proficiency screenings participate in a particular online training course. However, it is recommended that these staff participate in training specific to the screening procedures used by their program to ensure consistent administration and valid results.

Establishment of Programs

6. What type of language instruction program must be offered when there are 20 or more preschool ELLs who have the same home language in an attendance center?

An attendance center that enrolls 20 or more preschool ELLs who have the same home language must offer a **Transitional Bilingual Education (TBE) Program** which includes instruction in the home language and in English as well as English as a second language to these preschool children. TBE services may be offered by the classroom teacher or by another teacher who pushes into the classroom. A pull-out model for language support may be used in some circumstances but generally is not recommended for preschool. Some of the program models allowed under TBE are described in #8 below.

7. What type of language instruction program must be offered when there are fewer than 20 preschool ELLs who have the same home language in an attendance center, including situations in which there are more than 20 preschool ELLs but they come from different language backgrounds?

An attendance center that enrolls 19 or fewer preschool ELLs who have the same home language must offer either a **Transitional Program of Instruction (TPI)** or a TBE program for these students. This attendance center may have more than 19 ELL students enrolled who have different home languages. TPI programs provide language instruction which typically includes English as a second language and may include home language instruction or support based on the needs of the students. Some of the program models allowed under TPI are described in #8 below.

8. What program models may be used to serve ELL students in preschool?

The district may select the program model(s) best suited to its preschool population. Many configurations meet the requirements of TBE and TPI. Models most commonly used include:

Appropriate for TBE or TPI

Dual Language/Two Way Immersion: Instruction is given in English and another language to English-speaking students and students who speak the other language together in the same classroom with the goal of developing proficiency in both languages for all students in the class.

Transitional Bilingual Education - Instruction is in the students' home language to enable them to transition into English. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only. English as a second language is provided in addition to content area instruction.

Developmental Bilingual – Instruction is in the child's home language for an extended duration, accompanied by education in English and English as a second language. The goal is to develop bilingualism and biliteracy in both languages.

Appropriate for TPI only

English as a Second Language - The language of instruction is English but some support may be provided to students in their native language. Teachers focus on building English language skills. Classes may be composed of students who speak many different languages but are not fluent in English.

Sheltered English Instruction - Instruction is entirely in English. Teachers with training in modifying instruction for ELL students use clear, direct, simple English and a wide range of scaffolding strategies so that students develop English language skills and comprehend learning area content. Classes may be composed of students who speak many different languages but are not fluent in English.

Language instruction may be delivered by the classroom teacher or by a pull-out or push-in teacher. ELL students may be integrated with non-ELL students in the classroom as long as the preschool program provides the ELL children with daily language instruction that specifically addresses second language acquisition and making the curriculum accessible for ELLs.

Whenever possible, the preschool program should offer a program model that aligns with the program model that the child will enter in kindergarten to provide continuity and best prepare the child for successful entry into kindergarten.

Parent Notification

9. What communication with parents is required when a student is identified as an English language learner?

The district must notify the parent in writing that the child has been placed in a TBE or TPI program for English language learners within 30 days after the beginning of the school year or 14 days after enrollment in the program during the middle of the school year. The notification letter must be in English and the home language of the student and must address the areas required under Section 14C-4 of the Illinois School Code. A parent may withdraw a student from the TBE/TPI program at any time by submitting the request in writing to the school or district.

Prior to July 1, 2014, a district may be offering language support services to preschool ELL students without having properly endorsed bilingual and/or ESL teachers in place. In this case, the parent notification letter should contain the elements required under Section 14-C-4 of the Illinois School Code and stipulate the specific nature of the language support services being offered.

Annual English Language Proficiency Assessment

10. Are preschool students required to participate in the annual state ELP assessment?

No, there is no annual ELP testing requirement for ELLs in preschool programs.

Teacher Certification

11. What type of certification is required to teach ELLs in preschool?

Preschool teachers must hold the proper certification to teach preschool students. Preschool teachers must hold an Early Childhood certificate. By July 1, 2014, preschool teachers who provide native language/ESL instruction to ELL students must also hold the English as a second language (ESL) or bilingual endorsement or approval that corresponds with the teaching assignment. A teacher who provides bilingual instruction, which may include instruction in the home language, in English and ESL, must hold the bilingual endorsement or approval. A teacher with the ESL endorsement or approval may provide ESL instruction to help ELL students learn English. The teacher who provides the native language/ESL instruction may be the classroom teacher or another teacher who pushes into the classroom for part of the day. A pull-out model is not generally recommended for preschool but may be used in some circumstances.

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

12. By July 1, 2014 are all preschool teachers required to hold a bilingual or ESL endorsement or approval?

No, only preschool teachers who are providing native language/ESL instruction to ELLs must hold the appropriate endorsement or approval.

TBE/TPI Program Director

13. Who is the TBE/TPI Program Director in the district?

The TBE/TPI Program Director who oversees the program in the district should meet the requirements for administrator qualifications included under 228.35(d). This individual may often be someone other than the Early Childhood Director in the district. **As such, implementation of a successful preschool ELL program will require ongoing communication and coordination between the TBE/TPI Program Director and the staff who oversee the Early Childhood Program.**

Counting Years in the TBE/TPI Program

14. Does preschool count toward the three years in the TBE/TPI program provided for under Article 14C?

No, enrollment in preschool does not count for the purpose of determining the number of years a child has been enrolled in the TBE/TPI program.

English Language Proficiency Screening and Placement in Kindergarten

15. How does a child's ELL status in preschool affect placement in kindergarten?

Preschool screening results may not be used to determine placement in kindergarten. All children identified as coming from homes where a language other than English is spoken on the home language survey must be screened with the WIDA MODEL™ to determine ELL status and placement in the TBE/TPI program in kindergarten. Children who were identified as ELL in preschool but meet the State English proficiency standard when screened for kindergarten should be enrolled in the same manner as other students who demonstrate English proficiency on the WIDA MODEL™. No parent permission is required to place these children in the general education program.

Professional Development

16. What professional development requirements apply to preschool TBE/TPI programs?

Districts must offer professional development opportunities to all staff in the TBE/TPI program including certified and non-certified staff in the preschool TBE/TPI program. The district must offer at least two professional development activities a year that focus on at least one of the following topics related to the education of ELL students: current research in bilingual education; content-area and language proficiency assessment of students with limited English proficiency; research-based methods and techniques for teaching students with limited English proficiency; research-based methods and techniques for teaching students with limited English proficiency who also have disabilities; and the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.

Districts must also provide newly hired TBE/TPI program staff with an orientation that includes information about the TBE/TPI program requirements.

Districts should offer professional development that is relevant and addresses developmentally appropriate practices for preschool teachers who work with ELL students.

17. Should preschool staff be included in the training related to the implementation of the Spanish language arts standards that districts must offer beginning in 2012-13?

Preschool staff may be included in the Spanish language arts standards training, and the training should include information about how preschool programs can use developmentally appropriate practices to help prepare children for Spanish literacy.

Program Funding

18. May districts receive state TBE/TPI funding for preschool ELL programs?

State TBE/TPI funding is available to reimburse school districts for the excess costs associated with providing ELL students with five or more periods of TBE/TPI instruction a week in accordance with the Illinois School Code Article 14C and the corresponding state rules. As such, districts may receive funding for preschool students who receive TBE/TPI instruction from a teacher who is properly certified to provide bilingual or ESL instruction to preschool students.

Preschool for All-More At Four Sample Eligibility Form

Instructions for developing an eligibility form.

This is a sample form. Each program will develop its own eligibility form that consists of weighted criteria based on the risk factors present in their own community. The weighted criteria form will be completed with information obtained from the parent interview form and information gleaned from the child screening instrument. Programs will serve those children and families most in need in the community determined by those exhibiting the most at-risk factors as determined by a weighted criteria form uniquely created by each individual program. Programs will develop weighted criteria based upon the risk factors present in the community, and those factors identified by research as causing children and families to be at risk.

Programs will utilize the individualized weighted criteria system for (a) Enrolling families identified as having most at risk factors, (b) Ensuring families with the most at risk factors are prioritized on a waiting list (if applicable). After a family is enrolled in the program they are allowed the opportunity to continue services for the duration of the program until Kindergarten eligible or otherwise defined in the child's IEP. The family may voluntarily leave the program. **Screening for eligibility and this form are only completed one time.**

Child's Full Name: _____ Birth Date: _____ Age: _____

School/Program Name : _____

Parent Name: _____ Parent Name: _____

Phone: _____ Phone: _____

Address: _____ Address: _____

City _____ Zip _____ City _____ Zip _____

Family/Household Income _____ Number of persons in Family/Household _____

Family/Household at or below 200% of the Federal Poverty Level YES _____ NO _____

2014 HHS Poverty Guidelines

Persons in Family/Household	50% of Federal Poverty Level	100% of Federal Poverty Level	200% of Federal Poverty Level
1	(b)(4)		
2			
3			
4			
5			
6			
7			
8			

*For families/households with more than 8 persons, add \$ (b)(4) for each additional person

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The following are worth 50 points each:

(If a child presents with any one of these risk factors (numbers 1-4) the family should be considered the highest priority and be directly enrolled in the PFA-More at Four program or placed at the top of the waiting list.)

1. _____ (50) Family/Household At or Below 100% Federal Poverty Level
2. _____ (50) Homeless (McKinney-Vento Homeless Education Assistance Act)
3. _____ (50) Ward of the state/foster child
4. _____ (50) Two or more delays on research-based screening tool

The following are worth 5 points each:

5. _____ (5) History of child abuse or neglect
 6. _____ (5) History of domestic violence
 7. _____ (5) History of alcohol/drug abuse in family
 8. _____ (5) DCFS involvement
 9. _____ (5) Chronic or terminal illness of child
 10. _____ (5) Chronic or terminal illness of family member
 11. _____ (5) Child has documented disability/CFC referral
 12. _____ (5) Caregiver has disability
 13. _____ (5) Caregiver has mental illness
 14. _____ (5) Death in immediate family (parent, child, sibling)
 15. _____ (5) Caregiver other than parent raising child
 16. _____ (5) Teen parent at birth of first child
 17. _____ (5) Low birth weight/failure to thrive
 18. _____ (5) Recent immigrant or refugee family.
 19. _____ (5) English not spoken in home.
 20. _____ (5) Family active military
 21. _____ (5) Parent incarcerated.
 22. _____ (5) Primary caregiver did not complete high school/ No GED
 23. _____ (5) High mobility or transience
 24. _____ (5) Program specific (This space is provided for programs to add community risk factors.)
-

The following are worth 4 points each:

25. _____ (4) Receiving services from another agency
Explain _____
 26. _____ (4) Socially or geographically isolated
 27. _____ (4) Other Health Issue
Explain _____
 28. _____ (4) Program specific (This space is provided for programs to add community risk factors.)
-

The following are worth 3 points each:

29. _____ (3) One delay on screening tool
 30. _____ (3) Single parent
 31. _____ (3) Program specific (This space is provided for programs to add community risk factors.)
-

_____ TOTAL SCORE

Staff Signature

Date

Governor's Office of Early Childhood Learning and Development

Preschool Expansion Project Director, Preschool Development Grant

Qualifications: Master's degree in Early Childhood Education or Child Development, Public Policy,

Political Science, or Social Work and a minimum 5 years experience in early childhood program or early childhood-related policy work. Minimum 5 years experience in a government related field. Extensive experience managing and reporting on large federal grants, coordinating top level decision makers, and developing multi-program budgets.

Position Summary: Works with state agencies and their contractors to ensure the successful implementation of the Preschool Development Grant. Works closely with the school districts and subgrantees to ensure successful implementation of the grant.

Key tasks include:

- Managing the implantation of the Preschool Development Grant
- Coordinating with state agencies to ensure alignment within the grant priorities and program implementation
- Collaborating with all sub grantees to ensure the vision of the grant is implemented.
- Developing all federal reports and maintaining the grant budget
- Overseeing the procurement process for all activities outlined in the grant.
- Coordinating implementation of Preschool Development Grant with overall expansion of the Early Childhood Block Grant
- Serving as the main point of contact with the Department of Education for the grant

Reports to: Executive Director, Office of Early Childhood Development

Illinois State Board of Education
Center for Language and Early Child Development
Early Childhood Division

SAMPLE Principal Consultant Job Description

General:

Reporting to the division administrator, provides technical assistance to agency staff, local education agencies and program administrators; reviews documents and conducts on-site visits of program to evaluate programs; serves as the primary contact for the program administrators and assists with problems and questions regarding a particular program; reviews and recommends grant applications and amendments.

Specific Job Duties:

1. Reviews, negotiates and recommends disposition of project/grant applications and contractual agreements.
2. Provides expertise in program areas which allows for effective program leadership, development and implementation in the area of early childhood initiatives.
3. Initiates and conducts on-site visitations of programs/projects for the purpose of determining compliance/non-compliance with applicable federal and state rules, regulations, ETC.; monitors projects as implemented in comparison to original plan or approved proposal.
4. Reviews monitoring reports and program improvement plans.
5. Provides technical assistance and other support services for early childhood initiatives to school personnel by way of written and verbal communications as well as on-site visits.
6. Participates in the development and/or revision of program guidelines, rules, procedures, etc.
7. Initiates and maintains contact with external resources, agencies and professional organizations related to assigned programs.
8. Performs other duties as assigned.

Education Required:

Masters degree in Education, Early Childhood Education, or in the field of Early Childhood Development, or a Bachelors Degree in one of these fields plus two years of relevant professional experience. Masters Degree in Early Childhood Education preferred.

Experience Required:

Two years of administrative or teaching experience (in addition to education requirements) in local school district or community based Early Childhood programs.

Specific Knowledge, Abilities, Skills and Qualifications Required:

Knowledge of best practices and procedures for developing and delivering early childhood and at-risk programs; ability to communicate well orally and in writing; ability to work well as a member of a team.

Community Systems Policy Director

Qualifications: Master's degree in Public Policy/Administration, Social Service Administration, Social Work, or Early Childhood Education/Development. Minimum five years experience in early childhood-related policy work. Preferred experience with cross-sector community-based early childhood collaborations.

Position Summary: Provide strategic direction to and coordination among state agencies and contractors for the implementation of regional support structure for local-level early childhood collaborations. Works closely with state-funded local systems initiatives including MIECHV, AOK Networks, Innovation Zones, and the Consortium for Community Systems Development.

Key tasks include:

- Oversight of development and implementation of a new regional support structure for local level early childhood collaboration
- Leadership within the Inter-Agency Team to identify opportunities to align policies, contract language, administrative boundaries, budgets, and technical assistance to facilitate the growth of effective local systems.
- Coordination with and among state-funded local systems initiatives.
- In collaboration with Data and Outcomes Manager, state agencies and their contractors, oversee development of tools and processes to ensure access to available data and other information throughout community systems infrastructure.
- Primary liaison and oversight of grants to the Consortium for Community Systems Development (through 2016) and the Public-Private Partnership for CSD (beginning 2016).
- Strong understanding and effective communication of Illinois' Community Systems vision and framework.
- Participation, as appropriate, in committees or workgroups of the Early Learning Council, Child Care Advisory Committee, and other state-level advisory groups.
- Participation, as appropriate, in multi-state policy development workgroups.

Reports to: Executive Director, Office of Early Childhood Development

Family Services Manager

Qualifications: Master's degree in Education, Child Development, Public Policy, Political Science, or Social Work and a minimum 5 years experience in education, family services or related policy work. Extensive knowledge of culturally and linguistically appropriate and effective approaches to family engagement across early childhood and K-12 education.

Position Summary: Works with ISBE and its contractors to ensure the successful implementation of supports for school districts around the implementation of the ISBE Family Engagement Framework. Works closely with other State agencies to support integration of More at Four Preschool for All programs with comprehensive health, mental health, dental, and social services for participating children and families.

Key tasks include:

- Managing contract(s) for development of foundational training and other supports
- Working with all ISBE divisions to ensure integration of Family Engagement framework into state's overall education strategy, including school and district improvement strategies
- Developing specific supports for More at Four Preschool for All programs around the provision of comprehensive services

Reports to: Assistant Superintendent, Center for Language and Early Childhood Development

Preschool to Third Grade Continuity Project Director (P-3 Director)

To be hired by State University as part of contract for P-3 integration work

Qualifications: Master's degree in Education, Child Development or Public Policy, and a minimum 5 years' experience in education, early childhood or related policy work. Extensive knowledge of both preschool and early elementary education systems.

Position Summary: Works with OECD and ISBE to develop and implement supports for school districts and communities around Preschool to Third Grade alignment and integration. Manages Preschool to Third Grade Summer Institutes and other services to communities.

Key tasks include:

- Managing Preschool to Third Grade Summer Institutes and follow up
- Develops and implements supports for P-3 alignment
- Works with ISBE to support P-3 integration across ISBE Divisions
- Works with OECD to ensure integration of the P-3 work with overall early childhood birth to five efforts

Reports to:

- State University Supervisor
- Executive Director, Governor's Office of Early Childhood Development
- Assistant Superintendent, Center for Language and Early Childhood Development



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

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October 15, 2011

Harriet Meyer, Co-Chair
 Julie Smith, Co-Chair
 Illinois Early Learning Council
 James R. Thompson Center
 100 W. Randolph, 16-100
 Chicago, IL 60601

Dear Ms. Meyer and Ms. Smith:

I have had the pleasure of reviewing the Illinois Early Learning and Development Guidelines for Children from Birth to Age 3. The purpose of my review was to examine the overall quality of the Guidelines, to ensure that they are developmentally appropriate, and to provide feedback on the extent to which the document reflects an inclusive approach to working with children with disabilities and children from diverse cultural and linguistic backgrounds. Having conducted four national studies on early learning and development standards and worked with numerous states to develop early learning and development standards, I feel I am qualified to conduct this type of review and offer the following observations.

First, it is quite evident that the Guidelines are comprehensive and address all domains of children's learning and development that are important for school readiness. The document includes standards for the following domains: Social and Emotional Development; Cognitive Development; Language, Literacy and Communication; Physical, Health and Motor Development; Self-Regulation, and Approaches Toward Learning. The document, therefore, addresses all of the Essential Domains of School Readiness required for the Race to the Top Early Learning Challenge. Beyond just considering the domain areas, however, I found that the standards within each domain are comprehensive and address all significant content within each domain. Important developmental content, such as attachment and cognitive development, as well as age-appropriate pre-cursors for academic skills and content knowledge are addressed.

In addition to being comprehensive, the standards establish age-appropriate and developmentally significant expectations for infants and toddlers. Each of the standards articulates skills, abilities and/or knowledge that are appropriate for the infant-toddler age

period, and the age-specific descriptions and indicators are developmentally appropriate for the age groupings within the standards.

The overall quality of the standards within the Guidelines document is good. The standards are worded clearly, in a manner that should be understood by most early educators. The standards are also written so that the behavioral expectations are observable.

Finally, it is evident that the writers of the Guidelines have considered how the document will be used with children from diverse backgrounds. The language used in the standards is inclusive and provides opportunities for children to demonstrate competencies in multiple ways. This means that children with disabilities and English Learners have the opportunity to demonstrate progress on the standards in the way and with the language that best suits their strengths. Furthermore, the guiding principles and guidance for how the document should be used will emphasize the importance of individually, developmentally and culturally appropriate activities to support children's progress on the standards.

I would like to commend the Infant-Toddler Committee for their work. It's clear that the Committee has been very thoughtful in their approach to writing early development and learning standards and I am sure that the document will serve the state well in the coming years.

Sincerely,

(b)(6)

Catherine Scott-Little, Ph.D.
Associate Professor

Cc: Jeanna Capito, Karen Yarbrough, Co-chairs, Infant Toddler Committee



Crosswalk

Illinois Early Learning Guidelines (IELG)
For Children Birth to Age Three

**Illinois Early Learning and
Development Standards (IELDS)**
3 Years Old to Kindergarten Enrollment Age
REVISED 2013

Table of Contents

5		Introduction
7		Language Arts
17		Mathematics
25		Science
31		Social Studies
39		Physical Development and Health
47		The Arts
49		English Language Learner Home Language Development
51		Social/Emotional Development

Introduction

The purpose of this crosswalk is to demonstrate how learning and development from birth to age 3 set the stage for later learning and development. As shown in the crosswalk that follows, and as presented graphically in Figure 1, many areas of early learning and development from birth to age 3 come together to influence when and how the child attains and demonstrates development and learning goals and standards from age 3 to kindergarten.

Two foundational areas, in particular, provide a critical framework for all domains of later learning and development: **Self-Regulation** (physiological, emotional, attention, behavior) and **Approaches to Learning** (curiosity and initiative; problem solving; confidence and risk taking; persistence, effort, and attentiveness; creativity, inventiveness, and imagination). In the interests of brevity, in this crosswalk these have been added into the crosswalk below only where the language in the two sets of standards is most directly related. However, as shown in Figure 1, these two foundational areas are present in and influence every aspect of later development and learning. They should be recognized, supported, fostered, and strengthened in every interaction with a young child.

Illinois Early Learning Guidelines: The Foundation for Meeting the Illinois Early Learning and Development Standards

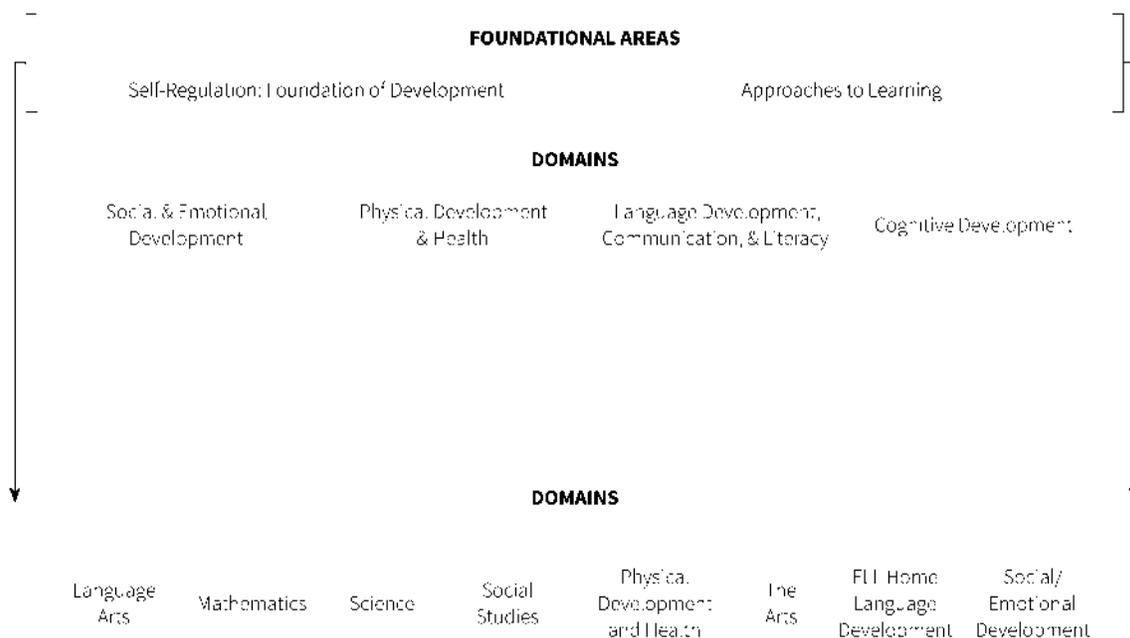


Figure 1

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

COGNITIVE DEVELOPMENT

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 1.B: Communicate effectively using language appropriate to the situation and audience.

LANGUAGE DEVELOPMENT, COMMUNICATION, & LITERACY

Social Communication: Children demonstrate the ability to engage with and maintain communication with others.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

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Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Memory: Children demonstrate the ability to acquire, store, recall, and apply past experiences.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Standard 1.C: Use language to convey information and ideas.



Crosswalk

**Head Start Child Development and
Early Learning Domains and Elements**

**Illinois Early Learning and
Development Standards (IELDS)**

3 Years Old to Kindergarten Enrollment Age

REVISED 2013

Table of Contents

- 3 | Physical Development & Health Domain
- 5 | Social & Emotional Development Domain
- 7 | Approaches to Learning Domain
- 8 | Logic & Reasoning Domain
- 9 | Language Development Domain
- 10 | Literacy Knowledge & Skills Domain
- 12 | Mathematics Knowledge & Skills Domain
- 14 | Science Knowledge & Skills Domain
- 15 | Creative Arts Expression Domain
- 16 | Social Studies Knowledge & Skills Domain
- 17 | English Language Development Domain
- 18 | English Language Learner Home Language Development

Approaches to Learning Domain

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences.

Head Start Child Development and Early Learning Framework Elements

Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. **Examples:** Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. Asks questions and seeks new information.

Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention. **Examples:** Maintains interest in a project or activity until completed. Sets goals and develops and follows through on plans. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.

Cooperation: An interest and engagement in group experiences. **Examples:** Plans, initiates, and completes learning activities with peers. Joins in cooperative play with others and invites others to play. Models or teaches peers. Helps, shares, and cooperates in a group.

Illinois Early Learning and Development Standards

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.C:** Demonstrate skills related to successful personal and school outcomes.

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Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others. **Standard 30.C:** Demonstrate skills related to successful personal and school outcomes.

Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships. **Standard 31.B:** Use communication and social skills to interact effectively with others.



Crosswalk

Illinois Early Learning and Development Standards (IELDS)

3 Years Old to Kindergarten Enrollment Age

REVISED 2013

Illinois Early Learning Standards Kindergarten

The new kindergarten standards and benchmarks have already been aligned with the 2013 Illinois Early Learning and Development Standards. As a result, this Crosswalk only includes kindergarten standards and benchmarks for Social Studies (Social Science), Physical Development and Health, The Arts (Fine Arts), English Language Learner/Home Language Development (Foreign Language), and Social/Emotional Development.

Table of Contents

- 5 | Social Studies/Social Science
- 7 | Physical Development and Health
- 9 | The Arts/Fine Arts
- 11 | English Language Learner Home Language Development/
Foreign Language
- 13 | Social/Emotional Development

Social Studies/Social Science

GOAL 14: Understand some concepts related to citizenship.

Standard 14.A: Understand what it means to be a member of a group and community.

Standard 14.B: *No preschool benchmarks for this standard.*

Standard 14.C: Understand ways groups make choices and decisions.

Standard 14.D: Understand the role that individuals can play in a group or community.

Standards 14.E and 14.F: *No preschool benchmarks for these standards.*

GOAL 15: Explore economic systems and human interdependence.

Standard 15.A: Explore roles in the economic system and workforce.

Standard 15.B: Explore issues of limited resources in the early childhood environment and world.

Standard 15.C: *No preschool benchmarks for this standard.*

Standard 15.D: Explore concepts about trade as an exchange of goods or services.

Standard 15.E: *No preschool benchmarks for this standard.*

GOAL 14: Understand political systems, with an emphasis on the United States.

Standard A: Understand and explain basic principles of the United States government.

Standard B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

Standard C: Understand elections processes and responsibilities of citizens.

Standard D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

Standards E and F: *No kindergarten benchmarks for these standards.*

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Standard B: Understand that scarcity necessitates choices by consumers.

Standard C: *No kindergarten benchmarks for this standard.*

Standard D: Understand trade as an exchange of goods and services.

Standard E: *No kindergarten benchmarks for this standard.*

GOAL 16: Develop an awareness of the self and his or her uniqueness and individuality.

Standard 16.A: Explore his or her self and personal history.

Standards 16.B–16.E: *No preschool benchmarks for these standards.*

GOAL 17: Explore geography, the child's environment, and where people live, work, and play.

Standard 17.A: Explore environments and where people live.

Standard 17.B: *No preschool benchmarks for this standard.*

Standard 17.C: *No preschool benchmarks for this standard.*

Standard 17.D: *No preschool benchmarks for this standard.*

GOAL 18: Explore people and families.

Standard 18.A: Explore people, their similarities, and their differences.

Standard 18.B: Develop an awareness of self within the context of family.

Standard 18.C: *No preschool benchmarks for this standard.*

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standard A: Apply the skills of historical analysis and interpretation.

Standard B: Understand the development of significant political events.

Standards C–E: *No kindergarten benchmarks for these standards.*

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standard A: Locate, describe and explain places, regions and features of the Earth.

Standard B: *No kindergarten benchmarks for this standard.*

Standard C: Understand relationships between geographic factors and society.

Standard D: Understand the historical significance of geography.

GOAL 18: Understand social systems, with an emphasis on the United States.

Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Standard B: Understand the roles and interactions of individuals and groups in society.

Standard C: *No kindergarten benchmarks for this standard.*



1A.

BRONZE

LEARNING ENVIRONMENT

Meets State of Illinois (DCFS) Licensing Standards

EVIDENCE:

Documentation of completion of Gateways Registry-approved training on ERS

ERS¹ average overall score: 3.25-4.5 with no classroom below 3.0; CQIP² developed to address any subscale below 4.5 and/or any classroom overall score below 4.0: verified by scores submitted from Quality Specialist or state-approved assessor⁴

CLASS³ Emotional Support and Classroom Organization average score: 4.0-5.0 with no classroom below 3.0; CQIP² developed to address scores below 4.0; verified by on-site assessment by state-approved assessor⁴

Accredited sites: Evidence from state approved accrediting body

ERS¹ average overall score: At least 4.5 with no classroom below a 4.0, verified by on-site assessment by state-approved assessor⁴

CLASS³ Emotional Support and Classroom Organization: average scores above 5.0 with no classroom below 4.0 verified by on-site assessment by state-approved assessor⁴

Accredited sites: Evidence from state approved accrediting body

¹ Environment Rating Scale/Award # S419B15004. Prepared for ERS or CLASS assessment/validation the program administrator and one teacher per classroom completes Gateways Registry-approved training on the use of the scales
² Continuous Quality Improvement Plan
³ Classroom Assessment Scoring System



1B.

BRONZE

CURRICULUM

Meets State of Illinois (DCFS)
Licensing Standards

EVIDENCE:

Documentation of completion of Gateways Registry-approved training on IELG⁵/IELDS⁶ and either aligned curricula or specific curriculum

Identification of selected curriculum that aligns with IELG⁵/IELDS⁶

Evidence that at least one teacher per classroom has completed Gateways Registry-approved training or other ISBE-approved training in that curriculum.

Accredited sites: Evidence from state approved accrediting body

Identification of selected curriculum that is research-based and is aligned with IELG⁵/IELDS⁶

On-site verification of connection with lesson plans by state-approved assessor

Accredited sites: Evidence from state approved accrediting body



1C.

BRONZE

INSTRUCT ON AI QUALITY

Meets State of Illinois (DCFS) Licensing Standards

EVIDENCE:

Documentation of completion of Gateways Registry-approved training on IELG⁵/IELDS⁵ and either aligned curricula or specific curriculum

ERS¹ average score: 4.0 on "Interactions" and "Language Reasoning/Listening and Talking" subscales; CQIP² developed to address any classroom with less than 3.0 on these subscales; verified by scores submitted from Quality Specialist or state-approved assessor

CLASS³ Instructional Support average score: above 2.5 with a CQIP² developed for classrooms with less than 2.0 score on this subscale; verified by on-site assessment by state-approved assessor

Accredited sites: Evidence from state approved accrediting body

ERS¹ score: at least 4.75 average on "Interactions" and "Language Reasoning/Listening and Talking" subscales (with no classroom below a 4.0) as verified by on-site assessment by Head Start-approved assessor

CLASS³ Instructional Support: average scores above 3.00 (with no classroom below 2.5) as verified by on-site assessment by state-approved assessor

Accredited sites: Evidence from state approved accrediting body

¹ Environment Rating Scale (ERS) Award # S419B150004 Illinois Early Learning Guidelines for Children Birth to Age Three Years
² Continuous Quality Improvement (CQIP) Page e270
³ IELDS Illinois Early Learning and Development Standards for Preschool 3 years old to Kindergarten Enrollment Age
⁴ Classroom Assessment Scoring System



1D.

BRONZE

CHILD SCREENING

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Documentation of completion of Gateways Registry-approved training on screening tools

Self-assessment of screening policies and practices

Verification by Quality Specialist or state-approved assessor

Accredited sites: Evidence from state approved accrediting body

On-site assessment by state-approved assessor verifies implementation of screening (score of 5.0 or higher on PAS[®] item #10)

Accredited sites: Evidence from state approved accrediting body



1E.

BRONZE

CHILD ASSESSMENT

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Documentation of completion of Gateways Registry-approved training on assessment tools

Identification of selected assessment tool(s) that aligns with IELG⁵/IELDS⁶

Implementation of assessment with a score of 5.0 or higher on PAS⁵ item #11 verified by on-site assessment by state-approved assessor

Documentation of completion of Gateways Registry-approved training on use of assessment tools

Accredited sites: Evidence from state-approved accrediting body

Accredited sites: Evidence from state approved accrediting body

⁵IELG Illinois Early Learning and Development Standards for Birth to Age Three Years

⁶IELDS Illinois Early Learning and Development Standards for Preschool 3 years old to Kindergarten Enrollment Age

⁵Program Administration Scale



1F.

BRONZE

INCLUSION OF CHILDREN WITH SPECIAL NEEDS

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Documentation of completion of Gateways Registry-approved training on inclusion of children with special needs

Self-assessment of policies and procedures

Implementation verified by on-site assessment by state-approved assessor

Documentation of completion of Gateways Registry-approved training on inclusion of children with special needs

Accredited sites: Evidence from state-approved accrediting body

Accredited sites: Evidence from state-approved accrediting body



2A.

BRONZE

FAMILY & COMMUNITY
ENGAGEMENT

EVIDENCE:

Meets State of Illinois (DCFS)
Licensing Standards

Documentation of completion
of Gateways Registry-approved
training on family engagement
strategies

Self-assessment of family
engagement practices

Verification by Quality Specialist
or state-approved assessor

Accredited sites: Evidence from
state-approved accrediting body

PAS[®] score: at least 5.0 or higher,
on PAS[®] items #16, #17 and #19,
verified by on-site assessment by
state-approved assessor

Accredited sites: Evidence from
state-approved accrediting body



2B.

BRONZE

TRANSIT ONS

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Documentation of completion of Gateways Registry-approved training on transition strategies

Self-assessment of transition activities

Verification by Quality Specialist or state-approved assessor

Accredited sites: Evidence from state-approved accrediting body

On-site assessment by state-approved assessor verifies implementation and communication of transition plan

Accredited sites: Evidence from state-approved accrediting body



3A.

BRONZE

PROGRAM ADMINISTRATION

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Documentation of completion of Gateways Registry-approved training on PAS⁵

Documentation of PAS⁸ self-assessment with a CQIP² to address any subscales below 4.5¹²

PAS⁹ score: subscale scores of 5.0 or higher on four program-selected subscales (excluding Child Assessment, Family Partnerships or Marketing and Public Relations) verified by on-site assessment by state-approved assessor¹²

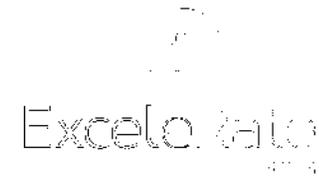
Verification of three program selected subscales (excluding Child Assessment and Family Partnerships) by Quality Specialist or state-approved assessor

Accredited sites: Evidence from state-approved accrediting body

Accredited sites: Evidence from state-approved accrediting body

² Continuous Quality Improvement Plan (CQIP) to be prepared for PAS self-assessment/validation the program administrator

⁵ Program Administration Scale Page e276 completes Gateways Registry-approved training on the use of the scale



3B.

BRONZE

GROUP SIZE AND
STAFF/CHILD RATIOS

EVIDENCE:

Meets State of Illinois (DCFS)
Licensing Standards

Meets State of Illinois (DCFS)
Licensing Standards on group size
and staff/child ratios

Meets State of Illinois (DCFS)
Licensing Standards on group
size and staff/child ratios

Accredited sites: Evidence from
state-approved accrediting body

Ratios and group size verified
by on-site assessment by state-
approved assessor

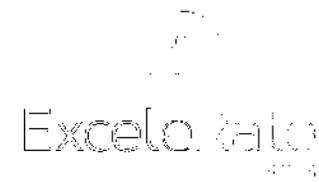
Accredited sites: Evidence from
state-approved accrediting body

Programs may be exempted from the ratio and group size requirements at Gold Circle of Quality if they have an average score on the ITERS of 5.0 with no classroom below 4.5

Every Infant-Toddler and Two-Year Old classroom has at least one staff person with an Infant-Toddler Level 3 Credential

PR/Award # S419B150004

The program receives an overall Program Administration Scale score of at least 4.5



3C.

BRONZE

CONTINUOUS QUALITY
IMPROVEMENT

EVIDENCE:

Meets State of Illinois (DCFS)
Licensing Standards

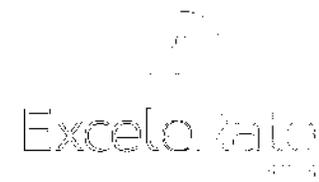
Documentation of completion
of Gateways Registry-approved
training on continuous quality
improvement planning

Submit Continuous Quality
Improvement Plan and
annual report

Accredited sites: Evidence from
state-approved accrediting body

Progress made on implementation
of self-assessment and
Continuous Quality Improvement
Plan verified by on-site assessment
by state-approved assessor

Accredited sites: Evidence from
state-approved accrediting body



3D.

BRONZE

CULTURALLY & LINGUISTICALLY APPROPRIATE PRACTICE

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Documentation of Gateways Registry-approved training on cultural/linguistic/racial diversity

Self-assessment results of support for cultural/linguistic diversity verified by Quality Specialist or state-approved assessor

Continuous Quality Improvement Plan

Accredited sites: Evidence from state-approved accrediting body

ERS¹ score: at least 4.5 on "Promoting Acceptance of Diversity" verified by on-site assessment by state-approved assessor

Evidence of communication with families in home language verified by on-site assessment by state-approved assessor

Accredited sites: Evidence from state-approved accrediting body



4A.

BRONZE

DIRECTOR QUALIFICATIONS

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

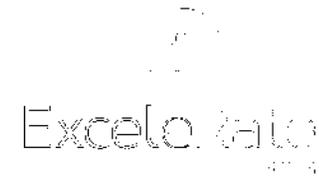
Meets State of Illinois (DCFS) Licensing Standards on director qualifications

Beginning July 2016, Qualifications verified by Gateways Registry.

Accredited sites: Evidence from state-approved accrediting body (only through July 2016)

Beginning July 2016, Qualifications verified by Gateways Registry

Accredited sites: Evidence from state-approved accrediting body (only through July 2016)



4B.

BRONZE

STAFF QUALIFICATIONS

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Staff qualifications verified by Gateways Registry

Staff qualifications verified by Gateways Registry

Accredited sites: Evidence from state-approved accrediting body (only through July 2016)

Staff qualifications verified by Gateways Registry

Accredited sites: Evidence from state-approved accrediting body (only through July 2016)

*ExceleRate Illinois applications received before June 30, 2015 are not eligible for awards related to staff qualifications. For this time period program staff are required to apply for the Gateways Credentials. Program staff must receive the Gateways Credentials within the first year of the program's eligibility.



4C.

BRONZE

STAFF DEVELOPMENT

EVIDENCE:

Meets State of Illinois (DCFS) Licensing Standards

Documentation of completion of Gateways Registry-approved training on individualized professional development planning

Staff development plans and hours of professional development verified by Quality Specialist or state-approved assessor

Accredited sites: Evidence from state-approved accrediting body

Staff development plans and hours of professional development verified by state-approved assessor and Gateways Registry

Accredited sites: Evidence from state-approved accrediting body

ExceleRate Illinois Award of Excellence

for Preschool Teaching and Learning

Section I Introduction

The fundamental elements of quality preschool teaching and learning practice include well-organized and managed learning environments, responsive social and emotional supports, and use of curricula materials and meaningful instructional interactions to facilitate children's thinking and skill development.

Implementation of curricula, lesson planning, and interactions and instruction are informed by on-going assessment of children's progress towards early learning and development standards and kindergarten readiness goals. Professional development and continuous improvement of instructional practice occurs through embedded routines of peer-to-peer technical assistance that incorporates discussion of data (children's progress, learning environments, and teacher-child interactions), examination of practice, and collaboration to improve teaching and learning.

Organized environments that support children's engagement with materials and peers are the foundation for all learning in early childhood classrooms. Effective preschool teachers support children's exploration in the learning environments through relationship building; awareness, sensitivity and responsiveness to children's emotional and learning needs; and by regarding and expanding children's perspectives. There is an absence of negativity, sarcasm, hostility, and aggression in teachers' interactions with children.

Research-based curriculum provides learning goals and activities in the major domains of children's development and the key knowledge and skill areas to support kindergarten readiness. Curricula provide guidance on what to teach (content) and how to teach (learning experiences and strategies for teaching). Curricula content is drawn from current child development science, early childhood teaching and learning science, interests and ideas of the children, and the values of the community.

Effective preschool instruction for all children requires the design of learning opportunities and interactions that facilitate children's inquiry, thinking, and construction of understanding and knowledge about concepts. Young children vary widely in their development, skills and abilities, and background knowledge. Effective teachers are sensitive and skilled in interactions; they use ongoing formative assessment of each child's skills to plan learning opportunities; and they use curricula materials and activities to engage and individualize instruction for all children, regardless of their abilities and disabilities.

Ongoing assessment is integral to curriculum and instruction. The objective is to help children achieve kindergarten readiness through individual learning goals. Assessment information helps monitor progress — both for individual children and for the program as a whole. Assessment information needs to be valid, reliable, useful, and timely so the results can inform curricula development and instruction. Systematic, ongoing assessment provides valuable information on children's learning and helps inform curriculum planning and teaching across all domains of development and learning.

Professional development is designed to support teachers' continuous learning, effective implementation, and improvement of practice. Teachers engage in weekly/monthly sessions of peer-to-peer technical assistance involving discussion of child and teaching data, observing and examination of practice, and planning improvements to teaching and learning opportunities.

The Award of Excellence for Preschool Teaching and Learning, part of ExceleRate Illinois, reflects these principles.

References

CONNECT: National Center on Quality Teaching and Learning (2012). <http://cclkc.ohs.acf.hhs.gov>

Section II Framework for Standards and Evidence

The principles outlined above apply to all early childhood programs and classrooms. Therefore, whereas the primary focus in this document is on the *Award of Excellence for Preschool Teaching and Learning*, the framework also provides guidance for policies and practices on preschool teaching and learning for programs in the Silver and Gold Circles of Quality. The framework includes the *Award of Excellence for Preschool Teaching and Learning*: Standards, evidence, and a verification process for achieving the award (content described below). The framework also includes supporting documents covering policies, practices and preparation activities for programs at Silver and Gold level to demonstrate moving toward high quality in this area and prepare programs for the Award of Excellence application.

Section III Documenting Evidence and Approval Process

Any program that has achieved the Gold Circle may apply for this Award of Excellence.

Approval for this Award will be based on this three-step process:

- (a) **Self-Study**, to include completion of a self-assessment that documents attainment of the standards, including completion of the *Early Childhood Environmental Rating Scale* AND Preschool CLASS with scores as detailed in section IV. Self-study must include a *Program Portfolio* with program-selected supporting documentation demonstrating meeting the standards. Programs must document in their Self-Study materials whether the assessment scores were secured by internal or external reviewer;
- (b) **Peer Review**, by a state-approved committee of peers, of portfolios from those programs that believe they have met the stated standards, including achieving the minimum scores on the self-assessment tools, and therefore are ready for Review, and;
- (c) Upon recommendation by the committee, **On-Site Verification** by a state-approved assessor that the program has met all standards, including achieving the minimum scores on the tools utilized in the Self-Study, may be required.

The Award of Excellence for Preschool Teaching and Learning will be maintained through (a) annual interim reports documenting activities and progress toward program and classroom goals addressed on individual program and classroom plans, including accomplishment and revisions in goals, (b) a 3-year updated plan based on self-assessment and *Program Portfolio*, and (c) documentation that the program remains in the Gold Circle of quality.

Section IV Award of Excellence for Preschool Teaching and Learning

The standards and evidence for this award address each of the following ExceleRate Illinois areas, as outlined below (note: all criteria refer specifically to “preschool classrooms;” i.e., those classrooms in the program that serve children ages three through kindergarten entry):

- 1. *Teaching and Learning*
 - 1A. *Learning Environment*
 - 1B. *Curriculum*
 - 1C. *Instructional Quality*
 - 1E. *Child Assessment*
 - 1F. *Inclusion of Children with Special Needs (Draft criteria included)*
- 4. *Qualifications and Continuing Education*
 - 4C. *Staff Development*

Teaching and Learning

1A. Learning Environment

Standard 1: Program demonstrates exemplary preschool classroom learning environments.

Evidence: Self-Study and Program Portfolio demonstrate ECERS Activities Subscale average score of at least 5.75 (no classroom below 5.0); **AND** CLASS Emotional Support scores not below 5.0 for any classroom; **AND** Classroom Organization scores not below 5.0 **AND** no classroom below 5.0 on the CLASS Classroom Organization Dimension of Instructional Learning Formats.

1B. Curriculum

Standard 2: Program implements supplemental, content-based curricula (social emotional/executive functioning, literacy, math, and science) that is research-based and aligns with the IELDS. Lesson plans show connection to the goals of the supplemental curricula's goals, and therefore also to the IELDS.

Evidence: Self-Study and Program Portfolio demonstrate identification of selected supplemental, content-based curricula that is research-based and aligned with the IELDS, and connection of the curricula's scope and sequence and activities to lesson plans and individualization plans. **OR** Self-Study and Program Portfolio demonstrate project-based learning, such as a work portfolio, showing exemplary integration of content-based objectives/content learning covering all areas of the IELDS into the project(s).

1C. Instructional Quality

Standard 3: Program demonstrates high-quality developmentally appropriate instructional practices in the content areas (social emotional/executive functioning, literacy, math, and science).

Evidence: Self-Study and Program Portfolio demonstrate ERS Activities Subscales average scores of at least 5.75 on Interactions and Language/Reasoning and Talking items with no classroom below 5.0 on these items; **AND** CLASS Emotional Support scores not below 5.0 for any classroom, **AND** CLASS Instructional Support average scores of at least 4.0 with no classroom Instructional Support average score below 3.25.

1E. Child Assessment

Standard 4: Program uses assessment data collected at the beginning of the year (i.e., within 45 days of enrollment) to identify initial instructional goals for children, including goals in the area of social-emotional/executive functioning and, for children for whom screening data identifies a developmental concern, informs parents of the plans to provide children with additional teaching and learning supports.

Evidence: Self-Study and Program Portfolio demonstrate initial goals are identified from screening or other assessment data, including goals in the area of social-emotional/executive functioning, **OR** score of 6 or higher on PAS item #10 is demonstrated by the evidence submitted in the Self-Study materials.

Standard 5: Program utilizes appropriate assessment tool or tools that align with supplemental, content-based curricula to document children's progress overtime with measureable content-learning outcomes; assessment results are used to inform implementation of the curricula's scope and sequence and activities or to inform the design of project-based learning experiences and content-area instructional practice.

Evidence: Self-Study and Program Portfolio verify implementation of assessment tool or tools and use of children's progress data to inform on-going implementation of the scope and sequence and activities of the supplemental, content-based curricula or the design of project-based learning experiences.

1F. Inclusion of Children with Special Needs

Standard 6: The program demonstrates commitment to achieving the principles of full inclusion and full participation of children with disabilities and their families in natural environments.

Evidence: Self-Study and Program Portfolio demonstrate a clear process for individualizing instruction, including making accommodations and modifications for children with special needs.

*Qualifications and Continuing Education**4C. Staff Development*

Standard 8: Programs implement opportunities for peer-to-peer technical assistance to support teachers' ongoing learning, reflection and examination of practice, and improvement of practice. Peer-to-peer technical assistance may include protecting time weekly or bi-weekly for classroom teams to engage in Lesson Study and to design lesson plans collaboratively, and monthly for teachers from other preschool classrooms or kindergarten/primary grade classrooms, as well as with related support staff, to convene as a Community of Practice or Reflective Practice Group to discuss child progress and classroom quality data, observe and examine practice, and collaborate to further develop curricula and improve the responsiveness and effectiveness of learning environments and instruction.

Evidence: Self-Study and Program Portfolio verify that peer-to-peer technical assistance opportunities 1) occur for classroom teaching teams weekly/bi-weekly **AND** monthly for teachers from other preschool classrooms or kindergarten/primary grade classrooms, as well as with related support staff; **AND** 2) use protocols to structure the monthly Community of Practice or Reflective Practice Group convening - data discussion and reflection, observation and examination of practice, and collaborative action planning for improvement.

ExceleRate Illinois

Award of Excellence for Family and Community Engagement

Quality Standards, Indicators, & Evidence

Introduction to Standards for Family and Community Engagement

Family and community engagement in early care and education (ECE) is defined by strong relationships and partnerships between ECE programs and families in order to enhance children's learning and development. A family and community engagement approach recognizes that children develop within the context of families and communities and that families, communities, and early childhood programs all play a role in children's development (Bromer et al., 2011; Epstein, 1995; Halgunseth, Peterson, Stark, & Moodie, 2009; Weiss, Caspe, & Lopez, 2006; Weiss, Lopez, & Rosenberg, 2010)

The National Center on Parent, Family, and Community Engagement articulates strong family and community engagement as:

“[B]uilding relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike... Family engagement happens in the home, early childhood program, school and community and is a shared responsibility with all those who support children's learning.” (Office of Head Start, The National Center on Parent, Family and Community Engagement, n.d., p. 1)

Research indicates that families have the greatest impact on their children's development. ECE programs that are responsive to families and engage families in their children's learning will have the best chance of shaping positive outcomes for children in their programs. ECE programs that build responsive and strength-based relationships with families may increase the likelihood of families becoming engaged in their children's learning experiences as well as involved in the ECE program itself.

Family engagement activities are grounded in positive, ongoing interactions and relationships with families and communities. ECE program practices that promote family and community engagement include: respectful attitudes toward families, knowledge about families, goal-oriented and relationship-based partnerships with families, cultural and linguistic responsiveness toward families, welcoming environments, and family-friendly policies (Forry et al., 2012). Many of these elements are addressed in the Head Start Performance Standards as well as in the National Association for the Education of Young Children quality standards that emphasize the importance of strong family-provider partnerships (2005). The standards articulated in this Award of Excellence point to ECE program staff practices, attitudes, and knowledge related to working with families that research indicates are likely to positively impact family engagement and child development.

When family and community partnerships are comprehensive, systemic and integrated across ECE program foundations and practices, family and community engagement impacts are achieved resulting in children who are healthy and ready for school.

The following seven standards are articulated for the Family and Community Engagement Award of Excellence:

Standard I. System-wide family engagement policies

Standard II. Relationship-based approach to working with families

- Standard III. Goal-oriented approach to working with families
- Standard IV. Community engagement and community partnerships
- Standard V. Transitions
- Standard VI. Collection and use of data to inform family and community engagement efforts
- Standard VII. Staff knowledge and training in how to build strong family-program relationships

Framework for Standards and Evidence

The principles outlined above apply to all early childhood center-based programs and classrooms. Therefore, whereas the primary focus in this document is on the *Award of Excellence for Family and Community Engagement*, the framework also provides guidance for policies and practices to support family and community engagement for programs in the Silver and Gold Circles of Quality. Specifically, the framework includes:

- *Award of Excellence for Family and Community Engagement*: Standards, indicators, evidence, and a verification process for accomplishing the award (described below)
- *Guidance for Policies and Practices to Support Family and Community Engagement in Silver and Gold Circle Programs*: Policies and practices indicating that a program is moving toward high quality family and community engagement (see Resource list)
- *Preparation Activities for Gold Circle Programs Intending to Apply for an Award of Excellence for Family and Community Engagement*: Programs intending to apply for this Award of Excellence may initiate this process by participating in training and self-assessment related to this Award (see Resource list)

Evidence and Approval Process

Any ECE program that has achieved the Gold Circle may apply for this Award of Excellence. Approval for this Award will be based on a three-step process:

- (a) **Self-Study**, to include completion of a self-assessment that documents attainment of the standards as supported by a *Program Portfolio* with program-selected supporting documentation.
- (b) **Peer Review**, by a state-approved committee of peers, of portfolios from those programs that believe they have met the stated standards.
- (c) Upon recommendation by the committee, **On-Site Verification** by a state-approved assessor that the program has met all standards.

The intent of this 3-step process is that programs will be able to provide evidence from a variety of sources that may differ depending on the setting and on information available from previous state-approved assessments and monitoring visits, as well as from current documentation that highlights practices directly related to family and community engagement. For each standard and indicator, examples of possible documentation are provided. However, examples are not meant to be exhaustive; some types of evidence may not be available to all programs, and some programs may have types of evidence not listed in the document. Therefore, programs should develop their Self-Study Portfolios in

the most convincing manner possible, using any forms of evidence they feel are relevant and sufficient to demonstrate each standard. Examples of evidence for each item are shown after each standard.

The Award of Excellence for family and community engagement will be maintained through (a) annual interim reports documenting activities and progress toward program goals, including accomplishment and revisions in goals, (b) a 3-year updated plan based on self-assessment and *Program Portfolio*, and (c) documentation that the program remains in the Gold Circle of quality.

References

- Bromer, J., Paulsell, D., Porter, T., Henly, J., Ramsburg, D., & Families and Quality Workgroup members, (2011). Family-sensitive caregiving: A Key component of quality in early care and education arrangements. In M. Zaslow, K. Tout, T. Halle and I. Martinez-Beck (Eds.), *Quality measurement in early childhood settings*. (pp. 161-190). Baltimore, MD: Paul H. Brookes.
- Epstein, J. L. (1995). School/family/community partnerships. *Phi Delta Kappan*, 76(9), 701-713.
- Forry, N., Bromer, J., Chrisler, A., Rothenberg, L., Simkin, S., & Daneri, P. (2012). *Family-provider relationship quality: Review of conceptual and empirical literature of family-provider relationships*, OPRE Report #2012-46, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/fprq_literature_review.pdf
- Halgunseth, L. C., Peterson, A., Start, D. R., & Moodie, S. (2009). *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature*. Retrieved from <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>
- Office of Head Start, The National Center on Parent, Family and Community Engagement. (n.d.) *Using the Head Start Parent, Family, and Community Engagement Framework in your program: Markers of progress*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-markers-of-progress.pdf>
- Weiss, H., Caspe, M., & Lopez, E. (2006). *Family involvement in early childhood education*. Cambridge, MA: Harvard Family Research Project. Retrieved from <http://www.hfrp.org/early-childhood-education/publications-resources/family-involvement-in-early-childhood-education>
- Weiss, H. B., Lopez, M. E., & Rosenberg, H. (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform*. National Policy Forum for Family, School, and Community Engagement. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/beyond-random-acts-family-school-and-community-engagement-as-an-integral-part-of-education-reform>

Standard I. The ECE program leadership promotes and implements system-wide family engagement policies and a family-friendly environment.

- i. Program has a written family engagement policy that clearly articulates the importance of families in the program and in the lives of their children.
 - a. Indicator: The policy articulates strategies that remove cultural, linguistic, and logistic barriers to family engagement and strengthens relationships with families of different cultures and backgrounds as well as families with diverse experiences, needs, strengths and abilities.
 - b. Indicator: The policy requires communication with families to be conducted in families' preferred language and through families' preferred means of communication.
 - c. Indicator: All staff has a clear understanding of the family engagement policies and the rationale behind the policies. Program leadership communicates family engagement policies to all staff in ways they can understand and implement.
 - d. Indicator: The policy articulates that family-focused events, activities, and conferences for families are scheduled at times that are convenient for family work and school schedules...

EVIDENCE: Written policy is inclusive of all of the above indicators.

- ii. Program environment makes all families and family members feel welcome and program staff demonstrates a commitment to serving families as well as children in the program.
 - a. Indicator: Program has a designated area for families to meet that is comfortable and inviting.
 - b. Indicator: Program supports breastfeeding and offers a welcoming environment for nursing mothers.

EVIDENCE:

- *Completed family surveys indicate families feel welcome (follow evidence for Standard VI.ii).*
- *Photograph in portfolio showing evidence of designated areas for families*
- *Written policy on how program supports nursing mothers*

- iii. Program facilitates the development of family-to-family social networks and supports.
 - a. Indicator: There are scheduled and informal opportunities for families to network and socialize with other families through program events, family support groups, family learning activities within the program (e.g. leadership education and training, informal discussion groups, weekly coffees).

EVIDENCE: Documentation of family-to-family social networking activities includes:

- *Photographs of family social events*
- *Calendar of events*
- *Fliers or invitations to families*

- *Website postings of events*
- *Newsletters*

- iv. Program has recruitment and hiring policy that seeks to hire and/or train staff that reflects the cultural/ethnic background of children/families served.

EVIDENCE: Written hiring policy articulates recruitment procedures to hire potential staff members who reflect the cultural and linguistic diversity of the families and children in the program.

- v. Program hires staff willing to pursue ongoing professional development around working with families.

- a. Indicator: Program has dedicated staff with responsibility for family engagement as evidenced by written job description OR program has staff trained in family engagement techniques and approaches who are able to share this with other staff.

EVIDENCE:

- *Written job descriptions.*
- *Documentation of staff qualifications e.g. resumes, training certificates.*

- vi. Program offers support and supervision to all staff around implementing family and community engagement policies. Staff is supported in their family engagement efforts through regular opportunities to reflect and communicate with supervisors, management and program leadership through team and individual meetings.

- a. Indicator: All staff meets regularly as a team to review family engagement policies and implementation; to share questions and experiences; and to enhance their engagement practices, interactions and relationships with individual and groups of families.
- b. Indicator: All supervisors have regular opportunities for reflective supervision with staff around their work with families.

EVIDENCE: Written documentation of staff supervision and support around working with families.

- *Written staff development and supervision plans*
- *Calendars of staff meetings*
- *Agendas for staff meetings*
- *Supervisor-staff meeting notes*

Standard II. The ECE program uses a relationship-based approach to engaging families and all staff members demonstrate respect for families' culture, language, family composition, and circumstances.

- i. Program staff has an understanding of the diverse backgrounds of families in the program including culture, language, ability, family composition, and circumstances and use this knowledge in their interactions with families. Program staff actively works with families to bring their strengths and resources to the program and approaches families as assets to the program.
 - a. Indicator: Program staff is familiar with the individual strengths and resources that families bring to the program and uses this knowledge to develop a culturally and linguistically responsive program for all families.
 - b. Indicator: Program has knowledge of life transitions that families may experience (e.g. new baby; divorce; death; incarceration) and understands how these transitions may impact children in care.

EVIDENCE:

- *Written implementation plan shows how the program uses information about individual families to develop responsive programming.*
 - *Sample enrollment applications and/or notes from family meetings show program's knowledge of family backgrounds, strengths, needs.*
 - *Completed family surveys indicate program has collected information about family backgrounds and strengths (follow evidence for Standard VI.ii)*
 - *Written documentation shows program knowledge about changes in family life that may impact a child's experience in the program.*
 - *[On-site verification] Staff members are able to articulate knowledge about individual families in the program and give examples of how they acknowledge and respond to family backgrounds and experiences.*
- ii. Program staff recognizes the important role that fathers play in the lives of their children and make intentional efforts to include and welcome fathers in all aspects of the program.

EVIDENCE:

- *Documentation of events and meetings for fathers e.g. fliers, invitations, website postings, calendars*
 - *Documentation of father involvement in the program, e.g. photographs, correspondence with fathers*
- iii. Communication with families is reciprocal, collaborative, positive, transparent and responsive to families' goals, interests, needs, expectations, and language preferences.
 - a. Indicator: Program meets individually with at least 75% of families, 4 times throughout the year

- b. Indicator: Program uses a variety of communication modes (e.g. email, text, voice mail, in-person) that are responsive to families' schedules and preferences.
- c. Indicator: Program communicates with families of infants on a daily basis about caregiving routines such as feeding, sleeping, and diapering/toileting.
- d. Indicator: Conferences allow two-way dialogue where family members are given opportunities to share information about their own observations and knowledge of their child as well as learn from program staff about their observations of children in the program.
- e. Indicator: Translators are available if needed.

EVIDENCE:

- *Written documentation or records of individual meetings with at least 5 families*
 - *[On-site verification] Documentation or records of meetings with at least 75% of families in program, 4 times per year*
 - *Written documentation of both regular meetings as well as other communications (newsletter, email, notes home) with families through a variety of modes e.g. newsletters, emails, website postings, notes home, log of phone calls*
 - *Agendas and notes from conferences demonstrate two-way dialogue with families.*
 - *Resumes of staff or translators showing language fluency.*
 - *Written documentation show that families know translation services are available e.g. fliers, web postings, emails, bulletin boards in families' home languages.*
- iv. Program staff consistently minimizes power differentials in all interactions with family members.
 - a. Indicator: Families are routinely given opportunities to offer ideas, suggestions, and feedback for program enhancements.
 - b. Indicator: Staff and families discuss conflicting assumptions, complex feelings and challenging issues that may impede collaborative partnerships and develop ways to address them.

EVIDENCE:

- *Written plan for how families will give input and offer ideas about the program.*
- *Written conflict resolution plan.*
- *Completed family surveys indicate families feel they are treated as equal partners (follow evidence for Standard VI.ii)*

Standard III. The ECE program uses a goal-oriented approach to working with families through creating opportunities for collaborative decision-making about goals for their children, their families, and the program.

- i. Program builds working partnerships between families and staff on behalf of children and seeks regular input from families about their children's growth and development.

EVIDENCE: Written plan for building partnerships with families around children's development and growth

- ii. Program staff works with families to enhance their capacity and confidence to support their children's learning.
 - a. Indicator: Program staff helps families to identify their own goals, interests, strengths and needs regarding their caregiving roles and their children.

EVIDENCE: Documentation of conferences and discussions with families, e.g. conference agendas, detailed "case notes" on each family's interests, goals, and needs for their children.

- iii. Program creates frequent and ongoing opportunities for family members to participate in and share leadership responsibilities and decision-making around program operations and prepares families for these roles.
 - a. Indicator: Program has an advisory body or committee that includes 25% of parents or other primary caregivers.

EVIDENCE:

- *Written plan articulates opportunities for family leadership in the program.*
- *Parent advisory body or committee member list with roles indicated (e.g. family member, staff)*
- *Written plan for training or preparing families to serve on advisory bodies or committees.*

Standard IV. The ECE program initiates and promotes broad and active community partnerships on behalf of families, children, staff and community.

- i. Program has active and ongoing collaborations with community organizations and services.
 - a. Indicator: Program takes a leadership role in community activities and coordinates events with community organizations in order to respond to the needs and interests of enrolled families and enhance connections between families and community resources.
 - b. Indicator: Program takes a leadership role in efforts to educate the broader community about the importance of early childhood education and/or other family and child-related issues.

EVIDENCE:

- *Written cooperative agreements between program and community organizations include narrative statements describing the nature of the collaborations*
- *Documentation such as calendars, meeting notes or minutes, event agendas, fliers, show evidence of program having active and ongoing connections with community organizations and events.*
- *Job descriptions describe community engagement expectations for staff.*
- *Documentation of participation and collaboration in community-wide events that publicize the importance of high-quality early childhood education.*

- ii. Lists of program and community resources and services for families are updated on a regular basis to respond to families' home cultures, interests, needs, and language of choice.

EVIDENCE:

- *Evidence of resources and services that match the needs and interests of families*

- iii. Program advocates on behalf of families by facilitating their ease of access to community resources as well as creating opportunities for families to advocate for themselves, their children, and their community in regards to needed resources and services.
 - a. Indicator: Program supports families of children with special needs in seeking support and resources for themselves and their children both within the program and in the community.

EVIDENCE:

- *Written plan shows staff members have time in their schedules to help families access resources and services.*
- *Documentation of family leadership roles in family workshops, meetings (e.g. agendas, participant lists)*
- *Written materials for families and/or documentation of workshops that help families become advocates for themselves and their children in identified areas of need.*

- iv. Program works with eligible families, both current and prospective, to seek and access child care assistance and other financial supports if needed.

EVIDENCE:

- *Newsletters, individual emails, letters, conference notes, web postings offer information about child care assistance programs.*

Standard V. The ECE program facilitates healthy transitions and adjustments for children and families. Smooth transitions for children and families are facilitated for children changing caregivers within an ECE setting, moving from one ECE setting to another, or from one ECE setting to elementary school (e.g. Early Head Start to Head Start, Child Care/HS/pre-K to public school) whether these are on a regular basis or a one-time transition. The ECE program helps children and families develop skills around managing these transitions.

- i. Program staff helps families and children make the adjustment from home to the program and from the program to home in ways that foster children’s healthy attachments and development and in ways that are responsive to family needs and preferences.

- a. Indicator: Program provides families information on separation and attachment.

EVIDENCE:

- *Documentation of a written plan for each family regarding home-program adjustments and transitions.*
- *Written information for families on separation and attachment.*

- ii. Program has a written continuity of care plan that is developed with families for children who make regular or one-time transitions between classrooms and/or caregivers within the program.

- a. Indicator: Efforts are made to minimize unnecessary transitions for children.

- iii. Program helps families who use multiple ECE and child care arrangements to develop transition plans for their children and themselves.

- a. Indicator: Program builds partnerships or collaborates with other ECE programs that families may use to facilitate transitions between programs for children and families.

- iv. Program helps families secure other ECE arrangements if needed.

- a. Indicator: Program builds partnerships or collaborates with other ECE programs that may have available slots for children who need placement.

- v. Program enhances school readiness for children by helping families develop a transition plan for their children and themselves in preparation for the entry into elementary school.

- a. Indicator: Program builds partnerships or collaborates with local school districts in developing transition plans for children and families as they enter elementary school.

EVIDENCE for ii through v:

- *Written documentation of continuity of care plans, and individual child transition plans; if transitions within the program are made, written rationale is given for the transition and process of implementation is described.*

- *Written plans for transitions across ECE arrangements and transition to elementary school plans for each child in the program as relevant*
- *Lists of other ECE arrangements in the community that can serve as referrals for families needing additional or alternative care.*

Standard VI. The ECE program has systems for collecting and using data related to family and community engagement for the purpose of improving program practices. The ECE program collects and shares relevant data with families.

- i. Program has systems in place for collecting data on family and community partnerships in collaboration with families. Data include but are not limited to:
 - Families' knowledge about their child's emotional and developmental growth
 - Families' experiences in the program
 - Staff experiences with families
 - Staff/family/community experiences with community partnerships

EVIDENCE:

- *Written plan for how the program gathers data from families, staff, and community partners.*
- *Evidence of data, e.g. completed surveys, in-take interviews, individual records/files for each child and family in program, other evaluation protocols.*

- ii. A variety of data collection methods are used and are accessible to all family members. If surveys are used, they are available in families' preferred language.
 - a. Indicator: Data collection methods are chosen that are respectful of families' time.
 - b. Indicator: Data collection methods are chosen that are most likely to capture families' knowledge about their children and their actual experiences in the program.

EVIDENCE:

- *Written plan describes specific data collection methods (e.g. surveys, suggestion boxes, interviews, focus groups) and a rationale for these methods that includes how these methods are responsive to family interests, schedules, and language preferences.*
- *At least 60% of families complete surveys and program has a written summary that documents this participation.*
- *Completed surveys from at least 5 families*
- *[On-site verification] Completed surveys are on file from at least 60% of families.*

- iii. Data collection systems follow strict confidentiality guidelines that are articulated in a data-sharing agreement policy.
 - a. Indicator: Confidentiality guidelines are shared with families prior to any data collection activities.

EVIDENCE: Program policies clearly articulate how procedures around data collection will protect the privacy and confidentiality of families and children, how parents will be informed of confidentiality procedures, and how data will be shared and used within and outside of the program.

- iv. Program has systems in place for sharing data with families in ways they can understand.

- a. Indicator: Program staff meets regularly with individual families to share, translate and discuss data on their child's progress and achievements and help families use data to develop goals and plans for their children.
- b. Indicator: Program staff meets regularly with families to share, translate, and discuss data on the quality of family-program relationships and family involvement and develop strategies for improvement.

EVIDENCE:

- *Written documentation of sharing and discussing individual child data with families e.g. conference notes.*
 - *Written documentation of sharing and discussing data on family involvement with families e.g. meeting notes, meeting agendas, newsletters, web postings*
 - *[For on-site verification] Records of all data and assessments that are shared with families are kept in program files.*
- v. Program uses knowledge gathered from data collection efforts to inform ongoing program improvement and program staff demonstrates a willingness to change practices and policies based on data about program quality and family experiences in the program.
 - a. Indicator: Staff and families routinely utilize data to build plans for program practices with children designed to foster their development and learning.
 - b. Indicator: Staff routinely utilizes data to build individual plans for staff practices with families.
 - c. Indicator: Staff and families together routinely assess the quality of their referral system and community partnerships that serve children and families and develop strategies for improvement (e.g. service delivery, service coordination, family and community programming).

EVIDENCE:

- *Written program improvement implementation plan includes how data will be used to inform quality improvement activities.*
- *Written documentation of changes in program practices or policies includes relevant data as rationale for such changes.*

Standard VII. ECE program staff has knowledge and training in how to build strong family-program relationships. ECE program staff also has knowledge about the strengths, needs, and experiences of individual families as they relate to child and family well-being.

- i. Program encourages and provides opportunities for staff to learn new information about family and community engagement and participate in professional development opportunities.
- ii. All staff have ongoing training in working with diverse families (could be multiple sources – see Resource list for types of training programs) and have knowledge about family systems and dynamics and the cultural and economic factors that shape families’ lives.
 - a. Indicator: Every staff person has a written plan for continued personal and professional development in working with families based on their own learning needs.

EVIDENCE for i and ii:

- *Calendar of training and professional development show regular opportunities for all program staff to attend training on family and community engagement.*
 - *Certificates of participation and attendance in training or professional development related to working with families.*
 - *Lists of specific trainings, workshops, or other professional development activities document content related to working with diverse families and understanding family systems.*
 - *Individual professional development plans for staff include a focus on working with families.*
- iii. Program provides opportunities for staff to engage in training on adult learning styles and relationship-based approaches to working with adults. Such training should include but is not limited to:
 - Communication strategies
 - Reflective listening and reflective practice
 - Adult learning styles
 - Perspective-taking
 - Developing partnerships
 - Conflict resolution
 - Team building
 - Cultural competency and responsiveness

EVIDENCE:

- *Calendar shows training and professional development in adult learning styles.*
- *Certificates of participation and attendance in training or professional development related to working with adults.*
- *A list of specific trainings, workshops, or other professional development activities document content related to working with adults.*

Glossary

Cooperative agreement: A written document describing how the program will work together with community organizations on common goals and related activities.

Data: Any information that is systematically gathered from families, staff, or other individuals or organizations.

ECE program: Refers to any early care and education center-based program including Head Start, Early Head Start, Pre-K, preschool, or child care.

Family: Refers to any adult member of a child's family including parents, grandparents, other relatives or legal guardians.

Goal-oriented approach: A goals-oriented approach entails activities and interactions with families that focus on collaborative decision-making regarding goals for the program, families, and children.

Professional development: Professional development includes any training, workshops, coursework, coaching, consultation, or individual self-study that have a clearly written syllabus, plan, or agenda outlining specific content covered.

Relationship-based approach: A relationship-based approach entails responsive, reciprocal and respectful interactions between program staff and individual families that build trust and collaborative partnerships on behalf of children.

Staff: Refers to any employee of the ECE program who interacts directly with children or families.

Research to Support Standards

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ExceleRate Illinois Award of Excellence for the Inclusion of Children with Special Needs

Introduction to the Standards for Inclusion of Children with Special Needs

Inclusion is a basic principle in early care and education. This principle guides policies and practices that are embedded throughout early childhood programs and classrooms, ensuring that young children with special needs are cared for and educated alongside their peers who do not have special needs. Federal law not only protects the rights of children and adults with disabilities (Americans with Disabilities Act [ADA]; Rehabilitation Act [Section 504]), but specifically requires that infants and toddlers be served and educated in natural environments (Individuals with Disabilities Education Act [IDEA], Part C), with preschoolers to be served and educated in the least restrictive environment (IDEA, Part B) (Center to Mobilize Early Childhood Knowledge, 2012). In early care and education, the principle of inclusion, and the policies and practices that flow from it, increasingly also have come to be applied to all children whose special needs are recognized and accommodated within early childhood programs and classrooms, including those with individual plans in the areas of health, mental health or behavior. In this document, the term "special needs" encompasses all of these children, whereas the term "disabilities" refers specifically to those children with special needs who have in place an Individualized Family Service Plan (IFSP), Individual Education Plan (IEP), or 504 Plan (rehabilitation plan guaranteeing access to services for individuals with disabilities). (See Appendix A for additional definitions.)

A *Joint Position Statement* (2009) of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) highlights three key practice principles for early childhood inclusion, to be utilized collectively in high quality early childhood programs and services. Each is defined within the *Joint Position Statement*:

Access...Every child has access to a wide range of learning opportunities, activities, settings and natural environments, through the removal of structural, social, and learning barriers and multiple, varied formats for instruction and learning.

Participation...Some children receive additional, individualized accommodations and supports to participate fully in play and learning opportunities with peers and adults, and to benefit from those opportunities.

Supports...An infrastructure of systems-level supports for coordinated services and personnel development is in place to undergird the efforts of individuals and organizations providing inclusive services to children and families.

Collaboration is fundamental to achieving the full benefits of inclusion. When children receive services from different professionals or in more than one setting, their development and learning benefit when information on assessments and intervention practices are shared among parents and those professionals and across those settings. However, sharing information must be done with full respect for the family's wishes, and only with compliance to all applicable federal, state, and local privacy and confidentiality laws. The practices recommended in this document are based on the assumption that they are accomplished with full, signed consent of the family.

The Award of Excellence for Inclusion of Children with Special Needs, part of ExceleRate Illinois, reflects these principles.

Framework for Standards and Evidence

The principles outlined above apply to all early childhood programs and classrooms. Therefore, whereas the primary focus in this document is on the *Award of Excellence for Inclusion of Children with Special Needs*, the framework also provides guidance for policies and practices to support inclusion for programs in the Silver and Gold Circles of Quality. Specifically, the framework includes:

- *Award of Excellence for Inclusion of Children with Special Needs*: Standards, evidence, and a verification process for accomplishing the award (described below)
- *Guidance for Policies and Practices to Support Inclusion in Silver and Gold Circle Programs*: Policies and practices indicating that a program is moving toward high quality in including children with special needs and their families (Appendix B)
- *Preparation Activities for Gold Circle Programs Intending to Apply for an Award of Excellence for Inclusion of Children with Special Needs*: Programs intending to apply for this Award of Excellence may initiate this process by participating in training and self-assessment related to this Award (see Appendix C)

Evidence and Approval Process

Any program that has achieved the Gold Circle may apply for this Award of Excellence. To apply, programs with 15 or more children must be serving at least one child with a disability (IFSP, IEP, or 504 plan) in an inclusive classroom. Programs with fewer than 15 children may demonstrate a regular practice during the past three years of including at least one child with an IFSP, IEP or 504 Plan and an active practice of recruiting children with disabilities into the program.

The types of programs that include children with special needs vary widely in size, settings, requirements, and resources, as well as in ages of children served. There is no one instrument, observation, accreditation, or monitoring approach that is used across all settings and types of programs. In recognition of these factors, and to provide the opportunity for all Gold Circle programs to apply for this Award, approval for this Award will be based on a three-step process:

- Self-Study**, to include completion of a self-assessment that documents attainment of the standards, including completion of the *Illinois Inclusion Guidelines Checklist*, which contains items that reflect excellence in inclusive practices, as supported by a *Program Portfolio* with program-selected supporting documentation;
- Peer Review**, by a state-approved committee of peers, of portfolios from those programs that believe they have met the stated standards, including achieving the top score on a minimum of 85% of items on the checklist, and therefore are ready for Review, and
- Upon recommendation by the committee, **On-Site Verification** by a state-approved assessor that the program has met all standards, including achieving a minimum of 85% of items on the *Illinois Inclusion Guidelines Checklist* (Table 1), through observation and interviews with administrators, teachers, and parents (if possible), based on a standard verification guide, with specific items from the *Checklist* to be selected as part of the Peer Review process.

The intent of this 3-step process is that programs will be able to provide evidence from a variety of sources that may differ depending on the setting and on information available from previous state-approved assessments and monitoring visits, as well as from current documentation that highlights practices directly related to inclusion. For each Standard and for each item on the Checklist, examples of possible documentation are provided. However, examples are not meant to be exhaustive; some types of evidence may not be available to all programs, and some programs may have types of evidence not listed in the document. Therefore, programs should develop their Self-Study Portfolios in the most convincing manner possible, using any forms of evidence they feel are relevant and sufficient to demonstrate each standard. (The Checklist is shown in Table 1; examples of evidence for each item are shown in Table 2).

The Award of Excellence for Inclusion of Children with Special Needs will be maintained through (a) annual interim reports documenting activities and progress toward program and classroom goals addressed on individual program and classroom plans, including accomplishment and revisions in goals, (b) a 3-year updated plan based on self-assessment and *Program Portfolio*, (c) documentation that the program remains in the Gold Circle of quality, and (d) documentation that the program administrator and teachers completed a minimum of 9 or 6 clock hours of approved training (respectively) on inclusion of young children with special needs within those three years.

References

- Center to Mobilize Early Childhood Knowledge (CONNECT) (2012). Policy advisory: The law on inclusive education (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.
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Award of Excellence for Inclusion of Children with Special Needs

This award addresses standards in each of the following areas, as outlined below:

1. *Teaching and Learning*
 - 1F. *Inclusion of Children with Special Needs*
3. *Leadership and Management*
 - 3A. *Program Administration*
4. *Qualifications and Continuing Education*
 - 4A. *Administrator Qualifications*
 - 4B. *Staff Qualifications*

1F. Inclusion of Children with Special Needs

Standard 1: The program demonstrates commitment to achieving the principles of full inclusion; natural proportions; and full participation of children with disabilities and their families in natural environments.

Evidence: The proportion of children with special needs in the program reflects the proportion of young children with disabilities in Illinois, birth through 2 and 3-5, as indicated by the proportional representation of children with IFSPs, IEPs, and 504 plans in the program; a majority of children in inclusive classrooms are children who do not have disabilities; written documentation that program is committed to providing Early Intervention, Special Education, and other special services in children's everyday environments (i.e., natural environments for Early Intervention, inclusive environments for Special Education)

Standard 2: The program demonstrates inclusive program and classroom practices that support access, participation, and support of children with special needs and their families.

Evidence: The program achieves a minimum score of 85% on the *Illinois Inclusion Guidelines Checklist*, as verified by a state-approved committee of peers and on-site Assessor.

3A. Program Administration

Standard 3: Program administrators have completed Gateways to Opportunity-approved training on the *Illinois Inclusion Guidelines Checklist* and portfolio development for the Award of Excellence for Inclusion of Children with Special Needs.

Evidence: Documentation of Gateways to Opportunity-approved training on self-assessment and portfolio development using the *Illinois Inclusion Guidelines Checklist*, and completion of DVD or on-line introduction to the *Inclusive Classroom Profile*

4A. Administrator Qualifications

Standard 4: Program administrators demonstrate current knowledge of state and community service systems, policies, and requirements related to children with special needs and their families, and of local, state, and national recommended practices and resources related to inclusive care and education.

Evidence: Documentation of:

- 3 clock hours of training, completed within the past 3 years, of required, Gateways-approved training on *Early Childhood Systems* (or documentation of equivalent knowledge), to include state and community service systems, policies, and requirements related to children with special needs and their families;
- 9 clock hours, completed within the past 3 years, of Gateways-approved training (or equivalent coursework) on inclusion of young children with special needs and their families, to include completion of required *Orientation to the Self-Study for the Award of Excellence for Inclusion with Special Needs*

4B. Staff Qualifications

Standard 5: All classroom and special services staff who provide direct services to children with special needs have current knowledge of requirements and recommended practices for children with

special needs and their families, and implement assessment, curriculum, instructional, and environmental practices that support education and care of children with special needs and their families in inclusive, natural environments.

Evidence: Documentation of:

- completion of 3 clock hours of on-line and/or face-to-face training on the *Inclusive Classroom Profile and*
- a minimum of 6 clock hours, completed within the past 3 years, of Gateways to Opportunity-approved training (or equivalent coursework) on inclusion of children with special needs and their families, to include training in two or more of the following areas: assessment of young children with special needs; enhancing learning for young children with special needs; collaborating with families in providing education and care to young children with special needs

ExceleRate Illinois Award of Excellence

for Culturally and Linguistically Appropriate Practice

Section I Introduction

Through their family, a child engages in their earliest and closest relationships and it is within these relationships that children experience the cultural belief system of their parents and family. These cultural belief systems are translated into parenting practices and guidance for child development. The home culture, including language/s, creates the background for all interactions and early learning within the family. In addition, the family culture provides the child with a sense of identity and a framework for interpreting the world. Every family has its own cultural and linguistic background and brings its unique experience, values, and beliefs to being a family and raising young children. The family's cultural influence on health, growth and development, child-rearing, family relationships, and learning expectations shapes the child's (and family's) development, school readiness and school success.

The Illinois Early Learning Council recently adopted guiding principles related to cultural and linguistic responsiveness in early childhood programming; within these principles is a collective vision that each and every child will have early childhood experiences that promote healthy development that respects, promotes, and builds on their cultural, racial, ethnic, and other family backgrounds and experiences. The Guiding Principles include a commitment to ensuring the following characteristics exist to support services to young children:

- Early childhood professionals who understand that developing a child's first language supports the acquisition of a second language.
- Early childhood classrooms that embrace and include a rich range of diversity, allowing all to learn from it and enhancing all children's learning and development.
- Teacher preparation programs that incorporate the individual and unique needs of each child and family and the experiences they bring to the classroom.
- Programming that incorporates all types of diversity, including but not limited to: gender, culture, language, ethnicity, ability, race and economic status.
- Policy implementation that reinforces families and communities as children's first teachers.
- Diverse state and local organizations and agencies that are meaningfully responsive to each and every child and family they serve.

The Award of Excellence for Linguistic and Culturally Appropriate Practice, part of ExceleRate Illinois, reflects and advances these principles, including the acknowledgment of the fact that supporting dual language learners rests in the very best of all teaching practices and instructional quality. The teaching practices must include a responsiveness to the children and regard for their perspective, a sensitivity to their needs, and an ability to utilize a variety of instructional formats to reach and engage the children.

References

Hepburn, KS. Building Culturally and Linguistically Appropriate Services for Young Children and their Families. 2004. GUCCHD, Georgetown University.

Guiding Principles for Cultural and Linguistic Responsiveness in Early Childhood Programming. Illinois Early Childhood Diversity Initiative working group, 2013

Section II Framework for Standards and Evidence

The principles outlined above apply to all early childhood programs and classrooms. Therefore, whereas the primary focus in this document is on the *Award of Excellence for Linguistic and Culturally*

Appropriate Practice, the framework also provides guidance to support linguistic and culturally appropriate practice in the Silver and Gold Circles of Quality. The framework includes the *Award of Excellence for Linguistic and Culturally Appropriate Practice*: Standards, evidence, and a verification process for achieving the award (content described below). The framework also includes supporting documents covering policies, practices and preparation activities for programs at Silver and Gold level to demonstrate moving toward high quality in this area and prepare programs for the Award of Excellence application.

Section III Documenting Evidence and Approval Process

Any program that has achieved the Gold Circle may apply for this Award of Excellence.

Approval for this Award will be based on this three-step process:

(a) **Self-Study**, to include completion of a self-assessment that documents attainment of the standards, including completion of the *Early Childhood Environmental Rating Scale* AND Preschool CLASS with scores as detailed in section IV. Programs serving children from birth to three will utilize the *Infant Toddler Environmental Rating Scale* as part of their self-assessment process, documenting attainment of the scores laid out in the standards in section IV. Self-study documentation of completion of assessment tools will be supported by a *Program Portfolio* with program-selected supporting documentation demonstrating meeting the standards. Programs must document in their Self-Study materials whether the assessment scores were secured by internal or external reviewer.

As part of their Program Portfolio, the program must include a description of their curricular and programmatic approach to culturally and linguistically responsive practices and diversity informed services. At minimum, the program description for linguistic and culturally appropriate practices will cover questions outlined in Appendix A.

(b) **Peer Review**, by a state-approved committee of peers, of portfolios from those programs that believe they have met the stated standards, including achieving the minimum scores on the self-assessment tools on their Self-Study, and therefore are ready for Review; and

(c) Upon recommendation by the committee, **On-Site Verification** by a state-approved assessor that the program has met all standards, including achieving the minimum scores on the tools utilized in the Self-Study, may be required.

The Award of Excellence for Linguistic and Culturally Appropriate Practice will be maintained through (a) annual interim reports documenting activities and progress toward program and classroom goals addressed on individual program and classroom plans, including accomplishment and revisions in goals, (b) a 3-year updated plan based on self-assessment and *Program Portfolio*, and (c) documentation that the program remains in the Gold Circle of quality.

Section IV Award of Excellence for Linguistic and Culturally Appropriate Practice

The standards and evidence for this award address each of the following ExceleRate Illinois areas, as outlined below:

I. Teaching and Learning

IA. Instructional Environment

IC. Instructional Quality

IE. Child Assessment

2. *Family and Community Engagement*
 - 2A. *Family and Community Engagement*
 - 2B. *Transitions*
3. *Leadership and Management*
 - 3D. *Culturally and Linguistically Appropriate Practice*
4. *Qualifications and Continuing Education*
 - 4B. *Staff Qualifications*
 - 4C. *Staff Development*

Teaching and Learning

1A. Instructional Environment

Standard 1: Program demonstrates exemplary linguistic and culturally appropriate classroom learning environments.

Evidence: Self-Study and Program Portfolio demonstrate: No classroom with an overall ERS score below 4.5 AND no classroom below a 6 on Activity Subscale item #28 ECERS and item #24 ITERS : Promoting Acceptance of Diversity; **OR** no classroom with CLASS Emotional Support scores below 4.5 AND no classroom with Classroom Organization scores below 4.5.

1B. Curriculum

Standard 1: Program demonstrates exemplary support for learning and development in both English and the children's home language in its curriculum, lesson planning, and instruction.

Evidence: Self-Study and Program Portfolio demonstrate that the curriculum and lesson plans include intentional support for the development of language skills in both English and the children's home language, and content is taught in both languages in an intentionally balance way. (Note: Programs are not required to have equal time devoted to instruction in both languages, but should describe their intended balance and how they ensure that children experience high quality instruction in both languages.)

1C. Instructional Quality

Standard 2: Program demonstrates exemplary linguistic, culturally and developmentally appropriate instructional practices.

Evidence: Same as for 1A.

1E. Child Assessment

Standard 3: Staff conduct child assessments utilizing a dual language approach for children who are English Language Learners, conducting assessments in both the child's home language and English. (Programs may use family and community resources as appropriate to assist in assessments for children who speak languages of lower incidence). Program reviews children's progress in developing both languages as part of its continuous improvement efforts.

Evidence: Self-Study and Program Portfolio demonstrate assessments completed in both languages and inclusion of support for the development of both languages in program improvement plan.

Standard 4: Staff develop individualized learning plans to reflect each child's dual language goals.

Evidence: Self-Study and Program Portfolio the use of children's progress data in both languages to inform on-going implementation of the curriculum (including the design of project-based learning experiences).

Family and Community Engagement

2A. Family and Community Engagement

Standard 5: Parent and family conferences will be conducted in the family's home language.

Evidence: Self-Study and Program Portfolio demonstrate implementation of parent and family conferences in family's home language.

Standard 6: Program makes an intentional effort to solicit the input and involvement of all families, including culturally, racially and linguistically diverse families (i.e. parent cafes, family support groups, English as a Second Language classes, teen parent play groups, etc.).

Evidence: Self-Study and Program Portfolio demonstrate implementation of efforts to encourage involvement of diverse families in program planning, feedback and decision making (e.g., sign-in sheets and agendas from family events, meetings, classes,).

2B. Transitions

Standard 7: Staff support child and family transition to a new program by providing information about language services and supports available in the receiving programs and by initiating communication between the programs.

Evidence: Self-Study and Program Portfolio include a sample transition packet and evidence of how it is used with families which demonstrates inclusion of language services and support information.

Leadership and Management

3D. Culturally and Linguistically Appropriate Practice

Standard 8: For children whose families speak a language other than English at home, the program explicitly seeks to promote both children's home language development and their English Language Development. This is reflected in the curriculum and in the learning materials available in the classroom.

Evidence: Self-Study and Program Portfolio demonstrates through curriculum and lesson plans support for children's language development in both the home language and English and demonstrates that instruction is provided in both languages.

Standard 9: Program has hiring practices to recruit and retain culturally, racially and linguistically diverse and competent staff that reflect the children and families being served.

Evidence: Self-Study and Program Portfolio demonstrates staff recruitment and hiring policies and implementation adheres to standard.

Qualifications and Continuing Education

4B. Staff Qualifications

Standard 10: Each classroom will have qualified staff who are proficient in the languages of the children. At minimum, qualification is demonstrated by a teaching team consisting of at least one lead teacher with a bachelor's degree and an assistant with at least an associate's degree, at least one of these two is proficient in the home language of a majority of the children, and at least one of these two has bilingual or English as a second language training. Additional requirements for

teacher certification/licensure and bilingual/ESL endorsement apply for Preschool For All classrooms.

Evidence: Evidence of staff qualifications in Gateways Registry.

Standard 11: In classrooms where the majority of children speak a single language other than English at home, at least one classroom staff person is a proficient speaker of that language. By 2020, in classrooms where the majority of children speak a single language other than English at home, the lead teacher is a competent speaker of that language.

Evidence: Evidence of staff qualifications in Gateways Registry.

4C. Staff Development

Standard 12: All classroom and special services staff who provide direct services to children have current knowledge of recommended practices for serving children in a linguistically and culturally appropriate manner.

Evidence: Self-Study or Program Portfolio demonstrates a minimum of 6 clock hours, completed within the past 3 years, of Gateways-approved training (or equivalent coursework) on recommended practices for serving children in a linguistically and culturally appropriate manner.

Information on *Chicago: Ready to Learn!* & Mayor Emanuel's Vision for Early Learning in Chicago

CHICAGO:

Mayor Emanuel has set a bold vision for the City: to ensure that every student graduates with a world-class education, ready to enter college or a career. We are working diligently with early learning providers, Chicago Public Schools, the City Colleges and other key partners to align the full spectrum of education in Chicago – from birth through college. Our goal is to provide each community with a wide-range of high-quality school options and improve student academic outcomes. In the past three years, we have made considerable progress towards achieving these goals, particularly in early learning.

Immediately upon taking office, Mayor Emanuel called into commission the Early Learning Task Force, a coalition of early learning advocates, researchers, providers and funders to produce goals and policy recommendations for improving early childhood education in the city. While early childhood service provision in Chicago is considered a national model, Mayor Emanuel has made closing the gap of service delivery in all neighborhoods and raising the bar of quality a top priority in his education agenda.

To accomplish the goal of having every child in the City of Chicago ready to learn by kindergarten, the City has embarked on an ambitious effort to achieve three distinct goals:

1. Increase access: serve the most at-risk children in high-quality programs;
2. Increase the quality of early childhood programs in Chicago; and
3. Increase transparency and accountability across the educational services spectrum

Investment

A new investment of \$ (b)(4) over three years – beginning with \$ (b)(4) in the 2013-14 school year – from the city's budget will increase access to early learning programs and raise the quality of existing programs. This investment will:

- Increase access by reaching 5,000 new children who are not currently being served
 - Over 2,300 children will have access to new, high-quality early learning program opportunities starting in Fall 2013.
- Raise quality by adding wraparound services (such as intensive parent engagement, nursing services, or community partnerships) to support 6,000 children currently enrolled in programs.

With Mayor's investment in the city budget:

- **A new Early Learning Center** to offer high-quality pre-K, early education and care, and wraparound support to families in Englewood and Back of the Yards
- **New Full-Day Pre-K in Schools:** Additional capacity at school-based pre-k programs
- **New Infant/Toddler Services:** Additional capacity at center-based and home visiting programs
- **Investments in quality** – instructional coaching and support for educators, support for engaging families, targeted outreach to engage hardest-to-reach families to enroll in programs and attend early learning programs on time, and support to connect children and their families to health and other social services.
- Every community will have increased access to programs for infant and toddlers.

Last Updated: August 2014

Information on *Chicago: Ready to Learn!* & Mayor Emanuel's Vision for Early Learning in Chicago

Strategic Allocation of Early Childhood Resources

In April 2013, the city completed an eight-month process to re-compete every seat – aligning resources, coordinating city agencies and empowering families to make the best choices for their child's education. All schools and community-based organizations – non-profit, for-profit, faith-based, private, public and charter schools – were invited, for the first time, to apply to operate programs that truly meet the needs of children and families in Chicago's communities.

- a. This process is purposefully blind to organizational type.
- b. A variety of providers, including charters and faith-based institutions submitted applications.
- c. All neighborhood elementary schools will apply to operate school-based programs.

To understand the varied types of need across the city, a Community Needs Assessment tool was developed in partnership with area practitioners, researchers, advocates, and other early learning experts. The tool considers census-tract data and community need as a combination of risk factors including demographic information, community-level risk factors, and family composition information rather than solely considering poverty status in such categorizations of need.

Full Day Kindergarten

These reforms work to ensure that every child enters school ready to learn. To further support early learning, we have made the commitment to ensure every child has access to a full day of kindergarten in all Chicago Public Schools.

Expanding Pre-K for 4-Year-Old Children

After achieving universal kindergarten for all Chicago children, Mayor Emanuel has outlined a vision to expand pre-Kindergarten to all 4-year old children in Chicago, starting with closing the gap for 4-year-old children from low-income families whose families are eligible for free- and reduced-price lunch.

Empowering Families and Communities

The City developed an Early Learning Portal that serves as a one-stop-shop to help parents find programs, assess program quality, and understand their child's eligibility for programs. The online portal (www.chicagoearlylearning.org) is also accessible to families without Internet access through a text messaging service – families can text their zip code to 773-886-1819 to learn about programs in their area. Families can also learn more about their early learning options by calling the *Chicago: Ready to Learn!* hotline at 312.229.1690.

The City of Chicago is expanding programs to encourage early literacy outside of formal learning settings through programs such as Rahm's Readers at Chicago Public Library. For the first time, in Summer 2014, the Library introduced an early literacy component for early readers ages 0-5. By partnering with the Illinois Chapter of the American Academy of Pediatrics' Reach Out and Read Program, we are encouraging families to read, talk, sing, play, and write together. Under this partnership, 100 Reach Out and Read pediatric clinics around the city are prescribing books and encouraging families to read together. As part of routine visits, pediatric clinic staff logs the number of books read by parents to their children ages 0-5. Already, parents and Chicago's early readers have read over 100,000 books.

In partnership with Thirty Million Words and the PNC Foundation, the City is harnessing the power of parent talk to accelerate children's brain development through an evidence-based program that an evidence-based intervention that combines education, behavioral strategies and technology to help narrow the language gap between children from low-income and wealthier household by enhancing families' home language environments to optimize their child's brain development and ability to learn.

Last Updated: August 2014

EARLY CHILDHOOD BLOCK GRANT HISTORY

The Prekindergarten Program for Children at Risk of Academic Failure began with the 1985 School Reform legislation through Public Act 86-316 and had an effective date of July 18, 1985. (105 ILCS 5/2-3.71)

\$(b)(4) in grants for services
 \$(b)(4) in grants for screening

Early Childhood Model Parental Training Program was established with Public Act 85-1046 and became effective July 13, 1988. (105 ILCS 5/2-3.71a) After July 1, 2006, any parental training services funded pursuant to this Section on the effective date of this amendatory Act of the 94th General Assembly shall continue to be funded pursuant to this Section, subject to appropriation and the meeting of program standards. Any additional parental training services must be funded, subject to appropriation, through preschool education grants pursuant to subdivision (4) of subsection (a) of Section 2-3.71 of this Code for families with children ages 3 to 5 and through prevention initiative grants pursuant to subsection (b) of Section 2-3.89 of this Code for expecting families and those with children from birth to 3 years of age.

Prevention Initiative was established with Public Act 85-1046 and became effective July 13, 1988. (105 ILCS 5/2-3.89) Public Act 94-0506, which stated that grantees would *conduct intensive, research-based, and comprehensive prevention services for expecting parents and families with children from birth to age 3 who are at-risk of academic failure*, became effective July 1, 2005.

The 3 programs were combined into the Early Childhood Block Grant (ECBG) in 1998 with Public Act 88-555. (105 ILCS 5/1C-2)

From 1998 to 2003, 8% of ECBG was to be used for programs serving children 0 to 3. Through Public Act 93-0396 effective July 29, 2003, the percentage increased to 11%. Through Public Act 096-0423 effective August 13, 2009, the percentage will increase to at least 20% by FY 2015. Public Act 98-0646 provides that not less than 14% (instead of 11%) of the Early Childhood Education Block Grant shall be used to fund programs for children ages 0-3, which percentage shall increase to at least 20% by Fiscal Year 2016 (instead of 2015). This legislation is effective July 1, 2014.

The Preschool for All Children program was established with Public Act 94-1054 and became effective for 2 years on July 25, 2006. In 2008, the sunset was extended to 2010. Through Public Act 96-0948 effective June 25, 2010, the Preschool for All Children was extended by removing the date restrictions of July 1, 2006 through June 30, 2010. (105 ILCS 5/2-3.71)

Link to the Illinois School Code (105 ILCS 5/)

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%2F&ChapterID=17&ChapterName=SCHOOLS&ActName=School+Code>

Link to the administrative rules for the Early Childhood Block Grant (23 Illinois Administrative Code 235)
<http://www.isbe.net/rules/archive/default.htm> Subchapter f, Part 235

FUNDING & CHILDREN 3 to 5 YEARS SERVED

FY 1986 - \$	(b)(4)		FY 2001 - \$	(b)(4)	52,637 Served
FY 1987 - \$	(b)(4)		FY 2002 - \$	(b)(4)	55,960 Served
FY 1988 - \$	(b)(4)		FY 2003 - \$	(b)(4)	55,984 Served
FY 1989 - \$	(b)(4)	10,411 Served	FY 2004 - \$	(b)(4)	59,652 Served
FY 1990 - \$	(b)(4)	17,176 Served	FY 2005 - \$	(b)(4)	72,652 Served
FY 1991 - \$	(b)(4)	23,372 Served	FY 2006 - \$	(b)(4)	76,508 Served
FY 1992 - \$	(b)(4)	27,269 Served	FY 2007 - \$	(b)(4)	85,185 Served
FY 1993 - \$	(b)(4)	29,814 Served	FY 2008 - \$	(b)(4)	91,808 Served
FY 1994 - \$	(b)(4)	33,204 Served	FY 2009 - \$	(b)(4)	95,123 Served
FY 1995 - \$	(b)(4)	35,057 Served	FY 2010 - \$	(b)(4)	91,910 (87,580)
FY 1996 - \$	(b)(4)	38,034 Served	FY 2011 - \$	(b)(4)	83,997 (82,150)
FY 1997 - \$	(b)(4)	45,614 Served	FY 2012 - \$	(b)(4)	80,914 (78,607)
FY 1998 - \$	(b)(4)	45,854 Served	FY 2013 - \$	(b)(4)	75,623
FY 1999 - \$	(b)(4)	49,934 Served	FY 2014 - \$	(b)(4)	75,231
FY 2000 - \$	(b)(4)	53,386 Served	FY 2015 - \$	(b)(4)	73,525 Estimated

Public Act 096-0948

SB2594 Enrolled

LRB096 17075 MJR 32396 b

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 2-3.71 as follows:

(105 ILCS 5/2-3.71) (from Ch. 122, par. 2-3.71)

Sec. 2-3.71. Grants for preschool educational programs.

(a) Preschool program.

(1) The State Board of Education shall implement and administer a grant program under the provisions of this subsection which shall consist of grants to public school districts and other eligible entities, as defined by the State Board of Education, to conduct voluntary preschool educational programs for children ages 3 to 5 which include a parent education component. A public school district which receives grants under this subsection may subcontract with other entities that are eligible to conduct a preschool educational program. These grants must be used to supplement, not supplant, funds received from any other source.

(2) (Blank).

(3) Any teacher of preschool children in the program authorized by this subsection shall hold an early childhood

Public Act 096-0948

SB2594 Enrolled

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teaching certificate.

~~(4) (Blank) This paragraph (4) applies before July 1, 2006 and after June 30, 2010. The State Board of Education shall provide the primary source of funding through appropriations for the program. Such funds shall be distributed for the benefit of children who because of their home and community environment are subject to such language, cultural, economic and like disadvantages that they have been determined as a result of screening procedures to be at risk of academic failure. Such screening procedures shall be based on criteria established by the State Board of Education.~~

~~(4.5) This paragraph (4.5) applies from July 1, 2006 through June 30, 2010. The State Board of Education shall provide the primary source of funding through appropriations for the program. Such funds shall be distributed to achieve a goal of "Preschool for All Children" for the benefit of all children whose families choose to participate in the program. Based on available appropriations, newly funded programs shall be selected through a process giving first priority to qualified programs serving primarily at-risk children and second priority to qualified programs serving primarily children with a family income of less than 4 times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the~~

Public Act 096-0948

SB2594 Enrolled

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authority of 42 U.S.C. 9902(2). For purposes of this paragraph (4.5), at-risk children are those who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. Such screening procedures shall be based on criteria established by the State Board of Education.

Except as otherwise provided in this paragraph (4.5), grantees under the program must enter into a memorandum of understanding with the appropriate local Head Start agency. This memorandum must be entered into no later than 3 months after the award of a grantee's grant under the program, except that, in the case of the 2009-2010 program year, the memorandum must be entered into no later than the deadline set by the State Board of Education for applications to participate in the program in fiscal year 2011, and must address collaboration between the grantee's program and the local Head Start agency on certain issues, which shall include without limitation the following:

(A) educational activities, curricular objectives, and instruction;

(B) public information dissemination and access to programs for families contacting programs;

(C) service areas;

(D) selection priorities for eligible children to

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be served by programs;

(E) maximizing the impact of federal and State funding to benefit young children;

(F) staff training, including opportunities for joint staff training;

(G) technical assistance;

(H) communication and parent outreach for smooth transitions to kindergarten;

(I) provision and use of facilities, transportation, and other program elements;

(J) facilitating each program's fulfillment of its statutory and regulatory requirements;

(K) improving local planning and collaboration; and

(L) providing comprehensive services for the neediest Illinois children and families.

If the appropriate local Head Start agency is unable or unwilling to enter into a memorandum of understanding as required under this paragraph (4.5), the memorandum of understanding requirement shall not apply and the grantee under the program must notify the State Board of Education in writing of the Head Start agency's inability or unwillingness. The State Board of Education shall compile all such written notices and make them available to the public.

(5) The State Board of Education shall develop and

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provide evaluation tools, including tests, that school districts and other eligible entities may use to evaluate children for school readiness prior to age 5. The State Board of Education shall require school districts and other eligible entities to obtain consent from the parents or guardians of children before any evaluations are conducted. The State Board of Education shall encourage local school districts and other eligible entities to evaluate the population of preschool children in their communities and provide preschool programs, pursuant to this subsection, where appropriate.

(6) The State Board of Education shall report to the General Assembly by November 1, 2010 and every 3 years thereafter on the results and progress of students who were enrolled in preschool educational programs, including an assessment of which programs have been most successful in promoting academic excellence and alleviating academic failure. The State Board of Education shall assess the academic progress of all students who have been enrolled in preschool educational programs.

On or before November 1 of each fiscal year in which the General Assembly provides funding for new programs under paragraph (4.5) of this Section, the State Board of Education shall report to the General Assembly on what percentage of new funding was provided to programs serving primarily at-risk children, what percentage of new funding

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was provided to programs serving primarily children with a family income of less than 4 times the federal poverty level, and what percentage of new funding was provided to other programs.

(b) (Blank).

(Source: P.A. 95-724, eff. 6-30-08; 96-119, eff. 8-4-09.)

Section 99. Effective date. This Act takes effect upon becoming law.

Illinois Birth to Five Program Standards

The Illinois Birth to Five Program Standards are broad statements that reflect current knowledge, research findings and shared beliefs about high-quality, developmentally appropriate early childhood care and education in the context of programs for infants, toddlers, preschoolers and their families.

Program Goal I: Organization

Standards:

- All birth to five programs must have a mission, vision or purpose statement based on shared beliefs and goals.
- Scheduling practices and intensity of services are tailored to the goals of the program and to the individual strengths and needs of children birth to five and their families.
- The strengths and needs of the children and families, as well as research on best practice, determine the ratio of participants to staff and the size of program groups.
- The program meets the needs of children and families of varying abilities, as well as diverse cultural, linguistic, and economic backgrounds.
- The physical environment of the program is safe, healthy, and appropriate for children's development and family involvement.
- The administration promotes and practices informed leadership and supervision.
- The administration participates in and encourages ongoing staff development, training, and supervision.
- All birth to five programs must follow mandated reporting laws for child abuse and neglect and have a written policy statement addressing staff responsibilities and procedures regarding implementation.
- The program budget is developed to support quality program service delivery.
- The program implements effective systems for recording and managing information about the program, its staff, its participants, and learning and developmental outcomes and uses this information to engage in continuous improvement.

Program Goal II: Curriculum and Service Provision

Standards:

- The curriculum reflects the centrality of adult/child interactions in the development of infants, toddlers and preschoolers.
- The curriculum is aligned to the Illinois Early Learning and Development Standards for preschoolers and supports children's cognitive, language, social, emotional and physical development and the development of positive approaches to learning.
- The program prioritizes family involvement while respecting individual parental choices.
- The program supports and demonstrates respect for the families' unique abilities, as well as for their ethnic, cultural, and linguistic diversity.

- The program promotes a framework that is nurturing, predictable, and consistent, yet flexible.
- The program supports children's healthy physical development.

Program Goal III: Developmental Monitoring and Program Accountability

Standards:

- The program staff regularly conducts a developmental screening with an appropriate standardized tool for the purposes of identifying children with developmental delays or disabilities.
- The program incorporates appropriate formative assessments of children, which are aligned with the curriculum, for the purposes of monitoring individual child development and individualization of the program and/or curriculum.
- Leadership conducts regular and systematic evaluation of the program and staff to assure that the philosophy is reflected and goals of the program are being fulfilled.

Program Goal IV: Personnel

Standards:

- The program leadership is knowledgeable about child development and best practice for quality birth to five programs.
- The program leadership is effective in explaining, organizing, implementing, supervising, and evaluating birth to five programs.
- The program leadership hires qualified staff who are competent in working with infants, toddlers and preschoolers and their families.
- The program leadership provides ongoing supervision that promotes staff development and enhances quality service delivery.
- The program leadership provides opportunities for ongoing professional growth and development.
- The program leadership promotes continuity in staffing through provision of a supportive work environment, competitive wages and benefits, and opportunities for advancement.
- The program leadership and staff are knowledgeable about programs and agencies in the community that provide services for children and their families.

Program Goal V: Family and Community Partnerships

Standards:

- The child is viewed in the context of the family and the family is viewed in the context of its culture and community.
- The program leadership and staff seek and facilitate family participation and partnerships.
- The program assures that families have access to comprehensive services.
- The program develops a partnership with families in which the family members and staff determine goals and services.
- The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families.

Early Learning Council Members

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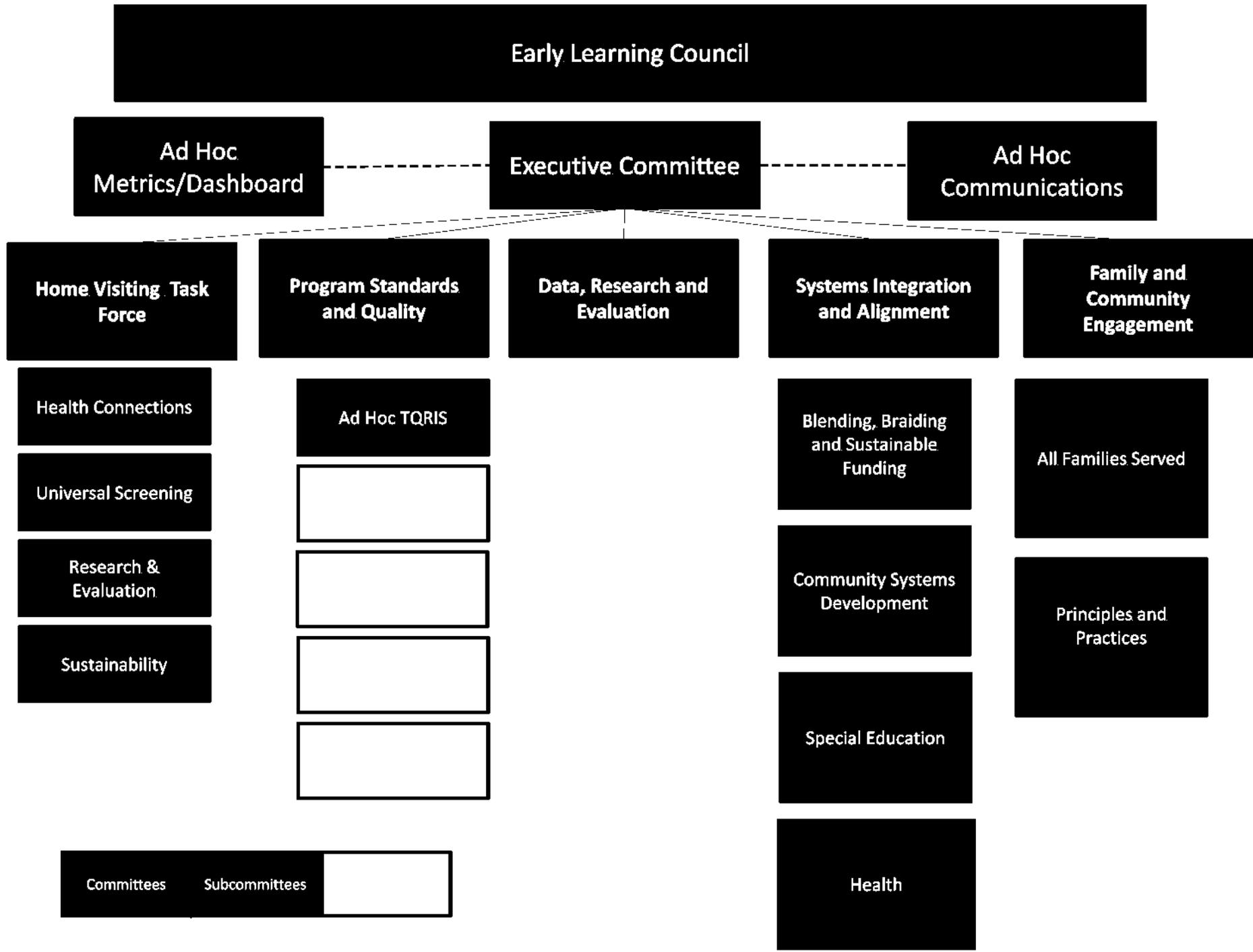
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Implementation Manual

ILLINOIS STATE BOARD OF EDUCATION



preschool for all

NURTURING ILLINOIS' PROMISE



PAT QUINN

GOVERNOR, STATE OF ILLINOIS

September 2011



Implementation Manual

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Guiding Principles*

for Cultural and Linguistic Responsiveness

In Illinois we share a collective vision that each and every child will have early childhood experiences that promote healthy development and learning that respects, promotes, and builds on their cultural, racial, ethnic, and other family backgrounds and experiences.

We Believe:

- Every individual is rooted in culture.
- The cultural groups within communities and families are the primary sources for culturally relevant programming.
- Culturally relevant and diverse programming requires learning accurate information about the culture of different groups and discarding stereotypes.
- Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.
- Every individual has the right to maintain his or her own identity while acquiring the skills required to function in our diverse society.
- Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated.
- Culturally relevant programming requires staff who both reflect and are responsive to the community and families served.
- Multicultural programming for children enables children to develop awareness of, respect for, and appreciation of individual cultural differences.
- Culturally relevant and diverse programming examines and challenges institutional and personal biases.
- Culturally relevant and diverse programming and practices are incorporated in all systems and services and are beneficial to all adults and children.

(b)(6)

Guiding Principles*

for Cultural and Linguistic Responsiveness

In Illinois we share a collective vision that each and every child will have early childhood experiences that promote healthy development and learning that respects, promotes, and builds on their cultural, racial, ethnic, and other family backgrounds and experiences.

We Are Committed to:

- Early childhood professionals who understand that developing a child's first language supports the acquisition of a second language.
- Early childhood classrooms that embrace and include a rich range of diversity, allowing all to learn from it and enhancing all children's healthy development and learning.
- Teacher preparation programs that incorporate the individual and unique needs of each child and family and the experiences they bring to the classroom.
- Culturally responsive and diverse programming that incorporates all types of diversity, including but not limited to: gender, culture, language, ethnicity, ability, race and economic status.
- Policy implementation that reinforces families and communities as children's first teachers.
- Diverse state and local organizations and agencies that are meaningfully responsive to each and every child and family they serve.

We Will Act to:



- Enable professionals to incorporate the authentic language and culture of the children and families they serve.
- Increase professional development opportunities and resources addressing all types of diversity, including understanding stereotypes and biases.
- Increase all types of diversity content in teacher preparation programs.
- Increase and enhance teacher preparation practicum experiences in diverse settings.
- Promote practices in classrooms and programs that incorporate and address the diverse needs of children.
- Use an "all types of diversity" lens whenever we develop and implement policy, staff our agencies & organizations and evaluate our programming, systems and services.

Final Draft: will be approved by State Board in coming months.

What is family engagement?

It is widely acknowledged that learning begins at birth and takes place in the home, school, and community. Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. Family engagement is fostered through a deliberate process that is embraced throughout the school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

Why do we engage families?

The Illinois State Board of Education works to ensure that every student is prepared to succeed in careers and postsecondary education. Likewise, parents and communities also share the same desires for their children. When families, schools and communities partner in promoting learning and healthy development for all children, schools thrive and student outcomes increase. Research indicates that when parents are engaged with their children's education, whether in school or at home, students do better academically. Regardless of socio-economic background, students with involved parents are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills (Henderson & Mapp, 2002).

For more research, see the Family Engagement Research Reviews beginning on page 7

¹ The term "parent" includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). [Section 9101(31), ESEA.]

Where do partnerships with families happen?

Integrating family engagement efforts with learning and healthy development is important to achieving positive student outcomes. Multiple opportunities exist for districts and schools to partner with families which include but are not limited to:

- promoting academic, physical, social, emotional, behavioral development and a positive school climate;
- engaging and re-engaging learners; and
- addressing barriers to learning.

Family engagement efforts are integrated and/or supported by the 8 Essential Elements for Effective Education. The elements provide a framework for building successful school systems and implementing a continuous school improvement process. The 8 Essential Elements adopted by ISBE's Statewide System of Support include: Comprehensive Planning, Curriculum, Instruction, Assessment, Leadership, Conditions for Learning, Professional Development, and Family and Community. Families are engaged in activities related to:

- At-home learning opportunities
- Promoting family assets
- State, district, school, and classroom level opportunities
- Individual educational programming

To learn more, see Integrating Family Engagement Matrix beginning on page 23

How to engage families

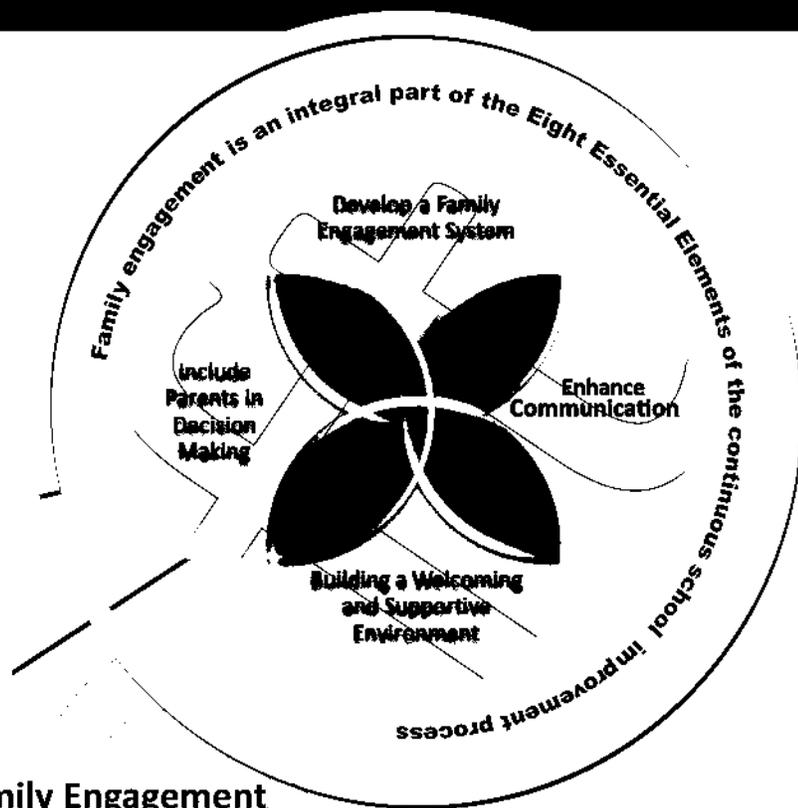
Families are engaged by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents¹ in decision making. Effective family engagement efforts occur on an ongoing basis and are embedded in school policies and practices.

For more information, see the next page as well as the Family Engagement Standards of Effective Practice beginning on page 17

Final Draft: will be approved by State Board in coming months.

How to engage families cont.

Districts and schools partner with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication and including parents in decision making. The ways families are engaged occur on a regular basis and are seen across the 8 Essential Elements of effective education. When families, communities, and schools partner to build educational and support systems for children, those systems are stronger and more effective.



Principles for Family Engagement

Develop a Family Engagement System

Standards Summary:

- Includes a shared vision that drives policies and practices
- Connects to district and school improvement process
- Coordinates and integrates into existing structures and processes
- Families' socio-cultural, linguistic, and educational needs are incorporated into improvement plans
- Provides support and guidance from leaders from development to implementation
- Allocates/reallocates resources
- Collects and utilizes data
- Builds capacity
- Partners with families
- Collaborates with community organizations

Build a Welcoming and Supportive Environment

Standards Summary:

- Acknowledges a shared responsibility for learning and healthy development of students
- Establishes relational trust
- Reaches out to families to support student learning and healthy development.
- Responds to student and family needs
- Effectively engages families from diverse backgrounds
- Builds on family assets (*strength-based*)
- Shares student accomplishments with his/her family.

Enhance Communication

Standards Summary:

- Promotes ongoing meaningful two-way exchange of information
- Ensures communication is clear and constructive
- Commits to making sure communication is accessible to all and in the languages of families
- Provides various approaches in which communication is relayed to families
- Provides information pertaining to parental rights
- Communicates about how families can enhance learning and healthy development, including information about their students' and schools' progress
- Communicates district/school/classroom policies and practices.

Include Parents in Decision Making

Standards Summary:

- Empowers parents to be involved
- Solicits input from families includes parents in the district/school continuous improvement process
- Jointly develops and reviews programming for families to support learning and healthy development
- Engages parents to participate in problem solving discussions related to their child

Illinois State Board of Education

Preschool for All 3-5 On-Site Monitoring Process and Preschool for All-More at Four On-Site Monitoring Process

- Early Childhood Block Grant Preschool for All 3-5 Programs receive an on-site monitoring visit on a three year rotation cycle to determine compliance with program requirements and quality as measured by the Early Childhood Environment Rating Scale-Revised (ECERS-R) and the ISBE Compliance Checklist
- Preschool for All-More at Four programs will receive an on-site monitoring visit in the first year of their program to determine compliance with program requirements and quality as measured by the Early Childhood Environment Rating Scale-Revised (ECERS-R) and the ISBE Compliance Checklist
- Illinois State Board of Education (ISBE) assigns the programs that will receive a monitoring visit, and sends these assignments to National Louis University (NLU) – McCormick Center (contractor)
- ISBE sends out a letter to the program informing them that they will be monitored sometime during the school year; they will receive a three week window when the monitoring will be conducted; and they will be allowed to block out three days during that time frame
- NLU contacts the programs to schedule the monitoring visits
- NLU Assessors are trained to 85% reliability on the ECERS-R and are trained by ISBE on the Compliance Checklist. Assessors must achieve and maintain inter-rater reliability with the Lead Assessor or reliability assessor in the use of the ECERS-R and the Compliance Checklist. Assessors participate in inter-rater reliability checks every six to ten assessments as recommended by the instrument authors.
- Assessors visit the program and observe classrooms; assessors follow the same protocol when conducting each monitoring visit
- Assessor submits documentation of the visit to NLU to include ECERS-R Report (1 per classroom visited), Facility Report (only available if more than one classroom is visited), and Compliance Checklist (1 per program)
- An editor at NLU reviews each report before sending it to ISBE; reports are sent to ISBE within 6 weeks of the visit
- ISBE reviews the reports and then sends the reports to the program

Continuous Quality Improvement Process

- Programs are required to submit to ISBE a “Continuous Quality Improvement Plan” (CQIP) based on their Compliance report and their ECERS report
- Any issue that is found to be in non-compliance must be addressed on the CQIP for Compliance and include the steps to be taken to be in compliance, the person responsible, and the timeline

- Any ECERS indicator with a score below 5 must be addressed on the CQIP for ECERS-R and include action steps/resources/professional development to address the indicator, the person responsible and the timeline
- The CQIP must be submitted within 30 days after the program receives the Compliance and ECERS reports
- Programs are referred to the CQIP Training and Technical Assistance Resources for assistance in completing the CQIP
- Once the CQIP is submitted to ISBE, an Early Childhood Division Principal Consultant reviews the plan to ensure that it is in an approvable form – if it is not, the consultant works with the program to develop a plan that is approvable
- Programs are required to submit follow up plans in years two and three of the grant cycle. These follow-up plans denote where they are in their Continuous Quality Improvement Process. This is submitted on the same form in the “follow up section”. This section provides ISBE information on the steps that have been completed and those that are still in process with any additional step needed for completion.
- If a Consultant sees that a program is struggling to implement their Continuous Quality Improvement Plan they can refer the program to the appropriate professional development trainings, or for one on one coaching based on the needs of the program.

ILLINOIS STATE BOARD OF EDUCATION
Early Childhood Block Grant Preschool for All 3-5 Compliance Checklist
With Additions for Preschool for All – More at Four

Program Name: _____

RCDT: _____

Address: _____

Assessor: _____

Authorized Official: _____

Visit Date: _____

1) The maximum staff-child ratio is one adult to 10 children with no more than 20 children being served in each classroom. Exceptions include Head Start, DCFS licensing and blended PFA/ECSE classrooms.

[23 Ill. Adm. Code 235.30(a)(2)(3) and (c)] and ISBE policy

Compliance	Documentation	Notes
<input type="checkbox"/> *No more than 20 children per session <input type="checkbox"/> *Staff to child ratio is met <input type="checkbox"/> Waiting list is established when maximum number of children are enrolled	<input type="checkbox"/> Current class list(s) <input type="checkbox"/> Waiting list	

**ExceleRate 3B. Group Size and Staff/Child Ratio*

2) Each enrolled child has a file with all required documentation. Children who are eligible for kindergarten (five or older on September 1 of the program year) are not enrolled in the program, unless indicated by IEP.

[105 ILCS 5/10-20.12]

[Student Records-105 ILCS 5/2-3-3.13a]

[Birth Certificate-325 ILCS 50/5) (from Ch. 23, par. 2285)]

[Immunizations-105 ILCS 5/27-8.1]

[Vision Screening-77 Ill. Adm. Code 685]

[Hearing Screening-77 Ill. Adm. Code 675] and ISBE policy

[23 Adm. Code 235.20(c)(6)(A-F)] and ISBE policy.

Compliance	Documentation	Notes
<u>Complete file for each child containing all required documents:</u> <input type="checkbox"/> Name, address, phone number <input type="checkbox"/> Birth certificates indicating age eligibility <input type="checkbox"/> Physical and immunization records <input type="checkbox"/> Vision and hearing screening results <input type="checkbox"/> Demographic and family information, including emergency contact information and names with contact information of anyone to whom the child can be released	<input type="checkbox"/> Complete file for each child containing all required documentation for compliance is available to the assessors (may be electronic)	

PR/Award # S419B150004

3) Program meets requirements for homeless children. (Applies only to school districts)

[23 Ill. Adm. Code 235.70 (l), 105 ILCS 45/ Education for Homeless Children Act, and McKinney–Vento Homeless Assistance Act (42 USC 11431 et.seq.) and ISBE policy

Compliance	Documentation	Notes
<p>Program has a written plan for homeless students that meets all of the following requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Immediate school enrollment regardless of child's ability to produce records (e.g. previous academic records, health records, proof of residency, and/or birth certificate) <input type="checkbox"/> Attendance in the school of origin or school of residence <input type="checkbox"/> Provision for transportation for homeless child if provided to non-homeless children <input type="checkbox"/> Guidelines regarding dispute resolution <input type="checkbox"/> Provision for services to homeless child that is comparable to services offered to non-homeless in the Local Education Agency (e.g. Special Education, Title 1, programs for students with limited English proficiency, before and after school programs) <input type="checkbox"/> If a Title 1 district, Title 1, Part A set-aside is designated to assist in supporting homeless children <input type="checkbox"/> Not applicable (applies only to school districts) 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of written plan (school district plan is acceptable) with all requirements for serving homeless students 	

4) Screening procedures include all required documentation.

[23 Ill. Adm. Code 235.20(c)(6)(A-F)] and ISBE policy

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> <i>*Evidence of screening results and/or IEP</i> <input type="checkbox"/> <i>*Evidence that results are shared with parent/guardian</i> <input type="checkbox"/> <i>*Evidence that children identified with developmental concerns are referred for further evaluation</i> <input type="checkbox"/> Documentation of parent/guardian permission signatures <input type="checkbox"/> Evidence of parent/guardian interview and that interview was in parent's/guardian's home language <input type="checkbox"/> Evidence teachers have access to screening results 	<p>Child files contain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Screening results for each child <input type="checkbox"/> Copy of parent/guardian interview <input type="checkbox"/> Copy of exit interview form or description of exit interview process with parent/guardian <input type="checkbox"/> Copy of referral <p style="text-align: center;">PR/Award # S419B150004 Page e345</p>	

<p>ADDITION for PFA – More at Four Classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of dental screening <input type="checkbox"/> Evidence of health screening including mental health screening 		
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**ExceleRate 1D. Child Screening*

5) The program uses a research based screening instrument and activities that measure all aspects of the child’s development.
 [23 Ill. Adm. Code 235.20(c)(6)(A-B)] and ISBE policy

Compliance	Documentation	Notes
<p><i>*A research based screening instrument is used which includes the following areas:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive Development <input type="checkbox"/> Social Skills <input type="checkbox"/> English Proficiency <input type="checkbox"/> Fine and Gross Motor Skills <input type="checkbox"/> Vocabulary <input type="checkbox"/> Visual-Motor Integration <input type="checkbox"/> Language and Speech Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Blank copy of developmental screening tool(s) used 	

**ExceleRate 1D. Child Screening*

6) The ECBG PFA program has established weighted eligibility criteria and prioritizes children who are most at risk of academic failure to determine eligibility.

[23 Ill. Adm. Code 235.30(b) (c) and 235.20 (c)(4) and 235.50(a)(1)(A-C)] and ISBE policy

6) The PFA – More at Four program has enrolled four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Line.

Preschool Development Grant-Expansion Grant

Compliance	Documentation	Notes
<p>ECBG-PFA Classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple risk factors used for program eligibility are weighted and are based on factors in the community <input type="checkbox"/> Enrollment is prioritized for children determined to be most at-risk <input type="checkbox"/> Documentation of weighted risk factors and/or IEP are included in each child’s file <input type="checkbox"/> Eligibility criteria do not exclude children who are not toilet trained <p>PFA – More at Four Classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children in the classroom who are funded through 	<p>ECBG-PFA Classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of weighted eligibility checklist <input type="checkbox"/> Copy of scoring criteria used to prioritize enrollment <input type="checkbox"/> Family income documentation if used for eligibility <input type="checkbox"/> Documentation of eligibility in each individual child’s file (weighted eligibility checklist or IEP) <p>PFA – More at Four Classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Birth certificates indicating age 	

<p>PFA – More at Four are 4 years old as of September 1</p> <p><input type="checkbox"/> Children in the classroom who are funded through PFA – More at Four are from families whose income is at or below 200% of the Federal Poverty Line</p>	<p>eligibility</p> <p><input type="checkbox"/> Family income documentation</p>	
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<p>7) PFA Program meets for a minimum of two and one half hours per day. PFA-More at Four meets full day and not fewer than 5 hours. Program calendar follows local district calendar for K-8 students.</p> <p>[23 Ill. Adm. Code 235.20(c)(12) – as specified in RFP and ISBE policy and Preschool Development Grant-Expansion Grant</p>		
Compliance	Documentation	Notes
<p><input type="checkbox"/> Start and end dates are identified and follow local district K-8 calendar</p> <p><input type="checkbox"/> A minimum of 165 days for student attendance are provided</p> <p><input type="checkbox"/> Any remaining days in district calendar may be used for parent/guardian conferences, home visits, or professional development OR are used for student attendance days.</p> <p>ECBG-PFA Class sessions</p> <p><input type="checkbox"/> ECBG PFA Class sessions meet at least 2 ½ hours per day, 5 days per week (Note: If school district has regular weekly or monthly planning dismissal times that affect the PFA weekly class time, district must ensure weekly class time overall equals at least 12.5 hours per week.)</p> <p>PFA – More at Four Class sessions</p> <p><input type="checkbox"/> PFA – More at Four Class sessions meet an equivalent of a full day as the public elementary school and are not fewer than five hours a day</p>	<p><input type="checkbox"/> Copy of daily schedule</p> <p><input type="checkbox"/> Copy of documentation for program yearly start and end dates</p> <p><input type="checkbox"/> Copy of district or yearly calendar</p> <p><input type="checkbox"/> Documentation of ISBE Early Childhood Division Administrator approval to meet fewer than 5 days a week</p>	

<p>8) Childcare centers have a current and valid license from the Department of Children and Family Services. (Applies only to childcare centers)</p> <p>[23 Ill. Adm. Code 235.10(b)] and ISBE policy</p>		
Compliance	Documentation	Notes
<p><input type="checkbox"/> DCFS license is current or pending DCFS approval</p> <p><input type="checkbox"/> License is valid</p> <p><input type="checkbox"/> License is posted in the center</p> <p><input type="checkbox"/> Not applicable to school districts or license exempt programs.</p>	<p><input type="checkbox"/> Copy of current license or DCFS letter showing pending approval or proof of license exempt status.</p>	

9) Program has a mission statement based on shared beliefs developed cooperatively by parents/guardians, families, staff members, and community representatives.

[23 Ill. Adm. Code 235.20(c)(2)(A)] and ISBE policy

Compliance	Documentation	Notes
<input type="checkbox"/> Mission statement has been developed cooperatively and is on display	<input type="checkbox"/> Copy of mission statement (School district mission statement acceptable)	

10) The program uses a research-based curriculum that aligns with the Illinois Early Learning and Development Standards.

Name of Curriculum _____

[23 Ill. Adm. Code 235.2(c)(3)(A-C)] and ISBE policy

Compliance	Documentation	Notes
<input type="checkbox"/> <i>*Curriculum is research based</i> <input type="checkbox"/> <i>*Curriculum aligns with the Illinois Early Learning and Development Standards</i> <input type="checkbox"/> <i>*Lesson plans show connection with the benchmarks from the Illinois Early Learning and Development Standards (acceptable to use key phrases from the IELDS benchmarks or objectives from the program's research-based curriculum that is aligned with the IELDS)</i> <input type="checkbox"/> Lesson plans are designed to meet individual child's needs <input type="checkbox"/> Use of worksheets is not evident as part of the curriculum or lesson plans ADDITION for PFA – More at Four. <input type="checkbox"/> Physical activity services align with the IELDS Physical Development and Health Domain.	<input type="checkbox"/> Copy of lesson plans <input type="checkbox"/> Curriculum materials <input type="checkbox"/> Proof of curriculum alignment with Illinois Early Learning and Development Standards <input type="checkbox"/> Proof of lesson plan alignment with Illinois Early Learning and Development Standards or with the program's research-based curriculum that is aligned with the IELDS. <input type="checkbox"/> Program lesson plans are designed to meet individual children's needs ADDITION for PFA – More at Four <input type="checkbox"/> Proof of alignment with IELDS Physical Development and Health.	

**ExceleRate 1B.Curriculum*

11) A nutritious snack is available for children

[23 Ill. Adm. Code 235.20(c)(13) and (15)] and ISBE policy

Compliance	Documentation	Notes
<input type="checkbox"/> Snack is offered daily regardless if meals are served <input type="checkbox"/> Snack is aligned with USDA Food and Nutrition Guidelines <input type="checkbox"/> Parents/guardians not required to provide or pay for a snack ADDITION for PFA – More at Four Classrooms <input type="checkbox"/> Regular, age-appropriate, nutrition education for	<input type="checkbox"/> Copy of snack schedule ADDITION for PFA – More at Four Classrooms <input type="checkbox"/> Copy of nutrition education	

children and their families is provided	curriculum and/or lesson plans	
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12) The program utilizes an appropriate assessment that aligns with the curriculum and documents children's progress over time with measurable outcomes.

Name of Assessment Tool: _____

[23 Ill. Adm. Code 235.30(a)(1)(A-C) and 235.20(c)(7)] and ISBE policy

Compliance	Documentation	Notes
<input type="checkbox"/> <i>*A research based assessment tool that aligns with the curriculum is used to determine each child's education plan</i> <input type="checkbox"/> <i>*Portfolio collections measure progress over time OR program has a system in place to document how portfolio collections will measure progress over time</i> <input type="checkbox"/> Assessment involves regular, ongoing observations that reflect children's involvement in typical daily classroom activities <input type="checkbox"/> Portfolio collections reflect the Illinois Early Learning and Development Standards (IELDS) <u>A portfolio for each child will contain:</u> <input type="checkbox"/> A research-based developmental checklist that measures progress over time <input type="checkbox"/> Individualized collections such as work samples, photos, anecdotal notes, etc. that reflect the Illinois Early Learning and Development Standards (IELDS) <input type="checkbox"/> Narrative summary reports used to share assessment information with parent/guardians	<input type="checkbox"/> Copy of assessment tool for review <input type="checkbox"/> Portfolios for all enrolled children <input type="checkbox"/> Evidence that student needs are identified in the portfolio and are used to determine lesson plans <input type="checkbox"/> Documentation of a narrative summary report that is shared with parents/guardians <input type="checkbox"/> Portfolio documentation reflecting the IELDS <input type="checkbox"/> Portfolio documentation reflecting progress over time or program has a system in place to document how portfolio collections will measure progress over time	

**ExceleRate 1E. Child Assessment*

13) The program has a written plan with procedures for transitioning children into and out of the program, including the transition to kindergarten.

[23 Ill. Adm. Code 235.30(a)(4)] and ISBE policy

Compliance	Documentation	Notes
<input type="checkbox"/> <i>*A written plan which details procedures for transitioning children into and out of the program</i> <input type="checkbox"/> <i>*A written plan for transitioning children entering kindergarten</i>	<input type="checkbox"/> A copy of a plan to transition children into and out of the program # S419B150004 <input type="checkbox"/> A copy of kindergarten transition	

<input type="checkbox"/> *Transition plans are shared with parents/guardians	plan	
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*ExceleRate 2B. Transitions

14) The program has a plan that guides collaboration with other members of the early childhood community. [23 Ill. Adm. Code 235.20(c)(8)] and ISBE policy		
Compliance	Documentation	Notes
<input type="checkbox"/> *The program has a written plan, updated yearly, outlining collaboration with members of the local community that serve young children and families <input type="checkbox"/> *The program has a signed Memorandum of Understanding (MOU) with local Head Start ADDITION for PFA – More at Four Classrooms <input type="checkbox"/> The written plan includes linkages to community services to enhance family well-being, such as income supports, food pantries, housing, social services, and other services relating to health/mental health, domestic violence, substance abuse, adult literacy, education and training, and financial asset building	<input type="checkbox"/> A copy of written plan outlining the collaboration <input type="checkbox"/> Copies of partnership agreements and/or agenda and sign-in sheets of meetings with partners <input type="checkbox"/> A copy of signed Memorandum of Understanding (MOU) with local Head Start ADDITION for PFA – More at Four Classrooms <input type="checkbox"/> A copy of written plan that includes community services such as income supports, food pantries, housing, social services, and other services relating to health/mental health, domestic violence, substance abuse, adult literacy, education and training, and financial asset building.	

*ExceleRate 2A. Family & Community Engagement

15) Classroom staff has required License and Endorsement(s). [23 Ill. Adm. Code 235.20(c)(9)(A-E) and 25.510(c)] and ISBE policy		
Compliance	Documentation	Notes
<input type="checkbox"/> *Preschool for All (PFA) teacher has current Professional Educator License (PEL) with an early childhood education endorsement <input type="checkbox"/> *Assistant teacher has documentation of paraprofessional approval <input type="checkbox"/> *PFA/ECSE blended classroom teacher has current PEL with early childhood endorsement and early childhood special education approval unless itinerant services are provided per the IEP. <input type="checkbox"/> *English Learners in a full-time TBE program are	<input type="checkbox"/> Copy of current PELs and applicable endorsement(s) or approvals <input type="checkbox"/> Copy of paraprofessional approval document <input type="checkbox"/> Copies of written Professional Development Plans for each teacher and assistant teacher PR/Award # S419B150004 Page e350	

<p><i>provided instruction in the native language and English by teachers that are properly licensed and hold the bilingual endorsement or the district has submitted the plan required under 23 ILCS 228.35 (c)3.</i></p> <p><input type="checkbox"/> <i>*English Learners in TBE or TPI program are provided instruction in English as a second language by teachers holding the ESL or ENL endorsement or the district has submitted the plan required under 23 ILCS 228.35 (c)3.</i></p> <p><input type="checkbox"/> <i>*Written Staff Development Plans for each teacher and assistant teacher</i></p> <p>ADDITION for PFA – More at Four Classroom Instructional Staff</p> <p><input type="checkbox"/> Instructional staff salaries are comparable to local K-12 instructional staff salaries</p>	<p>ADDITION for PFA – More at Four Classroom Instructional Staff</p> <p><input type="checkbox"/> Copy of salary schedule for K-12 instructional staff</p> <p><input type="checkbox"/> Evidence of instructional staff salaries in PFA-More at Four classrooms</p>	
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**ExceleRate 1F. Inclusion of Children with Special Needs; 3A. Program Administration; 4A. Director Qualifications; and 4B. Staff Qualifications*

<p>16) The program has developed and implemented a parent/guardian education and involvement component. [23 Ill. Adm. Code 235.20 (c)(7)(A-E) and 235.20(c)(15)] and ISBE policy</p>		
<p>Compliance</p> <p><input type="checkbox"/> <i>*Opportunities for parent/guardian education and involvement are provided and documented</i></p> <p><input type="checkbox"/> <i>*Opportunities for ongoing two way communication with parents/guardians (taking into account home language)</i></p> <p><input type="checkbox"/> <i>*Program does not charge fees for students' supplies, materials, field trips, or registrations</i></p> <p>ADDITION for PFA – More at Four Classrooms</p> <p><input type="checkbox"/> Leadership opportunities for parents are provided</p>	<p>Documentation</p> <p><input type="checkbox"/> Documentation of parent/guardian education and involvement, including agendas and sign in sheets</p> <p><input type="checkbox"/> Documentation of opportunities for ongoing two way communication with parents/guardians</p> <p>ADDITION for PFA – More at Four Classrooms</p> <p><input type="checkbox"/> Documentation of parent leadership opportunities</p>	<p>Notes</p>

**ExceleRate 2A Family & Community Engagement*

<p>17) The district administers a Home Language Survey to each student upon entering school for the first time. (Applies only to School District programs.) [23 Ill. Adm. Code 228.15]</p>		
<p>Compliance</p>	<p>Documentation</p>	<p>Notes</p>

<input type="checkbox"/> *Completed Home Language Survey on file for each child signed by the parent/guardian <input type="checkbox"/> *Not applicable (Applies only to school districts.)	<input type="checkbox"/> Home Language Surveys in each child's file <input type="checkbox"/> Not a school district program - no documentation needed	
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**ExceleRate 3D. Culturally and Linguistically Appropriate Practice*

18) The district screens the English language proficiency of each student identified through the Home Language Survey as having a language background other than English and uses the prescribed screening procedures identified by the preschool program to determine English language proficiency. (Applies only to School District programs)

[23 Ill. Adm. Code 228.10 "Prescribed Screening Procedures" and 228.15 (e)]

Compliance	Documentation	Notes
<input type="checkbox"/> *District has documentation of screening procedures that align with the "prescribed screening procedures" in 23 Ill. Adm. Code 228.10 <input type="checkbox"/> *Prescribed screening procedures have been used to assess English language proficiency for each student identified through the home language survey as having a language background other than English or Home Language Surveys indicate no need for use of prescribed screening procedures <input type="checkbox"/> *Not applicable (applies only to school districts)	<input type="checkbox"/> Copy of prescribed screening procedures <input type="checkbox"/> Screening results for English language proficiency are on file for each student identified through the home language survey as having a language background other than English <input type="checkbox"/> Home Language Surveys indicate no need for use of prescribed screening procedures	

**ExceleRate 3D. Culturally and Linguistically Appropriate Practice*

19) Program has a written annual program evaluation and continuous quality improvement plan.

[23.Ill.Adm. Code 235.20(c)(10)(16) and 235.70(b) (1-4) and 235. Appendix B Program Goal III]

Compliance	Documentation	Notes
<input type="checkbox"/> *The program has an annual self-assessment that informs its individualized staff development plans and the program's annual continuous quality improvement plan <input type="checkbox"/> *The program has a written continuous quality improvement plan on file which is updated yearly	<input type="checkbox"/> Copy of annual program self-assessment <input type="checkbox"/> Copy of annual program-created continuous quality improvement plan. A current updated ISBE Continuous Quality Improvement Plan (CQIP) is acceptable	

**ExceleRate 3A. Program Administration; and 3C. Continuous Quality Improvement*

20) Children with IEPs in the program receive support.

[23 Ill Adm. Code 226.210 (a)(b)(c)]

Compliance	Documentation	Notes

<ul style="list-style-type: none"> <input type="checkbox"/> Children with disabilities participate in a variety of activities with supplementary aids, services and instructional strategies <input type="checkbox"/> Staff attend and participate in IEP meetings <input type="checkbox"/> Staff participates in professional development activities related to providing services to children with IEPs in the regular early childhood classroom <input type="checkbox"/> Special education supports and services are provided in the PFA classroom and embedded into the activities and routines of the day <p>ADDITION for PFA – More at Four Classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Services are coordinated with early intervention service providers under part C and LEAs under section 619 of part B of IDEA <input type="checkbox"/> Physical activity services take into account and accommodate children with disabilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Interview with teacher includes: <ul style="list-style-type: none"> • Description of students with IEPs participating in a variety of activities • Examples of supplementary aids, services and instructional strategies • Description of participation in IEP meetings • Professional development activities related to providing services for students with IEPs in the general education environment <p>ADDITION for PFA – More at Four Classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of plan for coordination with Part C and 619 of Part B of IDEA <input type="checkbox"/> Description of accommodations in physical activity services for children with disabilities 	
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**Preschool for All (PFA)
Continuous Quality Improvement Plan (CQIP)
Training and Technical Assistance Resources**

COMPLIANCE ISSUES**WEIGHTED ELIGIBILITY, ENROLLMENT & RECRUITMENT**

- [PFA Implementation Manual, Section 2 \(PDF\)](#)
- [PFA Implementation Manual, page 7 \(PDF\)](#)
Mandate to serve Priority #1 and Priority #2 at-risk children and that 80% of enrollment should be defined as at-risk.
- [IECAM - Illinois demographic and early childhood program data \(Website\)](#)
- [Preschool for All program Parent Flyer \(PDF\)](#)
- [Recruiting "Hard to Reach" families - Engaging Families Toolkit \(PDF\)](#)
- [Preschool for All Outreach Toolkit \(PDF\)](#)

HOMELESS POLICY/BIRTH CERTIFICATES

- [ISBE homeless policy \(Website\)](#)
Locating local homeless liaisons; how to order birth certificates; preschool homeless education plan, FAQs resources (Website)

CURRICULUM

- [Preschool curriculum decision-making tool \(PDF\)](#)
- [Preschool for All curriculum criteria \(PDF\)](#)
- [Article "No More Worksheets" from Pre-K Pages \(Website\)](#)
- ["Worksheets in Preschool: Too Much, Too Soon" ACEI SPEAKS \(PDF\)](#)
- [Illinois Early Learning Project \(Website\)](#)
Resources for teachers, caregivers, and parents including video examples of benchmarks for the Early Learning Standards
- [Lesson Plan Template Samples](#)
 - [Preschool Weekly Planning and Reflection Framework \(PDF\)](#)
 - [ECDC Lesson Plan Template \(PDF\)](#)
 - [D186 Lesson Plan Template \(PDF\)](#)

ASSESSMENT/PORTFOLIOS

- [Early Childhood News Article: "Why Portfolio Based Assessment Works" \(Website\)](#)
- [Results Matter-Resources on authentic assessment for preschool \(Website\)](#)
- [Documentation As A Habit \(Video\)](#)
- [Observation: The Heart of Authentic Assessment \(Website\)](#)
- [Portfolio Collection Form \(PDF\)](#)

SNACK

- [USDA minimum basic requirements for "Child Snack" components \(PDF\)](#)
- [Snack ideas that meet USDA requirements \(Website\)](#)

TRANSITIONS

- [PFA Implementation Manual, Section 8 \(PDF\)](#)
- [ISBE Kindergarten Transition Resources \(Website\)](#)
- [NAEYC Back to School Toolkit \(Website\)](#)
Articles to help children and families transition to preschool and Kindergarten (Website)

COLLABORATION

- [PFA Implementation Manual, Section 10 \(PDF\)](#)
- [Illinois Early Childhood Collaboration \(Website\)](#)
Comprehensive information regarding establishing community collaborations, geographic locator for agencies, tip sheets, sample collaborations, and a ["Collaboration Guidebook 101"](#). (Website)

**Preschool for All (PFA)
Continuous Quality Improvement Plan (CQIP)
Training and Technical Assistance Resources**

HEADSTART MOU

- [MOU template \(PDF\)](#)
- [Illinois Head Start Collaboration Office \(Website\)](#)
Phone (618) 583-2083

PARENTS/FAMILY INVOLVEMENT

- [PFA Implementation Manual, Section 9 \(PDF\)](#)
- [Center on the Social & Emotional Foundations for Early Learning \(Website\)](#)
Web based resources for parents and teachers, to support children’s healthy social and emotional development. Includes online training modules, chat sessions, scripted stories, articles, and recommended books. Available in English and Spanish.
- [Illinois Early Learning Project \(Website\)](#)
[Parent tip sheets](#) available in English, Spanish, and Polish (Website)
- [Early Childhood News Article: “Supporting Families-Children are the Winners” \(Website\)](#)
- [Illinois Early Intervention Clearinghouse \(Website\)](#)
Identifies and collects research-based and best-practice early intervention information to share with families. (Website)
[Lending Library](#) for families and professionals involved in the EI Program (Website)
- [Technical Assistance Center on Social Emotional Intervention \(Website\)](#)

HOME LANGUAGE SURVEY (HLS)

- [HLS requirements overview \(Website\)](#)
- [HLS in a variety of languages \(Website\)](#)
- [Resources for preschool English Language Learners \(Website\)](#)

PROGRAM QUALITY ISSUES**ROOM ARRANGEMENT/ LEARNING CENTERS**

- [Early Childhood News Article: “Creating Indoor Environments for Young Children” \(Website\)](#)
- [“Setting Up Your Classroom Environment-Looking at a Classroom from a Child’s Point of View” \(Webinar\)](#)

PERSONAL CARE ROUTINES

- [Hand washing flyer \(PDF\)](#)
- [Center for Disease Control Child Development \(Website\)](#)
- U.S. Department of Health and Human Services, [“Caring for Our Children” \(PDF\)](#)

LANGUAGE AND REASONING

- NAEYC [Beyond the Journal, “How Planning and Reflection Develop Young Children’s Thinking Skills” \(PDF\)](#)
- [Child Care Quarterly, “Revisiting Bloom’s Taxonomy: Asking Better Questions” \(Website\)](#)
- [Infant Child Research, “Enhancing Children’s Language Development in Preschool Classrooms” \(PDF\)](#)
- [Head Start-Evidence based practice for Logic and Reasoning \(Website\)](#)
- [Fred Rogers Center-Early Learning Environment \(Website\)](#)
- National Center on Quality Teaching and Learning
 - [Asking Questions \(Website\)](#)
 - [Ways to Ask Children Questions \(PDF\)](#)
 - [Fostering Children’s Thinking Skills \(PDF\)](#)
 - [Expansions \(Website\)](#)

ACTIVITIES

- [Supporting Appropriate Technology Integration in Early Childhood Programs \(Website\)](#)

**Preschool for All (PFA)
Continuous Quality Improvement Plan (CQIP)
Training and Technical Assistance Resources**

- [Kid Source, “Encouraging Creativity in Early Childhood Classrooms”](#) (Website)
- [Reading Rockets for Preschooler and Childcare](#) – early reading resources for parents and providers including video, research and book lists. (Website)
- [Fred Rogers Center-Early Learning Environment](#) (Website)
- [Teaching Math to Young Children Practice Guide](#) (PDF)
- [Inventing Music Play Centers](#) (PDF)
- [Using Language During Science Activities](#) (PDF)
- [Quick Recipe Science Unit](#) (PDF)
- [Math resources: webcasts, activities, articles](#) (Website)
- [Science resources: webcasts, activities, articles](#) (Website)
- [Math Access for Teachers and Home Child Care Providers](#) (Website)

INTERACTION

- [Center on the Social & Emotional Foundations for Early Learning](#) (Website)
Web based resources for parents and teachers, to support children’s healthy social and emotional development. Includes online training modules, chat sessions, scripted stories, articles, and recommended books. Available in English and Spanish.
- [“Classroom Management—Strategies to Work with Challenging Behaviors”](#) (Webinar)
- [Positive Guidance Techniques](#) (Website)
- [Social Development - Tools for Promoting Social Learning](#) (Website)
- [Technical Assistance Center on Social Emotional Intervention](#) (Website)
- [Planning Transitions to Prevent Challenging Behavior](#) (PDF)
- [What Adults Can Do to Promote Young Children’s Pro-Social Skills](#) (PDF)
- [Inventory of Practices for Promoting Social Competence](#) (PDF)
- [Children Who Have Serious Conflicts](#) (PDF)

PROGRAM STRUCTURE

- [PFA Implementation Manual, Section 1](#) (PDF)
Daily routine and daily schedule

TECHNICAL ASSISTANCE AND TRAINING

- [Illinois Resource Center \(IRC\): Early Childhood](#) (Website)
Professional development on a variety of topics with emphasis on curriculum and assessment
Programs and teacher(s) sign up with IRC to ensure that they receive professional development catalogs, mailings and e-mails
Programs can request specific training on specific topics
(224) 366-8525
- Illinois STARNET provides a variety of opportunities for personal and professional growth for those who touch the lives of young children, ages birth through eight, with an emphasis on children with special needs. STARNET supports family-centered, researched and effective practices in early childhood education and care. STARNET provides support, training and technical assistance, consultation, and resources to the early childhood community in Illinois.
[Illinois StarNet Region Map](#) (Website)
[Northwest & Central Regions 1 and 3 – Western Illinois University](#) (Website)
[Northern Region 2 - Illinois Resource Center](#) (Website)
[Southern Region 4 – St. Clair ROE](#) (Website)
[Chicago Region 5 – CPS](#) (Website)
[South Suburban/East Central Region 6](#) (Website)

**Preschool for All (PFA)
Continuous Quality Improvement Plan (CQIP)
Training and Technical Assistance Resources**

- All About the ECERS-R (Book)
A detailed guide in word and pictures that is to be used with the ECERS-R written by Debby Cryer, Thelma Harms and Cathy Riley from the Frank Porter Graham Child Development Institute. This is the companion guide to the ECERS-R instrument and very valuable in complying with the ECRS-R scale.

**Illinois State Board of Education
Early Childhood Division**

**Continuous Quality Improvement Plan (CQIP)
Compliance Checklist**

Program Name _____ RCDT # _____ Date _____

Compliance Checklist Number	Non-Compliance Issue	Steps to be Taken to Be in Compliance	Person Responsible	Timeline	Follow Up –to be completed in subsequent years		
					In Process	Update on Steps	Met
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Authorized Official's Electronic Signature

Title

Date

The authorized representative of the applicant who will affix his or her digital signature above, certifies that he or she has read, understood and will comply with all of the provisions of the FY15 Program Improvement Plan Follow-up. The person approving this FY15 Program Improvement Plan Follow-up hereby certifies and assures the Illinois State Board of Education that the person submitting the document on behalf of the applicant has the necessary legal authority to do so.

**Illinois State Board of Education
Early Childhood Division**

**Continuous Quality Improvement Plan
Early Childhood Environment Rating Scale-R (ECERS-R)**

Program Name: _____ **RCDT #** _____ **Date** _____

	Goals	Action Steps/Resources	Person Responsible	Timeline	Follow Up		
					In Process	Goal Update	Met
Space & Furnishings							
1							
2							
3							
4							
5							
6							
7							
8							
Language & Reasoning							
15							
16							
17							
18							
Activities							
19							
20							
21							

22							
23							
24							
25							
26							
27							
28							
Interaction							
29							
30							
31							
32							
33							
Program Structure							
34							
35							
36							
37							

Authorized Official's Signature

Date

Illinois State Board of Education, Division of Early Childhood October 2013

**Consortium on Chicago School Research and the Ounce of Prevention Fund
The Five Essentials Measurement System for Early Education**

The Consortium on Chicago School Research (CCSR) and the Ounce of Prevention Fund (Ounce) propose to create, pilot, and validate the *5 Essentials Measurement System for Early Education (5E-Early Ed)* – a framework and survey system to define and measure five organizational supports essential to effective teaching and learning in early education programs.

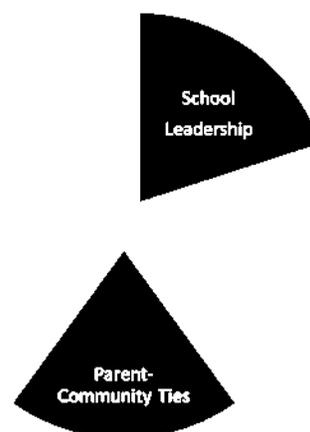
Background and Need

The early education field faces substantial challenges in improving the quality of teaching and learning and, thus, child outcomes. Despite decades of evidence that high-quality early education can positively impact the learning trajectories of low-income children, the majority of programs nationwide fail to significantly advance children’s achievement.ⁱ Numerous studies confirm that low-income children typically enter kindergarten unprepared, scoring well below their higher-income peers in early literacy, mathematics, and social-emotional development.^{ii,iii}

The early childhood field has attempted to raise the quality of teaching and learning by holding programs accountable for discrete elements of quality – such as classroom environment and, recently, teacher-child interactions. State Quality Rating and Improvement Systems, the federal Office of Head Start Monitoring Protocol, and other accountability structures incent program leadership to focus quality improvement efforts on these discrete elements. But teaching is complex work. Educational research has greatly advanced our understanding of this complexity and the dynamics of improvement beyond the individual elements of quality. Leadership and organizational conditions and climate can either inhibit or support the everyday work of teachers.^{iv} Despite these advances, the field lacks an evidence-based improvement tool that focuses leaders’ attention on these dynamics and provides them with accessible and actionable information to create the organizational conditions that best support quality teaching and children’s learning. The *5E-Early Ed* is the missing piece.

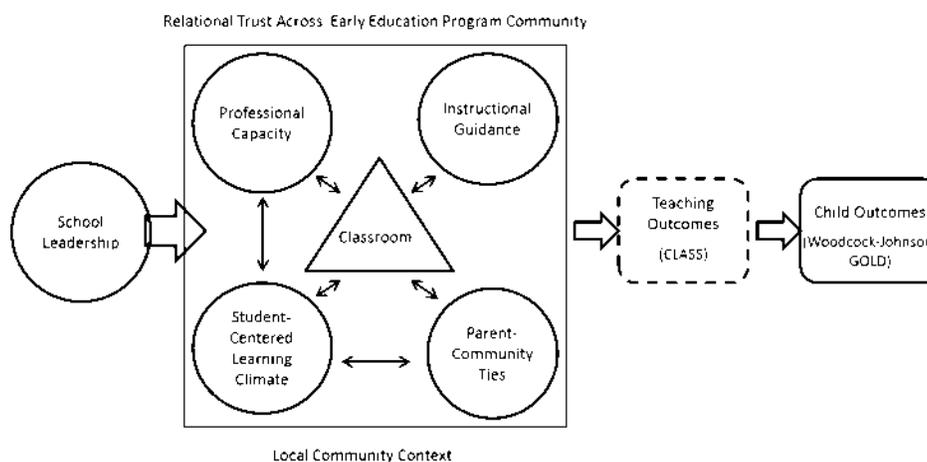
Our project is based on the “five essentials” framework presented in the seminal book, “Organizing Schools for Improvement: Lessons from Chicago.” Informed by 20 years of research by CCSR, the framework details the five organizational conditions and supports central to improvements in student engagement and learning in elementary schools:

1. **School Leadership** focuses strategically on building relational trust and galvanizing staff and parent activity towards academic improvement.
2. Building **Professional Capacity** involves recruiting capable staff, promoting a collective sense of responsibility for school improvement, and providing ongoing learning opportunities and performance feedback to develop teacher capacity.
3. A positive, **Student-Centered Learning Climate** provides the necessary environment for learning – one that is safe, engaging, and nurturing, wherein staff hold high expectations for student academic progress coupled with individualized support.
4. Strong **Parent-Community Ties** support active parent involvement, provide teachers with knowledge of child and family culture, and broker access to community resources. These ties support learning by promoting students’ motivation.
5. School organization ensures a coherent system of **Instructional Guidance**, articulating the “what and how” of instruction to advance teachers’ ability to provide challenging and engaging instruction.



In elementary schools, the power of the framework and the teacher and student surveys that measure the five essentials is exemplified by the fact that teacher and student experiences of these five organizational supports strongly predicted which schools were most and least likely to improve over time. **Research demonstrated that schools strong in three or more of these supports were 10 times more likely than schools weak in most supports to substantially improve student math and reading outcomes.** Furthermore, a weakness on just one of these supports over time undermined other change efforts, reducing the probability of improvement to 15% or less.

Early education research suggests, as in elementary settings, that programs more successfully promote children’s learning and development when they have strong organizational practices in these five areas.^{vi,vii,viii} We therefore believe that programs with strong practices aligned to these essentials also will exhibit higher-quality classroom practices and better prepare children for kindergarten. Indeed, we are working with a small number of early childhood programs to implement the Five Essentials Framework in their programs. Initial evaluations find that this work is improving the way in which program leaders enhance program quality and support effective practices in teachers and staff. Building on these promising results, the *5E-Early Ed* will establish the organizational conditions empirically linked to program quality and child outcomes, thereby providing the early childhood field with a framework to understand and measure the dynamics of improvement.



Project Description

To accomplish this ambitious work, the CCSR and the Ounce will engage in a three-year project to create and validate the *5E-Early Ed*. With CCSR’s extensive expertise in K-12 education research and the Ounce’s early childhood education practice expertise, the partnership will ensure that research and best practice from both landscapes informs the development of the new framework.

The goal of the *5E-Early Ed* is to adapt the five essential supports for early education in order to provide early education leaders and practitioners with accessible, diagnostic information about the strengths and weaknesses of the five essentials in their programs. This will allow programs to build on their strengths and focus improvement efforts on the organizational conditions that will lead to classroom improvements and increased student achievement. Specifically, we will create a tool consisting of two surveys – one for educators and one for parents – that measure the five essential supports and a suite of materials that help programs understand and use data for school improvement. The *5E-Early Ed* tool will have applicability for all early learning settings; however, our focus is to ensure that the tool benefits publicly-funded, center-based early education programs serving preschoolers, toddlers, and infants (state-funded prekindergarten, Head Start, etc.).

The *5E-Early Ed* surveys will be short, accessible, and available in English and Spanish. They will measure the strength of the five essentials by capturing educator and parent experiences of their programs:

- **The Educator Survey** will capture perspectives and experiences from all educators responsible for the instruction of children and the involvement of families, including all classroom teachers and family engagement specialists, and direct supervisors of these educators.
- **The Parent Survey** will capture the perspectives and experiences of parents of children enrolled in the same program where educator surveys are completed.

The 5E-Early Ed – New Knowledge and Contributions

At the program level, the *5E-Early Ed* survey data will provide leaders and practitioners with understandable and actionable information to focus their attention on the specific organizational and leadership supports that teachers and practitioners need to be effective in their work with children and families. This shifts improvement conversations from a singular focus on teachers in classrooms, to a comprehensive view of how organizations can support continuous learning and improvement and promote student achievement at the earliest opportunity.

For the field, the *5E-Early Ed* tool holds the potential to transform how quality is defined, supported, and improved. Importantly, this will create a paradigm shift that leadership and organizational conditions matter greatly and are essential levers in quality improvement. High-quality teaching and learning at-scale is not idiosyncratic; rather, it is promoted through specific organizational conditions that make it more or less likely that teachers will be effective with children and families.

Timeline and Scope

The *5E-Early Ed* will be implemented in two phases:

Phase 1: Survey Development

The existing CCSR surveys are designed to measure the five essential constructs in elementary schools from the perspective of teachers and students. The teacher surveys require extensive adaptation, piloting, and testing to fit them to how early education settings organize, operate, and interact with families and communities. In addition, the elementary student survey will be replaced by a new early education parent survey. The Ounce and CCSR will undertake an extensive writing, development and testing process that will include survey development; focus groups and interviews with early education parents and staff; and two rounds of pilot testing. This first phase of work will result in three key products: (1) the *5E-Early Ed* educator and parent surveys; (2) a technical manual about the surveys; and (3) a practitioner data-use planning guide that details the framework, guides leadership in the survey administration, and outlines initial steps for planning for using the information for continuous improvement.

Phase 2: Validation Study and Dissemination

With the *5E-Early Ed* surveys complete, the next stage will be a large-scale validation study to test the *5E-Early Ed* surveys in 80 early education programs. We hypothesize that early education programs with higher scores on the *5E-Early Ed* will also engage in higher-quality classroom practices and have children who exhibit higher levels of kindergarten readiness, knowledge, and skills at the end of preschool. The study will provide the necessary statistical evidence to support the widespread adoption of the *5E-Early Ed* in early education programs and systems across the country. This second phase will result in four key products: (1) *5E-Early Ed* data dialogue and improvement planning tool; (2) a research-to-practice brief, describing the study, its results, and implications; (3) a revised technical manual; and (4) academic journal publications and presentations. We will disseminate these products widely to ensure the *5E-*

Early Ed is available to support continuous learning and improvement of schools in Chicago and nationwide, thus promoting the kindergarten readiness for millions of children.

ⁱ Belfield, C. R., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 follow-up. *The Journal of Human Resources*, 41(1), 162-190.

ⁱⁱ Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development*, 78(2), 647-663.;

ⁱⁱⁱ Fantuzzo, J. W., Bulotsky-Shearer, R., McDermott, P. A., McWayne, C. M., Frye, D., & Perlman, S. (2007). Investigation of dimensions of social-emotional classroom behavior and school readiness for low-income urban preschool children. *School Psychology Review*, 36, 44-62.

^{iv} Zaslow, M., Tout, K., & Martinez-Beck, I. (2010). *Measuring the quality of early care and education programs at the intersection of research, policy, and practice* (OPRE Brief No. 2011-2010a). Retrieved from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation website: http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports

^v Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.

^{vi} Burchinal, M., Vandergrift, N., Pianta, R. C., & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in prekindergarten programs. *Early Childhood Research Quarterly*, 25, 166-176.

^{vii} Rohacek, M., Adams, G. C., Kisker, E. E., Danziger, A., Derrick-Mills, T., & Johnson, H. (2010). *Understanding quality in context: Child care centers, communities, markets, and public policy*. Retrieved from Urban Institute website: <http://urban.org/UploadedPDF/412191-understand-quality.pdf>

^{viii} West-Olatunji, C., Behar-Horenstein, L., & Rank, J. (2008). Medicated lesson study, collaborative learning and cultural competence among early childhood educators. *Journal of Research in Childhood Education*, 23, 96-108.



On May 5, 2014, the US Departments of Education and Health and Human Services released an Executive Summary of the application for a new Preschool Expansion Grants competition. The document provided a broad outline of what will be included in this competition which has been designed to support the expansion of preschool services for four-year-olds. The full Executive Summary can be found [here](#).

Illinois plans to apply for this grant when the application is released later this summer. In preparation for the application, the Governor's Office of Early Childhood Development (GOECD) is seeking informal statements of interest from communities that would like to be included as partners in the state's application. An overview of program criteria is attached.

GOECD has determined, based on the Executive Summary criteria, that in order to maximize the competitiveness of the State's application, we will need to partner with communities that:

- Have a demonstrated need for full-school-day preschool for four year old children
- Have facilities available to implement programs beginning no later than August, 2015
- Have strong local collaborations between the school district(s) and local child care centers, Head Start programs, home visiting programs, and/or other providers of services for young children
- Can demonstrate significant new (as of FY14 or later) local cash or in-kind investments in preschool services for at-risk children, or that can commit to providing new investments to begin in August, 2015

We invite interested communities to complete a brief statement of interest using the attached form. Statements may be completed by any organization, but GOECD requests that only one statement be submitted per community. Community boundaries may be locally defined. (Please note: communities within the city of Chicago need not complete the statement of interest, as GOECD is already partnering with Chicago Public Schools and the Mayor's Office to determine how Chicago will be included in the State's application.)

Please submit the statement of interest via email to Kim Collins (kim.collins@illinois.gov) no later than July 28, 2014. Questions may be addressed to Dr. Theresa Hawley, Executive Director of GOECD at Theresa.Hawley@illinois.gov.

GOECD anticipates identifying the communities that will be included as partners in the State's application in early August. Given the funding Illinois is eligible to apply for, GOECD anticipates partnering with no more than 10-12 communities.



Governor's Office of
Early Childhood Development

Preschool Expansion Grant Community Interest Form

Please email to -- by July 28, 2014

Community: _____

Contact Person: _____ Title: _____

Email: _____ Phone: _____

Community partners (including school district(s)) interested in participating:

Please answer the following questions about your community. Bullet lists and other short responses are preferred.

- I. Please briefly describe existing efforts in your community to build a system of early childhood services that meet the needs of children and families from birth through third grade. Include a list of the partners (in addition to those listed above) who are working together on these issues.

- II. Describe the movement of children through services in your community from birth through kindergarten.
 - a. Where are children served in the birth to three period--e.g., home visiting programs, high quality child care programs, planned EHS-Child Care Partnerships, etc.?
 - b. What programs do children transition into at three years of age? Are priority slots reserved in programs for children transitioning from home visiting, Prevention Initiative, and/or Early Head Start programs? About how many children transition each year from one of these programs into a local PFA, Head Start, or Gold Circle child care program?
 - c. What processes are in place for transitioning children into kindergarten from local PFA, Head Start and child care programs?
 - d. What efforts have been made in your community to align curriculum across preschool and K-3 programs? How are community-based programs (Head Start and child care) included in these efforts?

- III. How many preschool expansion classrooms would your community be equipped to take on as part of Preschool Expansion grant? Would these be new classrooms, or existing classrooms (e.g., child care, Head Start) that you would be enhancing with the federal preschool funding? Where would the classrooms be located – school district sites, community based sites, combination of both? How many of these could be full year, as well as full school day?

- IV. What local investments does your community make in early childhood? This can include cash or in-kind investments, private/philanthropic or public. Specifically note any investments that are new since July 1, 2013 or that are planned to be implemented in the coming year. Also note any new or increased investments (cash or in-kind) that you and your partners may be willing to commit to a preschool expansion project in your community.**
- V. Please tell us about any barriers you anticipate in your community to meeting the Ideal Program guidance for the Preschool Expansion grants.**
- VI. What percentage of kindergarten teachers participated in the Kindergarten Individual Development Survey (KIDS) pilot in 2012-13 and/or 2013-14? What percentage of kindergarten teachers will participate in KIDS in 2014-15? (Information about training on KIDS is available at ____)**
- VII. Please briefly describe the need for full-day preschool for four-year-old children in your community. Who are the children that are most in need of these services? Share with us any information you think we should know about your community that might not emerge from a look at census demographics and IECAM service data.**



THE FACTS: Preschool Development Grants & Expansion Grants

Why were these grants created?

In his 2013 State of the Union address, President Obama called upon Congress to expand access to high-quality preschool to every child in America. In response, Congress appropriated \$ (b)(4) for the Preschool Development Grants program.

How much of the \$ (b)(4) is the State of Illinois eligible to apply for, and who is the state's competition?

The State of Illinois is eligible to apply for up to \$ (b)(4) each year for four years. **Illinois will compete against other states that are leaders in early childhood education.** Specifically, competition includes the 35 states that have robust state preschool programs (over 10% of four-year-olds served by a state preschool program) or that have been awarded a Race to the Top-Early Learning Challenge grant.

How is this federal initiative different from Illinois' Preschool for All program?

The most significant difference between the programs is in who is eligible to receive services. Three- and four-year-old children are eligible for Preschool for all, with priority for enrollment given to children with who are at risk of academic failure. For the federal program, **only four-year-old children from families with incomes below 200% of the federal poverty level are eligible.**

While both programs' definitions of "high quality" are evidence-based, there are slight variations in the State of Illinois' Preschool for All program and the federal initiative:

Shared requirements of Illinois' Preschool for All & the federal Preschool Development Grants	Additional requirements for the federal Preschool Development Grants
<ul style="list-style-type: none"> ◆ Research-based curriculum that aligns with the Illinois Early Learning and Development Standards ◆ Licensed teacher with Early Childhood Endorsement & qualified aide ◆ High-quality professional development ◆ Class size of no more than 20 ◆ Parent engagement and education required ◆ Developmental, health, and social-emotional health screening required 	<ul style="list-style-type: none"> ◆ Program must be at least full-school-day (same as 1st grade day) ◆ Comprehensive services, including assistance in obtaining health, mental health and dental services, nutrition services and education, and linkages to other community services ◆ Instructional staff salaries must be comparable to local K–12 instructional staff salaries

How will Illinois use this opportunity to strengthen our whole birth-to-five childhood system?

The Illinois Early Learning Council has identified as its highest priority the development of more **intensive, continuous early learning services for the highest-need children** in our state from birth through early elementary school. The full-day, comprehensive services required by the Preschool Development Grant requirements match very well with what we have been planning to develop for four-year-olds with the highest needs—those from families with multiple challenges.

Communities will use these new preschool “slots” as the **cornerstone of a system of continuous early learning services for the children with the highest needs**. School districts and local community based agencies will work together to create a “pipeline” of high-quality, continuous services that may include home visiting services, high-quality child care, Early Head Start and Head Start, full-day kindergarten, and supportive parent engagement services in the early elementary years. These continuous, high-quality early learning services will maximize children’s opportunity for success in school and later life.

How were communities selected to participate in the federal application?

In June, all school districts and communities were invited to indicate their interest in the Preschool Development Grants program. Interested communities submitted information about factors impacting preschool access in their area and their capacity to expand high-quality preschool programs for low- and moderate-income families. Communities participating in the federal application were chosen based on several factors:

- High number of children with very high needs who may need full-day preschool
- Relative lack of existing publicly-funded programs for preschoolers with high needs
- Demonstrated capacity to link these new programs to a continuum of services from birth to 3rd grade
- Demonstrated partnerships between community-based organizations and local school district(s)
- Readiness to open new classrooms (and/or extend existing classrooms to a full-day model) by August 2015

What is required of the state for a successful application?

For a successful application, the State of Illinois must propose an **ambitious and achievable plan** to increase high-quality preschool programs in high-need communities. Additionally, **Illinois must match at least 50% of the grant** amount with state, local, and philanthropic funds over four years, and commit to sustaining the program once federal funding ends.



Governor's Office of
Early Childhood Development

Subgrantee Questionnaire Regarding Program Plan

1. Unduplicated count of children currently served

Please collect from all publicly funded preschool programs in your community (i.e., Preschool for All, Head Start, Special Education, and locally funded) an unduplicated count of 4 yr olds served:

Program/Provider	Funding Source(s) (PFA, HS, Special Ed, local dist. funds)	Number of 4 year olds served in FY 14	Number of these who were low-income (below 200% FPL)	Number for whom the program also received CCAP

2. Recruitment and Selection Plan

Describe how you will recruit and prioritize enrollment for the highest need children in your community.

- What will characterize the children you envision enrolling in the full-day 4 year old program?
- How will you ensure that children with disabilities/delays, who are “homeless” (according to McKinney-Vento), who are in the child welfare system, who are from military families, or who face other specific challenges are served? If you have data on how many 4-yr-old children are in your community with these characteristics, please share that with us.
- How will you coordinate recruitment and enrollment with existing programs (those you directly operate and others in your community)?
- How will you ensure that implementing this program does not result in a substantial decrease in enrollment of 4 year old children in local child care programs?
- How will your recruitment and enrollment priorities further the goal of creating a “pipeline” of services for the highest need children?

3. Plan for serving children whose home language is not English

Briefly describe your planned approach to serving these children in the full-day 4 year old program.

4. Family Engagement

Briefly describe your planned approach to helping parents build protective factors, to engaging parents and families in supporting their children’s development, and to engaging parents and families as decision-makers in their child’s education.

- If you are currently a PFA provider, how do you envision services under this new program to differ from your current parent education services in PFA?
- Describe how you will institute (or continue) a Parent Advisory Committee or other mechanism to provide leadership opportunities for parents.

5. Comprehensive Services

- Describe your planned approach to providing hearing, vision, dental, health (including mental health) and developmental screening, and how you will provide referrals to services as needed based on screening results.
- Describe how you will provide regular, age-appropriate nutrition education for children and their families
- Describe how you will ensure that children receive nutritious meals and snack options aligned with requirements set by the most recent Child and Adult Care Food Program guidelines promulgated by the Department of Agriculture
- Describe how you will ensure that children receive adequate physical activity during the school/program day (including children with disabilities)
- List the community agencies with which you have developed partnerships to facilitate referrals and services for families and children, such as income support programs, food pantries, housing agencies, social service agencies, and other services relating to health/mental health, domestic violence, substance abuse, adult literacy, education and training, and financial asset building.
- Describe how you will ensure that families have access to coordination of these services on-site (i.e., will Parent Educator/Family Support Worker be present to meet with families at the school/center?)

6. Partnerships for Learning

Describe any partnerships you have with community-based learning resources, such as libraries, arts and arts education programs, museums, and family literacy programs to serve preschool-aged children and their families.

7. Alignment with K-3

Describe how you will ensure that curriculum is aligned between the preschool program and grades K-3, including:

- How the district and community-based preschool programs will regularly discuss curriculum alignment
- Opportunities for preschool teachers (both district and community based) and kindergarten teachers to meet, receive professional development together, and plan effective transitions

Describe how you will sustain a high level of parent and family engagement as children move from preschool into kindergarten, first, second and third grades.

*Hard to Reach Toolkit for Programs Serving Preschool Children***Introduction**

Since its inception, Preschool for All has committed to serving Illinois' at-risk children and families first, with the goal of serving all 3- to 5-year-old children whose families choose to participate, and to provide child development and family support to the most at-risk infants and toddlers. Currently, two legislatively mandated priorities dictate which preschool programs are a priority for Preschool for All funding:

- First priority is given to programs primarily serving children who have been identified as *at-risk of academic failure*.
- Second priority is given to programs primarily serving families whose income is *less than four times the federal poverty level*.

Despite this legislative prioritization, there are many families who could benefit from Preschool for All, yet who are unaware of, or unable to access its services. Often, the families who are a priority for Preschool for All services are also the hardest for programs to reach and require an extra, concentrated effort on the part of the program to receive the full benefit of Preschool for All.

In communities with high concentrations of hard to reach families, Preschool for All slots may remain unfilled without proactive, specific measures taken by programs to recruit and engage families. Even in these neighborhoods, some programs may be fully enrolled, but will still not reach the most at-risk children in a community. The mission of Preschool for All is to serve those families first and foremost, and by applying for Early Childhood Block Grant funds, programs are committing to recruit, enroll and serve those children who are most at-risk, rather than enrolling on a first-come, first-served basis, those who qualify but may not necessarily be the most at-risk.

Therefore, it is up to each Preschool for All grantee, even those who achieve full enrollment every year, to understand the areas of highest need in their communities and develop targeted recruitment strategies to reach them and innovative program model components to keep them engaged. Between recruiting students and engaging them comes a very important step: enrollment. The legislative mandate requires funded programs to prioritize at-risk students over non-at-risk students when making enrollment decisions. This means programs must plan for an extended enrollment period as they schedule recruitment and screening activities.

This Toolkit offers ideas to help guide Preschool for All providers with each step in their charge of recruiting, enrolling and serving the hardest to reach families within their communities. Before beginning the first step of this process, recruitment, it is important to understand which families are the most at-risk within your community so that you can begin planning strategies to reach and engage them in early learning programs.

*Hard to Reach Toolkit for Programs Serving Preschool Children***Part I: How do I know that there are hard to reach families in my community?****Identifying Community Need**

There are many reasons why at-risk, hard to reach families may not access Preschool for All services. For some, it may be a logistical issue; families may lack transportation, have other children to care for that prevent them from getting their preschooler to class, or the program's schedule may not meet their needs. Other families will not enroll because they do not understand why early education is important; they are unaware of the benefits of preschool or they believe their child is not ready to begin formal education. Other parents may be apprehensive sending their children to school earlier than absolutely necessary, having had negative educational experiences themselves while growing up. Some families may not have all the facts about Preschool for All. They may think they have to pay for its services or that they will lose their child care subsidy if they enroll their child.

These are just a few examples of the issues, barriers and challenges preventing the most hard to reach families from accessing Preschool for All services. Your community is unique and the families you serve may be experiencing a combination of the issues listed above, or have other obstacles to participating in Preschool for All that are not mentioned. Please see Appendix A for a list of additional circumstances that make children and families hard to reach.

Needs Assessment

An important component of the Preschool for All application process is submitting a Statement of Need, which describes the socio-economic and demographic factors that may indicate risk within the community. This needs assessment can serve as the starting point for programs as they think about the services needed to accommodate the population they intend to serve. As programs identify the issues facing the members in their community, they can design outreach and service strategies to meet the families where they are and engage them in Preschool for All.

Questions to consider when determining your community's areas of need include:

1. Who are the families I'm trying to serve?
2. What are the characteristics that make families at-risk or hard to reach in my community?
3. Do the families in my community share similar characteristics? Or, are there various subgroups of families who are at risk or hard to reach due to different circumstances?
 - The PFA Request For Proposals suggests applicants document conditions that may indicate at-risk status, which include, but are not limited to levels of poverty, unemployment, educational achievement, and substance abuse.
4. What other services currently exist in the community that target the same population(s)?

Hard to Reach Toolkit for Programs Serving Preschool Children

- a. This includes other early childhood education providers, such as Head Start, public school districts, park districts, faith-based institutions, and child care centers.
 - b. It is also important to think about other social service or community agencies that target hard to reach or at-risk populations that are not specifically working with preschool-aged children, such as, but not limited to the court system, homeless shelters, family case managers, libraries and health clinics.
5. How can my program collaborate with existing service providers, both early childhood and other community-based entities, to increase outreach and recruitment? (i.e. How can other organizations help our program connect with hard to reach families?)
- a. Programs are encouraged to collaborate within the community to increase their outreach and recruitment methods and also to streamline services provided to children and families.
 - b. Preschool for All providers can collaborate with local networks of family childcare providers so that the children in family care can benefit from center-based preschool services in addition to receiving care in a location that their families choose. Family child care providers will not lose any payments received through the child care assistance program if their children participate in Preschool for All.
 - c. Work with Head Start providers in your communities to provide parents with a full range of options as they choose the program best for their needs. If your program or the Head Start program keep waiting lists, share that information so that children can be served.
 - d. The Illinois Early Childhood Collaboration website (<http://www.ilearlychildhoodcollab.org/>) provides collaboration models and resources to the early child care and education community to assist their development of local collaborations. Look here for examples of how programs are working together to serve children throughout the state.

It is important to keep in mind when determining your community's areas of need and determining strategies to address them, that it is not enough to fill your program to capacity and serve children on a first-come, first-served basis. The legislative mandate requires funded programs to prioritize at-risk students over non-at-risk students when making enrollment decisions, and it is up to programs to plan for this as they schedule recruitment and screening activities.

These questions are intended to help you think about and understand your community's areas of need. The next step is to determine strategies to address those areas of need. The following chart provides examples of potential strategies that could be implemented depending on the specific needs of a community. The remainder of the toolkit will go into more detail about each type of strategy. Together, these elements of the toolkit will help you to develop a successful plan for engaging hard to reach families within your community.

Hard to Reach Toolkit for Programs Serving Preschool Children

Issues Preventing Engagement in PFA	Type of Strategy
Logistical issues: transportation, scheduling, other child care needed	<ul style="list-style-type: none"> • Programs offer transportation • Programs develop innovative models that offer families flexibility in scheduling • Programs offer innovative models that offer activities for siblings and caregivers in addition to preschool-aged children receiving Preschool for All
Philosophical issues: families believe child is not ready for preschool or preschool is not needed	<ul style="list-style-type: none"> • Accessible outreach materials that emphasize preschool readiness and the benefits of preschool • Collaboration with other social service systems and K-12 schools to spread the message of early education
Emotional Issues: parent had negative experience in school, fear of children entering “the system,” does not want the stigma of participating in “at-risk” program	<ul style="list-style-type: none"> • Relationship building activities throughout the community prior to enrollment • Targeted outreach materials emphasizing the future benefits of early learning experiences that are disseminated through coordination with other social service systems which have trusting relationships in place with clients.

Part II: Strategies for Engaging Hard to Reach Families

This section of the toolkit will review strategies programs can employ to engage hard to reach families. Of course, each community is unique, and you may want to tailor the ideas offered here to your program and your community’s needs.

Outreach Strategies

A lack of awareness and understanding of Preschool for All may prevent many families from accessing its services. Hard to Reach families and caregivers may not have the social support networks that spread the word and promote involvement in community-based activities like Preschool for All.

The Preschool for All Request for Proposals (RFP) requires that programs propose a plan for specific, proactive recruitment strategies to ensure that potentially at-risk children in the community are aware of the availability of the opportunity for preschool education through the program.

Hard to Reach Toolkit for Programs Serving Preschool Children

What are potential outreach strategies?

- Distribute Preschool for All outreach materials developed by the Public Awareness committee of the Illinois Early Learning Council. These handouts describe Preschool for All and its activities and can be distributed to families at community wide events. The handouts are available at the ISBE website: www.isbe.net
- Coordinate the distribution of outreach materials with the McKinney-Vento Homeless Education Liaison located in each Illinois school district. These employees have responsibility to conduct community outreach, to link homeless preschoolers to all existing preschool programs and also to coordinate with agencies serving low-income children and youth and to disseminate information.
- Outreach to family, friend, and neighbor child care providers within the community to encourage participation in your program. Inform providers that they will not lose child care assistance program payments if the children in their care participate in Preschool for All programs for part of the day.
- Share the Outreach Toolkit. The Preschool for All Outreach toolkit was designed for use by local social service agencies. Community service providers who have long-standing, trusting relationships with clients may help share the message of the importance of early learning and inform parents and caregivers how they can enroll their children in programs. These documents are available at the ISBE website (isbe.net), are reproducible and can be distributed by individual programs and local social service partners.
 - Example: Are there agencies conducting home visiting for infants and toddlers in your area? Have you worked with them to share information on your program?
 - Example: What nutrition programs exist in your community? Does WIC staff know how to refer parents with young children to local preschool programs? Share the materials with them.
- Develop broad partnerships. Collaboration with other community or social service agencies (other than those who also serve young children in the area), such as religious establishments, case workers, youth centers, libraries, etc. can reach families who are not connected to the early education world in any way. Ask the directors of the organizations about ways you can partner to bring information on the importance of early learning and details about program enrollment to their participants and clients.
 - Example: Does a local church sponsor a food pantry? Talk with the pastor about including outreach materials on early learning programs with the goods families receive.
 - Example: Many families may receive health services and WIC at neighborhood clinics or health centers. Work with the social workers and/or WIC staff to provide positive messages and referral information on early childhood programs. Share the talking points and handouts for social service providers so that they can incorporate them into their client visits.

Hard to Reach Toolkit for Programs Serving Preschool Children

- Recruit volunteers and staff members from the community. Programs can initiate networks of parents of currently enrolled students to go into the community and share the message of early education with their peers. Programs can also budget for a paid parent or community member to serve as a liaison and go out into the community to market early childhood education.
 - Example: Do you have parents who are trusted community leaders? Hire them to create an outreach presentation or poster and assist them in bringing the information to parents at their library or church group, or set up a table outside of grocery stores or doctors' office.

- Consider recruitment a continual process – engage in more than one annual screening. Many families will not think about preschool until the fall when school begins, only to learn that screening and enrollment took place in the spring and is now closed. Programs can plan for entire seasons of recruitment and screening activities and delay finalizing enrollment list until the program is set to begin. Additionally, special targeted outreach to the areas of the community or the populations within the community that have been historically hardest to reach for preschool recruitment can be implemented. The Preschool for All RFP requires that screening be conducted on a communitywide basis and be developed and implemented with cooperation among programs serving young children in the area. This collaboration can extend to recruitment activities to inform the community of screening and enrollment opportunities.
 - Example: Sponsor a special preschool information day within housing developments where many children and families live in addition to your Kindergarten round-up/preschool screening day.

Potential costs:

As you develop your program's proposal and plan a budget, be sure to factor in the additional outreach and recruitment strategies it will take to really engage the most hard to reach families within your community. Depending on the recruitment strategies you enact, consider the following items to include in your budget:

- Additional salary for teachers and program administrators for work in recruitment activities outside of program hours and during the summer.
- Wages for parents or community members for recruitment activities in the community
- Cost of outreach materials: paper, printing, etc.
- Cost of recruitment events: food, materials, staff member's time, etc.

*Hard to Reach Toolkit for Programs Serving Preschool Children***Transportation Strategies**

The lack of transportation is a major barrier to preschool enrollment for many children. Hard to reach families and caregivers may have difficulty transporting children for many reasons: Conflicting work schedules, other children's school schedules, lack of access to vehicles, caring for other, younger children, or the caregivers' own physical challenges can prevent children's regular attendance.

While transportation costs are allowed in ECBG program budgets, many programs still cite this as a difficult issue to address in their programs. Many programs – especially community-based programs - have difficulty keeping up with the increased costs of gas and vehicle maintenance. Yet, offering transportation to families that have been hard to reach could be an important strategy in engaging them in programs. All school districts have McKinney-Vento Liaisons whose job includes ensuring transportation and other services to enable the education of homeless children and youth. Coordination with preschool programs is part of the Liaison's job. This already existing resource could be very useful on transportation issues in the community, including coordination.

Programs in urban or suburban settings may be able to use a "walking school bus" strategy to provide families with support in getting to programs.

The Walking School Bus - What is it?

In a "walking school bus" model, local residents are hired by programs to provide walking transportation to children. The costs of hiring the staff can be included in a program's Early Childhood Block Grant budget, as well as a 6- or 8-child buggy, if that would be a helpful transportation tool.

Part-time staff, usually residents of the community, are hired to pick up children from home and walk them to an early learning program in a school, community-based center, or home child care setting. They would pick children up at the end of the program day and walk them back home.

Additionally, a home child care program or network of providers whose 3- and 4-year-old children participate in center-based Preschool for All programs could hire part time staff to pick up children and walk them to the center. The walking school bus would return children to their center or child care home at the end of the program day.

Potential costs:

Programs must consider their own needs and their own communities in determining their transportation needs and the potential costs of meeting those needs, but an example budget follows for the walking school bus model:

- The sample budget assumes a service year of 180 days (typical school year) and estimates that it will take about three hours for a staff person to walk children to and from the preschool program.
- Initial cost of buggy @ \$

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- Walking school bus staff @ \$ (b)(4) (based on \$ (b)(4) hourly + fringe), for three hours a day, for 180 program days
- Estimated three hours a day for walking school bus transportation for six children with a buggy or ten children without, to and from home/program

Model	Staff	three hours a day	Cost per child	First year expense
With Buggy	\$ (b)(4) /hr x 180 days	\$ (b)(4) (transports 6 children)	\$ (b)(4)	\$ (b)(4)
Without Buggy	\$ (b)(4) /hr x 180 days*	\$ (b)(4) (transports 10 children)	\$	-

Mini-bus transportation

Many programs, especially community-based providers or networks of family child care providers, may benefit from a dedicated vehicle to provide transportation to children. Using this strategy, programs and networks could provide transportation from home to the program for children, or, in the case of family child care, from the home child care setting to a cooperating center-based Preschool for All program and back again. Options for providing transportation include the purchase of a mini-bus or contracting with a commercial bus company for transportation.

Many programs have voiced their concern over the need for bus aides to help with transitioning children into and out of the van. Understanding that this is a great need and potential challenge, the cost of a part-time aide is figured into the cost estimates below.

Programs must consider their own needs and their own communities in determining their transportation needs and the potential costs of meeting those needs, but an example budget follows for strategies for vehicular transportation:

Potential costs*:

- Initial cost of mini-bus @ \$ (b)(4)
- Mini-Bus driver @ \$ (b)(4) an hour, five hours a day, for 180 program days (includes fringe)
- Mini-Bus aide @ \$ (b)(4) an hour (based on \$ (b)(4) hourly + fringe)
- Mileage rate @ \$ (b)(4) per mile for approximately 50 miles per week.
- Daily rate for commercial provider - \$ (b)(4) /day for 180 days

Hard to Reach Toolkit for Programs Serving Preschool Children

Model		Cost	Cost per child
Purchased Mini-Bus	Driver at \$(b)(4) /hr x 5 hours/day x 180 days	\$(b)(4)	
	Bus aide at \$(b)(4) /hr x 5 hours/day x 180 days	\$(b)(4) (includes fringe)	
	Mileage - \$(b)(4) /mile x 50 miles/week x 36 weeks/year	\$(b)(4)	
	Total	\$(b)(4) for the first year)	\$(b)(4) (transports 30 children total - 15 in am and 15 in pm shift)
Commercial Rates	Small bus + driver daily rate	\$(b)(4)	
	Total	\$(b)(4)	\$(b)(4) (transports 40 children total – 20 in am and 20 in pm shift)

*transportation figures represent reasonable potential costs; actual costs may vary from community to community

Parent Support and Involvement Strategies

What is it?

Parents are their children's first teachers, and research indicates that parent/caregiver involvement contributes to school success for their children, regardless of the caregiver's own academic success or level of education. Without staff members responsible for parent engagement and support activities, however, many programs are unable to offer services to families that would contribute to their successful participation in Preschool for All programs.

Especially for programs serving communities that have been difficult to engage in early learning services, offering parent support may make a difference in enrollment and participation of families and children.

Parent support staff are an allowable Early Childhood Block Grant budget expense. Programs wishing to employ a family support worker can include those costs in their budgets. Including family support staff may cause the program budget to exceed the average cost per child benchmark, and in this case programs must make a strong case for the need for including these staff in their ECBG proposal.

Parent education and involvement is already a required component of the Early Childhood Block Grant RFP (see attachment 6). In addition to writing an explanation of

Hard to Reach Toolkit for Programs Serving Preschool Children

how the program will fulfill the basics that the Preschool for All Children initiative expects, proposals should include details on the additional offerings the family support worker will undertake, and how these activities will specifically address the needs of the difficult to engage families a program is attempting to reach and enroll.

For examples of parent education and involvement activities, see Appendix C of the RFP.

In some cases, programs may wish to provide programs to engage parents in activities that meet their needs while their preschool-aged children participate in school-based programs. Programs would need to provide activities and/or meeting space for parents during the 2.5 hours of the program day. Younger children could accompany their mothers/caregivers. Some of those costs may be included in an ECBG program budget, but ISBE encourages programs to think creatively about blending funding from other sources to provide parent-focused programs.

In considering what family services may be helpful for engaging families, consider the needs of your community.

- Are there many families that do not speak English? Would English as a Second Language, Citizenship, or classes focused on negotiating the American education system be appropriate?
- Are there low literacy rates in your community? Would basic literacy classes be appropriate? Is there a literacy-based organization that serves your community that could become a service partner? Could your local library become a partner?
- Are there many teen mothers? What adolescent services exist in the community, and how could they be potential service partners?

Potential costs:

As in determining costs for teaching staff, programs should consider the local market and the scope of duties for staff in estimating a budget for family support workers salaries. Costs for activities should be reasonable (salary, benefits, supplies), and programs should consider what other sources of funding they may be able to access to cover family activity cost or large investments (example: the cost of improving a room so that it becomes a family activity center, or the costs of providing English as Second language classes for adults during preschool time).

*Hard to Reach Toolkit for Programs Serving Preschool Children***Appendix A**
Potential Examples of Hard to Reach Children

- Children in child welfare system
- Homeless children
- Children in homeless and transitional housing or domestic violence shelters
- Children exposed to violence
- Children who have experienced trauma
- Children with developmental disabilities or delays
- Children with social / emotional or mental health issues
- Children with physical disabilities
- Children of incarcerated parents (or parents re-entering communities from incarceration)
- Children being raised by grandparents
- Children with single or divorced parents
- Children of LGBT families
- Children with parents who are immigrants
- Children whose families speak English as a Second Language
- Children of parents with mental illness or developmental delays
- Children of parents who have substance abuse problems
- Children whose families are experiencing domestic violence

Recommendation to the Early Learning Council Regarding Highest Need Families

Background

The Family and Community Engagement committee is charged with increasing access to the highest quality early learning programs for children, families, and communities with the highest need. The All Families Served subcommittee of the Family and Community Engagement committee was convened to identify the highest need families, the program and system barriers they experience, and effective strategies for serving them. The committee then developed and submitted recommendations to the Early Learning Council aimed at increasing access to early learning programs for a list of priority populations. This brief summarizes the conclusions of the subcommittee, as well as its recommendations.

Who are the highest need families?

The subcommittee identified the following criteria for considering priority populations:

- At risk
- Under-served (i.e. too many such families are not enrolled)
- Challenging for programs to find, reach, or serve
- Measurable at both the community and program level

The following populations meet these criteria:

- Children of teen parents
- Children in homeless families
- Children in families in poverty or deep poverty
- Children/families with Department of Children and Family Services involvement
- Children with disabilities, including those transitioning from early intervention to preschool or early childhood special education
- Children in family, friend & neighbor (license-exempt) child care
- Linguistically isolated families and families that experience significant barriers based on language
- Children of migrant or seasonal workers
- Other categories may be added by local communities or the subcommittee that meet the criteria

Families in the groups listed above tend to encounter obstacles to enrollment and participation in early learning programs, including:

- Lack of information about the benefits or availability of early learning programs in the community. Communication about programs has not effectively reached these groups.
- Transportation barriers such as no car, unsafe streets for walking, parent/caregiver disabilities, parent/caregiver is at home with babies, etc.
- Unusual work schedule making regular daytime attendance difficult
- Inadequate family or peer supports to help with parenting and solve family problems that hinder preschool attendance.
- Insufficient food and clothing

- Unstable housing arrangements
- Linguistic or cultural isolation
- Mistrust of institutions or government because of previous experience or legal issues
- Enrollment requirements that they cannot meet, such as immunization records, birth certificates, enrollment cut-off date months before the program starts, etc.
- Other strategies defined by local communities

What works to engage the highest need families?

The subcommittee identified several crosscutting strategies for engaging and serving high need families:

- Outreach strategies, including peer-to-peer, door to door, and dedicated staff.
- Collaboration with programs that already serve the target population.
- Transporting children to and from the program, either by bus, “walking preschool bus,” or other arrangements...
- Delivering early childhood education and/or parent engagement activities in non-traditional settings and through innovative models.
- Scheduling early childhood education and parent engagement during non-traditional hours.
- Helping parents build relationships with other residents, parents, faith-based organizations and community organizations to help stabilize and support family life.
- Providing a more comprehensive mix of services, such as those offered by Head Start, in order to address obstacles and meet family needs...
- Other strategies based on the specific strengths of each community.

The Family and Community Engagement Committee Recommendation

The subcommittee utilized a review of data, promising practices currently in use, and the expertise of the subcommittee to develop the following recommendations for increasing access to high quality early learning programs for priority populations in Illinois:

- Encourage communities and individual early care and education programs to increase their service to these populations.
- Recommend to the Governor’s Office of Early Childhood Development that the seven Early Childhood Innovation Zones (pilot communities) identified in the Early Learning Challenge Grant engage in planning to increase service to those populations.
- Ask the other Committees of the Early Learning Council to consider these populations as they conduct their work.

Next Steps

As the All Families Served Subcommittee continues its work, it will focus on continuing to refine the list of priority populations and data sources and making them accessible to communities for planning purposes, providing support to the Innovation Zones as they implement the subcommittee’s recommendation, and recommending policy, funding, and resource allocation changes to serve more high need families based on assessment of progress in the Innovation Zones.



ILLINOIS COMMUNITY SYSTEMS DEVELOPMENT PLAN¹

Recommendations to the Early Learning Council

September 30, 2014

The individuals listed below contributed significant time and talent to the development of the Illinois Community Systems Development Plan, serving as conveners, thought leaders, workgroup members and key informants. In addition, hundreds of individuals provided their ideas, perspective and insights by participating in assessment surveys, telephone interviews, regional meetings and conference discussions.

In fall 2013, the Office of Early Childhood Development (OECD) and Illinois Action for Children (IAFC) began their efforts to engage local and statewide leaders to develop a vision and framework for a "local early childhood system" in Illinois. A team of national consultants from the BUILD Initiative was contracted to provide expertise to the group and to develop a set of recommendations. In December 2013, the OECD and IAFC convened the first in a series of webinars, phone calls and meetings with the Thought Leaders group to lend a rich array of perspectives and experiences to the planning process. At the onset, a Core Planning Team provided guidance and direction for the planning process until the first meeting of the full group. The Community Systems Development Subcommittee of the Early Learning Council generated background information and provided ongoing guidance.

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The Governor's Office of Early Childhood Development
Illinois Action for Children

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Ounce of Prevention Fund

Community Systems Development Subcommittee

Illinois Department of Children and Family Services

United Way of Lake County

Voices for Illinois Children

Illinois Department of Human Services

Kane County Health Department

Illinois State Board of Education

Illinois Network of Child Care Resource & Referral Agencies

Chicago Public Schools

Collaboration for Early Childhood

Grand Victoria Foundation

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Illinois Early Childhood Community Systems Development Plan

Executive Summary

Illinois has been at the forefront of the nation in developing and funding high quality programs for young children and is working to build a more systemic approach to ensuring that children with highest needs are able to access the full range of high quality services. Families, however, often encounter difficulty learning about, applying for, and taking advantage of programs that would benefit their children. Is it that families are “hard to reach” or are our systems “hard to navigate?”

As a state, we have been testing out various approaches at the community level to solve this problem and to create “pipelines” for identifying and providing continuous service to young children. Under the Race to the Top-Early Learning Challenge grant, seven Innovation Zones are implementing localized strategies for reaching and serving specific populations of young children. And in recent months, state and local leaders have responded to federal grant opportunities that require us to identify opportunities at the community level for partnership, leveraging of resources and cross-sector approaches to the challenges presented in the grants.

Illinois’ Community Systems Development Plan engaged more than 200 stakeholders over a 10-month planning process, including two dozen “thought leaders” from the public and private sectors at the state and local levels.

Without a strong community-level infrastructure that is ready and capable to partner and plan on an ongoing basis and to develop more strategic ways to reach children and families, our state has continually created new coalitions to respond to funding opportunities as they arise. It has become increasingly clear that, while we are a state that has been quite strategic in our approach to early childhood and are lauded across the country for our innovations, we can do even better. We must find a way to partner at the community level with greater intentionality, maximizing our resources and assuring our ability to customize our early childhood programs and services to the very diverse needs of our state, our communities and, most importantly, our young children and families.

Why do we need a community systems development plan?

Illinois is a large and diverse state with nearly 1 million children under the age of six. Twenty-two percent of our state’s young children live in poverty. One in four has at least one parent who is in an immigrant and likely speaks a language other than English as the first language. Two-thirds of the state’s population is in Chicago and surrounding counties and about 17% are in rural areas.

Our early childhood system, which encompasses early learning and development, health, and family support, is similarly large and complex. The Illinois system is an array of more than 20 programs funded by the state and federal governments to the tune of roughly \$^{(b)(4)} For the most part, these programs are separately administered and delivered through hundreds of contracts with community-based organizations, school districts, and other public and private agencies. With both extreme urban and rural areas of the state, challenges, resources, and approaches to service delivery vary greatly. Moreover, state contracts frequently mandate collaboration and coordination at the community level, but these same contracts may inadvertently set up a competitive relationship with contractors working to meet their specific caseloads and requirements. As a result, our public and private resources are not being used as efficiently or effectively as they could be.

At the local level, more than 40 cross-sector local early childhood collaboratives have formed - either “organically” or in response to a state initiative. Most of these collaboratives formed with the explicit purpose of weaving these state and federal programs and services together with local resources into a comprehensive system for their community’s young children. The landscape of these collaboratives is uneven across the state, with 62 counties (primarily rural) having no formal early childhood collaboratives. Within Cook County, the majority of children live in communities that are not part of an existing collaborative. Moreover, because they were created in response to different initiatives, most of the existing collaboratives are not connected together, are not working towards a set of common outcomes, and receive little or no support for their efforts from the state.

Local early childhood collaboratives are increasingly being looked to as a locus for testing policies and innovations for finding, engaging, and serving children with high needs in comprehensive, high quality services. Readiness and local capacity to plan for and implement the cross-system strategies that are proving necessary to meet ambitious state goals must be germinated, nurtured, and sustained within a unified state system of support.

Illinois is building the necessary state-level infrastructure to coordinate strategies, policies and funding across state agencies through the Office of Early Childhood Development (OECD) and the state Inter-Agency Team. For the first time, our state has system wide goals (see box) to which all sectors of the system are working to align. To operationalize these goals, it is imperative that we work to align our regional and local systems and adopt a common set of metrics by which we are measuring progress towards those outcomes at every level.

What is the answer?...

There is broad agreement that more effective coordination of resources at and between all levels - state, regional, and local - will contribute to improved outcomes for children. The Illinois Community Systems Development Plan offers a way forward for Illinois to more effectively leverage its public and private resources at every level to assure that each and every child enters kindergarten safe, healthy, ready to succeed and eager to learn. Through the development of regional cross-system leadership, Illinois can more effectively, efficiently, and coherently initiate and support local collaboration that advances the state agenda and responds to local needs and opportunities.

This plan looks at how we maximize the best of what we currently have and how we fill in the gaps of our infrastructure to do even more. Among the compelling reasons for a community systems approach as a state priority are:

- **Better Results:** The State’s goals are best advanced through strong local systems. As the national research shows in *The Nuts and Bolts of Building Early Childhood Systems through State/Local Initiatives*, states that have taken community-based systems approaches have seen the results in terms of improved school readiness, reduced drop-out rates and higher graduation rates and improved national test scores. This is a strategy that has a proven return on investment.
- **Maximization of Resources:** A consistent, coherent, and supported approach to local collaboration will enable communities to maximize and effectively and efficiently use both public and private early childhood resources across the comprehensive system.
- **Greater Public Awareness and Engagement:** Local voices are often the most impactful in efforts to raise awareness and build support for increased public investment. Through a community systems approach that includes strong state and regional support, local collaboratives will have the tools and consistent messaging necessary to create a strong and unified voice.

Illinois Early Childhood System Goals

State Goal 1:

Every family with children age birth to kindergarten entry has access to: ongoing preventative health care; developmental guidance and screening; information about high quality early learning programs; alignment of instruction and supports in kindergarten and beyond.

State Goal 2:

This system will provide intensive supports and services to all families of Children with High Needs to provide access to:

- Support and “coaching” in establishing positive parent-child relationships and providing key early learning experiences for their young child at home.
- Affordable, high quality care for their children while the parents work or attend school or training.
- High quality early education services of sufficient intensity and focus to prepare the children for success in school.
- Early Intervention and Special Education services.
- “Wrap-around” family support services that continue into

- **Involving Parents:** Parents must be partners in the planning at the state and local level as to how to best meet the needs of families and young children. Parents are much more likely to engage first at the local level with trusted providers, around issues and services that directly impact their children and families.
- **Better Planning and Coordination:** Illinois' diversity necessitates that the state consider regional and local assets and needs when engaging in statewide systems planning. In many parts of the state, including areas with a high concentration of children with high needs, this approach will create a formal local-state mechanism for system planning and coordination.
- **Effective Collaboration:** Community-based providers recognize and understand the needs of young children and their families, but are often limited by their contractual requirements to implement collaborative solutions to address that complexity. Local collaboratives can also more effectively seek and deploy "gap-filling" resources to meet the community needs.
- **Greater Community Capacity:** Both the state and local communities must be continually building capacity and readiness for opportunities to expand and enhance programs for children and families including such grants as the Early Head Start/Child Care Partnership and Pre-K grants.

Illinois Community Systems Development Plan

The Illinois Community Systems Development Plan was developed around the state's vision for young children:

Ensure that each and every child enters kindergarten safe, healthy, ready to succeed and eager to learn.

In response to that vision, Illinois Thought Leaders created key principles (see box) to guide their planning and emphasized the need for statewide coordination, alignment and support to local collaboratives focused on community planning and decision-making. The priority in this new approach is to achieve progress towards a statewide set of measurable performance outcomes designed to meet the state's vision for young children and families.

Key components of the plan include a focus on the infrastructure and coordination needed at the state, regional and local levels. Under the leadership of the Governor's Office of Early Childhood Development (OEC) and the Inter-Agency Team, state government leaders will need to launch this effort through such actions as adjustments in contract language and braiding and blending funding to support the regional hub structure. In addition, the following state, regional and local structures would be created under the plan:

State-Level Public Private Partnership Organization: A new or existing nonprofit organization at the state level would function as the public/private partnership organization with leadership responsibility for managing and supporting the ongoing work of a network of regional hubs (see below). This organization would be guided by OEC and serve as the coordinating body at the state level for the regional hubs and as the state-level liaison between the state, regional hubs and local collaboratives for two-way communication and feedback on state and local level systems planning. It would also have responsibility for statewide technical assistance to the regional hubs and local collaboratives with a particular emphasis on identifying effective practices and peer learning opportunities. Private sector fundraising and statewide public engagement and advocacy efforts are other key elements that would be a high priority for this state-level organization. Most importantly, this organization would bring a fresh perspective and help align efforts between agencies doing direct programming and collaborations who are more focused on systems development to assure that programs and services are leveraged into the communities for better access and equity for families and children.

Regional Hub Network: Regional hubs would be established across the entire state with a purpose of providing cross-system leadership to coordinate, align and support existing local collaborations as well as initiating or nurturing new collaborations in communities where there are none. Each hub would also serve as the primary

Illinois Community Systems Development **Guiding Principles**

- High quality standards and proven, effective practice, focusing on strengths of the whole child and whole family are essential to the successful development of an integrated, aligned seamless and accessible "system of systems."
- Service levels and increasing program quality are sustained over time when funding decisions are made at the local, regional and state level through careful planning and long range forecasting.
- A statewide set of child and system outcomes that is tracked and measured at each system level - locally, regionally and statewide - assures progress and is essential to establishing meaningful accountability.

liaison between community collaboratives and state leaders to assure that community voices are informing the state-level systems building efforts and as a conduit for state-level input into local planning. All regional hub efforts would support the goal of alignment between state and community goals and progress towards statewide early childhood measurable outcomes. Technical assistance, support to local collaboratives and more regionally coordinated approaches to fundraising and public engagement would be key priorities for the regional hubs. It is important to note in understanding the concept of regional hubs that their success will ultimately lie in the success of the local collaboratives. This approach is not about usurping the role of local collaboratives but increasing their capacity for success.

New and Existing Local Collaboratives: All local collaboratives that receive state funds would be represented on the regional hub governing structure, required to participate in the activities of the regional early childhood hub and would receive technical assistance and support in their local planning and collaboration efforts. Locally and privately funded and unfunded local collaboratives would also be invited to participate in and benefit from regional hub services if they meet specific state guidelines. In regions where local collaboratives do not already exist, the regional hub would be responsible for assisting communities in establishing a local collaborative. The benefits to local collaboratives in the regional hub approach would be numerous and include the opportunity to receive technical assistance that supports their governance, programming, collaboration and leadership development; participation and access to public engagement campaign materials and resources; and the potential to access new public and private resources through a more coordinated approach across the region. It would also enable emerging collaboratives to leverage support and guidance for their development efforts.

Underlying these key components would be an emphasis on greater coordination of resources at the state and local level, better information and input from the community level into state planning and support from the state to inform local planning. Of equal importance is the stated priority in the plan to create a set of statewide measurable outcomes by which all regional hubs and local collaboratives would be held accountable and which would be considered in all funding and contract priorities developed by the state. In all aspects of the plan, all roads lead ultimately to the state's vision for young children to enter kindergarten safe, healthy, ready to succeed and eager to learn.

Timeline and Next Steps: Over the next six months, state leaders will convene meetings around the state to share the Community Systems Development Plan and get greater input. A Leadership Team comprised of state and local leaders will work on next steps for implementation of the plan. A taskforce will be convened to determine the number and geographic boundaries for the regional hubs, resource allocation and an application process. The state will also partner with community leaders to begin development of a set of performance outcomes to measure progress on a statewide basis towards specific indicators related to the state vision for young children and families. A final timeline for implementation of the plan will also be developed in 2015.

The Time Is Now!

Illinois is at an important crossroads in its early childhood systems-building efforts. The state has been nationally recognized for its innovative efforts to build an early childhood system and is particularly highlighted for its Early Childhood Block Grant and infant/toddler set aside. Its winning application for the RTT-ELC grant also reflected the state's continued innovation in early childhood. At the same time, aspects of our system have been eroded by economic setbacks, structural budget shortfalls, and cuts to early childhood programs. Doing better with what we have is the smartest way forward to improve outcomes for our most vulnerable children, turn the tide on budget cuts, and increase the overall level of funding to support the needs of children and families.

It is a time of change for Illinois and a time of opportunity. Illinois leaders have a chance to move the early childhood agenda forward. Now is the time to plan and prepare to meet this opportunity. The Illinois Community Systems Development Plan is an important step toward realizing this possibility.

State Fiscal Year 2016 Subgrantee Budgets		PDG				
Community Name	Subgrantee(s)	Personnel	Fringe Benefits	Travel	Supplies	Contract
Addison	Addison SD 4	\$259,674	\$106,473	\$2,000	\$5,800	\$95
Aurora	Aurora West SD 129	\$710,985	\$353,688	\$0	\$26,000	\$140
	Aurora East SD 131	\$430,600	\$222,683	\$2,363	\$13,000	\$162
	One Hope United	\$136,620	\$31,696	\$813	\$3,400	\$4
	Indian Prairie SD 204	\$73,005	\$63,867	\$1,500	\$2,600	\$1
Bolingbrook	Valley View CUSD 365U	\$709,700	\$264,326	\$400	\$18,600	\$38
Carpentersville	CUSD 300	\$542,692	\$309,881	\$5,634	\$15,000	\$12
	Children's Home & Aid	\$208,400	\$52,099	\$1,092	\$5,500	\$12
Chicago	Chicago Public Schools	\$5,142,981	\$1,541,399	\$39,242	\$84,500	\$100
Cicero	Through a Child's Eyes	\$399,100	\$141,391	\$1,500	\$20,500	\$24
Decatur	Decatur SD 61	\$372,534	\$282,833	\$1,750	\$15,395	\$64
Elgin	SD U-46	\$1,049,663	\$837,829	\$1,214	\$24,000	\$345
Jefferson County	Mt. Vernon SD 80	\$128,590	\$72,735	\$2,000	\$1,800	\$5
Joliet	One Hope United	\$136,620	\$31,696	\$813	\$3,400	\$4
Monroe & St. Clair Counties	Metro East Preschool for All	\$721,194	\$218,462	\$12,458	\$19,400	\$155
Normal	McLean County Unit SD 5	\$221,584	\$82,811	\$845	\$8,200	\$79
North Chicago	North Chicago SD 187	\$457,692	\$298,809	\$0	\$16,400	\$24
Rock Island	Rock Island Reg. Office of Education	\$163,000	\$58,512	\$5,425	\$5,800	\$30
Rockford	Rockford SD 205	\$555,403	\$385,754	\$2,902	\$15,156	\$192
	Rockford Head Start	\$73,274	\$57,738	\$1,200	\$11,632	\$10
South Suburbs of Chicago	Lansing SD 258	\$88,536	\$67,569	\$205	\$3,100	\$42
	Dolton SD 148	\$258,320	\$157,709	\$3,134	\$8,400	\$136
	Dolton SD 149	\$356,960	\$127,961	\$6,373	\$12,400	\$161
	Posen-Robbins SD143.5	\$360,480	\$155,893	\$4,402	\$8,300	\$67
West Chicago	West Chicago SD 33	\$419,076	\$173,886	\$2,782	\$12,000	\$136
Wheaton/ Warrenville	CUSD 200	\$274,280	\$83,710	\$2,825	\$7,600	\$89

State Fiscal Year 2016 Subgrantee Budgets		Total Costs from All Sources			
Community Name	Subgrantee(s)	Administration	Total Local Support	Total Cost	Cost per Child
Addison	Addison SD 4	\$8,500	\$151,534	\$624,127	\$10,402
Aurora	Aurora West SD 129	\$10,000	\$300,746	\$1,542,219	\$7,711
	Aurora East SD 131	\$0	\$35,383	\$1,046,654	\$10,466
	One Hope United	\$15,443	\$136,751	\$324,311	\$8,108
	Indian Prairie SD 204	\$0	\$8,000	\$150,472	\$7,524
Bolingbrook	Valley View CUSD 365U	\$42,996	\$457,993	\$1,555,482	\$9,722
Carpentersville	CUSD 300	\$61,492	\$525,492	\$1,412,958	\$8,831
	Children's Home & Aid	\$28,879	\$1,056	\$317,672	\$7,942
Chicago	Chicago Public Schools	\$146,369	\$4,151,584	\$11,151,584	\$10,138
Cicero	Through a Child's Eyes	\$62,650	\$0	\$689,148	\$6,891
Decatur	Decatur SD 61	\$89,609	\$341,559	\$1,080,557	\$13,507
Elgin	SD U-46	\$17,200	\$145,281	\$2,541,081	\$12,700
Jefferson County	Mt. Vernon SD 80	\$0	\$195,015	\$405,674	\$10,142
Joliet	One Hope United	\$15,443	\$130,239	\$324,311	\$8,108
Monroe & St. Clair Counties	Metro East Preschool for All	\$80,600	\$139,232	\$1,365,526	\$8,531
Normal	McLean County Unit SD 5	\$0	\$10,000	\$402,640	\$10,066
North Chicago	North Chicago SD 187	\$41,207	\$25,725	\$865,355	\$10,811
Rock Island	Rock Island Reg. Office of Education	\$14,306	\$21,504	\$300,417	\$7,510
Rockford	Rockford SD 205	\$0	\$688,460	\$1,841,119	\$15,341
	Rockford Head Start	\$7,931	\$341,840	\$509,389	\$12,733
South Suburbs of Chicago	Lansing SD 258	\$20,000	\$35,420	\$257,455	\$12,877
	Dolton SD 148	\$13,655	\$20,400	\$639,821	\$10,666
	Dolton SD 149	\$37,629	\$21,333	\$790,219	\$9,877
	Posen-Robbins SD143.5	\$40,404	\$211,350	\$848,478	\$10,600
West Chicago	West Chicago SD 33	\$89,029	\$476,204	\$1,221,559	\$10,180
Wheaton/ Warrenville	CUSD 200	\$20,603	\$78,567	\$672,581	\$11,210

State Fiscal Year 2015 Subgrantee Budgets		PDG Costs				
Community Name	Subgrantee(s)	Personnel	Fringe Benefits	Travel	Supplies	Contractual
Addison	Addison SD 4*	\$0	\$0	\$0	\$6,000	\$0
Aurora	Aurora West SD 129	\$142,442	\$34,096	\$0	\$30,000	\$12,000
	Aurora East SD 131*	\$0	\$0	\$0	\$90,000	\$0
	One Hope United*	\$0	\$0	\$0	\$10,000	\$0
	Indian Prairie SD 204*	\$0	\$0	\$0	\$15,000	\$0
Bolingbrook	Valley View CUSD 365U	\$54,875	\$17,519	\$750	\$125,000	\$0
Carpentersville	CUSD 30*	\$50,838	\$25,179	\$0	\$53,207	\$0
	Children's Home & Aid	\$12,500	\$3,126	\$488	\$28,400	\$0
Chicago	Chicago Public Schools *	\$39,350	\$8,923	\$0	\$400,000	\$0
Cicero	Through a Child's Eyes	\$199,550	\$70,696	\$1,000	\$101,250	\$12,400
Decatur	Decatur SD 61	\$63,907	\$48,576	\$2,300	\$77,550	\$12,012
Elgin	SD U-46	\$227,279	\$178,221	\$161	\$71,500	\$169,540
Jefferson County	Mt. Vernon SD 80*	\$0	\$0	\$0	\$0	\$0
Joliet	One Hope United*	\$0	\$0	\$0	\$10,000	\$0
Monroe & St. Clair Counties	Metro East Preschool for All	\$61,167	\$19,903	\$1,250	\$130,300	\$2,000
Normal	McLean County Unit SD 5*	\$1,000	\$0	\$595	\$20,500	\$9,176
North Chicago	North Chicago SD 187*	\$0	\$0	\$0	\$0	\$0
Rock Island	Rock Island Reg. Office of Education	\$83,500	\$48,835	\$5,425	\$19,300	\$20,150
Rockford	Rockford SD 205	\$17,372	\$7,963	\$0	\$38,000	\$0
	Rockford Head Start*	\$0	\$0	\$0	\$23,442	\$0
South Suburbs of Chicago	Lansing SD 258*	\$0	\$0	\$0	\$17,000	\$0
	Dolton SD 148*	\$0	\$0	\$0	\$32,000	\$0
	Dolton SD 149*	\$0	\$0	\$0	\$68,000	\$0
	Posen-Robbins SD143.5*	\$0	\$0	\$0	\$54,400	\$0
West Chicago	West Chicago SD 33	\$56,485	\$30,921	\$0	\$49,600	\$480
Wheaton/ Warrenville	CUSD 200	\$68,756	\$20,984	\$825	\$44,200	\$4,713

*Starting in SFY2016

State Fiscal Year 2015 Subgrantee Budgets		PDG Costs			
Community Name	Subgrantee(s)	Start Up Furniture and Learning Materials for New Classroom(s)**	Minor Remodeling of Classroom(s)	Administrtration	Start Up T
Addison	Addison SD 4*	\$0	\$0		\$3
Aurora	Aurora West SD.129	\$28,000	\$0	\$0	\$10
	Aurora East SD.131*	\$90,000	\$0	\$0	\$5
	One Hope United*	\$10,000	\$0	\$0	\$2
	Indian Prairie SD 204*	\$15,000	\$2,000	\$0	\$1
Bolingbrook	Valley View CUSD 365U	\$124,000	\$100,000	\$12,500	\$8
Carpentersville	CUSD 30*	\$53,207	\$0	\$18,634	\$8
	Children's Home & Aid	\$28,000	\$0	\$4,451	\$2
Chicago	Chicago Public Schools *	\$400,000	\$0	\$5,962	\$86
Cicero	Through a Child's Eyes	\$95,000	\$50,000	\$45,623	\$5
Decatur	Decatur SD.61	\$76,000	\$6,500	\$0	\$4
Elgin	SD U-46	\$67,000	\$0	\$4,988	\$10
Jefferson County	Mt. Vernon SD 80*	\$0	\$0	\$0	\$2
Joliet	One Hope United*	\$10,000	\$0	\$0	\$2
Monroe & St. Clair Counties	Metro East Preschool for All	\$114,000	\$0	\$21,714	\$8
Normal	McLean County Unit SD 5*	\$20,500	\$0	\$0	\$2
North Chicago	North Chicago SD 187*	\$0	\$100,000	\$0	\$4
Rock Island	Rock Island Reg. Office of Education	\$18,000	\$0	\$8,939	\$2
Rockford	Rockford SD.205	\$38,000	\$0	\$2,647	\$8
	Rockford Head Start*	\$20,321	\$0	\$0	\$2
South Suburbs. of Chicago	Lansing SD 258*	\$17,000	\$0	\$0	\$1
	Dolton SD 148*	\$32,000	\$0	\$1,600	\$3
	Dolton SD 149*	\$68,000	\$0	\$0	\$4
	Posen-Robbins SD143.5*	\$51,000	\$0	\$0	\$4
West Chicago	West Chicago SD 33	\$47,600	\$0	\$0	\$6
Wheaton/ Warrenville	CUSD.200	\$43,000	\$250	\$14,960	\$3

*Starting in SFY2016

** Also included in the Supplies Column.

State Fiscal Year 2015 Subgrantee Budgets		Total Costs from All Sources			
Community Name	Subgrantee(s)	Administration	Total Local Support	Total Cost	Cost per Child
Addison	Addison SD 4*	\$0	\$1,500	\$37,500	
Aurora	Aurora West SD 129	\$0	\$41,691	\$360,229	\$9,006
	Aurora East SD 131*	\$0	\$0	\$140,000	\$0
	One Hope United*	\$0	\$0	\$30,000	\$0
	Indian Prairie SD 204*	\$0	\$0	\$27,000	\$850
Bolingbrook	Valley View CUSD 365U	\$12,500	\$10,019	\$400,663	\$2,504
Carpentersville	CUSD 30*	\$19,139	\$4,005	\$231,863	\$0
	Children's Home & Aid	\$5,461	\$11,110	\$80,075	\$1,502
Chicago	Chicago Public Schools *	\$5,962	\$0	\$1,318,023	\$0
Cicero	Through a Child's Eyes	\$45,623	\$0	\$551,849	\$5,518
Decatur	Decatur SD 61	\$15,604	\$116,829	\$367,674	\$18,384
Elgin	SD U-46	\$4,988	\$27,551	\$793,814	\$3,969
Jefferson County	Mt. Vernon SD 80*	\$0	\$0	\$20,000	\$0
Joliet	One Hope United*	\$0	\$0	\$30,000	\$0
Monroe & St. Clair Counties	Metro East Preschool for All	\$21,714	\$77,333	\$411,917	\$2,574
Normal	McLean County Unit SD 5*	\$0	\$5,976	\$57,247	\$0
North Chicago	North Chicago SD 187*	\$0	\$0	\$140,000	\$0
Rock Island	Rock Island Reg. Office of Education	\$9,377	\$9,190	\$216,908	\$0
Rockford	Rockford SD 205	\$4,375	-\$10,406	\$135,576	\$0
	Rockford Head Start*	\$0	\$0	\$43,442	\$0
South Suburbs of Chicago	Lansing SD 258*	\$0	\$0	\$27,000	\$0
	Dolton SD 148*	\$1,600	\$0	\$63,600	\$0
	Dolton SD 149*	\$0	\$0	\$108,000	\$0
	Posen-Robbins SD143.5*	\$0	\$0	\$94,400	\$0
West Chicago	West Chicago SD 33	\$39,500	\$62,948	\$261,718	\$6,543
Wheaton/ Warrenville	CUSD 200	\$20,324	\$59,005	\$253,563	\$12,678

*Starting in SFY2016

2015 Subgrantee Budgets						
Community Name	Subgrantee(s)	Personnel	Fringe Benefits	Travel	Supplies	Contractual
Addison	Addison SD 4	\$129,837	\$53,237	\$1,000	\$8,900	\$47,800
Aurora	Aurora West SD 129	\$497,935	\$210,940	\$0	\$43,000	\$82,400
	Aurora East SD 131	\$215,300	\$111,342	\$1,182	\$96,500	\$81,000
	One Hope United	\$68,310	\$15,848	\$407	\$11,700	\$2,100
	Indian Prairie SD 204	\$36,503	\$31,933	\$750	\$16,300	\$5,000
Bolingbrook	Valley View CUSD 365U	\$409,725	\$149,682	\$950	\$134,300	\$19,200
Carpentersville	CUSD 300	\$322,184	\$180,119	\$2,817	\$60,707	\$6,200
	Children's Home & Aid	\$116,700	\$29,176	\$1,034	\$31,150	\$6,400
Chicago	Chicago Public Schools	\$2,610,841	\$779,622	\$19,621	\$442,250	\$50,000
Cicero	Through a Child's Eyes	\$399,100	\$141,392	\$1,750	\$111,500	\$24,800
Decatur	Decatur SD 61	\$250,174	\$189,992	\$3,175	\$85,248	\$44,200
Elgin	SD U-46	\$752,111	\$597,136	\$768	\$83,500	\$342,300
Jefferson County	Mt. Vernon SD 80	\$64,295	\$36,367	\$1,000	\$900	\$2,600
Joliet	One Hope United	\$68,310	\$15,848	\$407	\$11,700	\$2,100
Monroe & St. Clair	Metro East Preschool for All	\$421,764	\$129,134	\$7,479	\$140,000	\$79,500
Normal	McLean County Unit SD 5	\$111,792	\$41,406	\$1,018	\$24,600	\$48,700
North Chicago	North Chicago SD 187	\$228,846	\$149,405	\$0	\$8,200	\$12,300
Rock Island	Rock Island Reg. Office of Ed.	\$165,000	\$73,092	\$8,138	\$22,200	\$40,300
Rockford	Rockford SD 205	\$295,073	\$200,840	\$1,451	\$45,578	\$96,000
	Rockford Head Start	\$36,637	\$28,869	\$600	\$29,258	\$5,300
South Suburbs of	Lansing SD 258	\$44,268	\$33,784	\$103	\$18,550	\$21,100
	Dolton SD 148	\$129,160	\$78,854	\$1,567	\$36,200	\$68,100
	Dolton SD 149	\$178,480	\$63,980	\$3,186	\$74,200	\$80,500
	Posen-Robbins SD143.5	\$180,240	\$77,947	\$2,201	\$58,550	\$33,500
West Chicago	West Chicago SD 33	\$266,023	\$117,864	\$1,391	\$55,600	\$68,600
Wheaton/ Warrenville	CUSD 200	\$205,896	\$62,839	\$2,238	\$48,000	\$49,500

2015 Subgrantee Budgets		Total Costs from All Sources			
Community Name	Subgrantee(s)	Administration	Total Local Support	Total Cost	Cost per Child
Addison	Addison SD 4	\$4,250	\$77,267	\$349,564	\$5,820
Aurora	Aurora West SD 129	\$5,000	\$192,064	\$1,131,338	\$5,657
	Aurora East SD 131	\$0	\$17,692	\$663,327	\$6,633
	One Hope United	\$7,722	\$68,375	\$192,156	\$4,804
	Indian Prairie SD 204	\$0	\$4,000	\$102,236	\$5,112
Bolingbrook	Valley View CUSD 365U	\$33,998	\$239,016	\$1,178,404	\$7,365
Carpentersville	CUSD 300	\$49,885	\$266,751	\$938,342	\$5,865
	Children's Home & Aid	\$19,901	\$11,638	\$238,911	\$5,973
Chicago	Chicago Public Schools	\$79,147	\$2,075,790	\$6,893,814	\$6,267
Cicero	Through a Child's Eyes	\$76,948	\$0	\$896,423	\$8,964
Decatur	Decatur SD 61	\$60,408	\$287,609	\$907,952	\$11,349
Elgin	SD U-46	\$13,588	\$100,191	\$2,064,354	\$10,322
Jefferson County	Mt. Vernon SD 80	\$0	\$97,508	\$222,837	\$5,073
Joliet	One Hope United	\$7,722	\$65,119	\$192,156	\$4,804
Monroe & St. Clair	Metro East Preschool for All	\$62,014	\$146,949	\$1,094,680	\$6,842
Normal	McLean County Unit SD 5	\$0	\$10,976	\$258,567	\$6,464
North Chicago	North Chicago SD 187	\$20,604	\$12,863	\$572,677	\$7,158
Rock Island	Rock Island Reg. Office of Ed.	\$16,529	\$19,942	\$367,118	\$9,178
Rockford	Rockford SD 205	\$4,375	\$333,824	\$1,056,135	\$8,801
	Rockford Head Start	\$3,966	\$170,920	\$298,137	\$7,453
South Suburbs of	Lansing SD 258	\$10,000	\$17,710	\$155,727	\$7,780
	Dolton SD 148	\$8,428	\$10,200	\$383,510	\$6,392
	Dolton SD 149	\$18,815	\$10,667	\$503,109	\$6,289
	Posen-Robbins SD143.5	\$20,202	\$105,675	\$518,639	\$6,483
West Chicago	West Chicago SD 33	\$84,015	\$301,050	\$872,498	\$7,271
Wheaton/ Warrenville	CUSD 200	\$30,625	\$98,288	\$589,853	\$9,831

SUBGRANTEE MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Illinois State Board of Education (“Lead Agency”) and _____ (“Subgrantee”). The purpose of this agreement is to establish a preliminary framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I (hereafter “State Plan.”).
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State’s Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will submit a grant application to the Lead Agency with a plan and budget consistent with this MOU and Exhibits, and will comply with the specific terms of that grant agreement.
- 6) Will comply with all of the terms of the Preschool Development Grants--Expansion Grants, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Preschool Development Grants--Expansion Grant application, the Subgrantee will:

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Provide, subgrant, contract, or establish agreements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all mandatory meetings or other events that are organized or sponsored by the Lead Agency, by the Office of Early Childhood Development ("OECD"), by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS") to carry out the State Plan;
- 5) Post to any web site specified by the Lead Agency, OECD, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants -- Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Provide to State, ED, or HHS project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
- 9) Develop and implement a program that includes culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; helps families build protective factors; and engages parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and provide administrative support and technical assistance to the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Release, review and award a grant application for the Preschool Development Grants--Expansion Grant funds during the course of the project period, such that the Subgrantee can develop and carry out grant activities in accordance with the Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants--Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency will release, review, and approve and the Subgrantee will submit and revise, as needed, a grant application, consistent with ISBE's grant agreement process for Preschool for All and with the State Plan, subsequent to the submission of the federal Preschool Development Grants--Expansion Grants application, but prior to ISBE's receipt of the award. The subgrant award is subject to the approval of the state application and availability of funding.
- 3) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 4) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 5) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;

6) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants--Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;

7) The Lead Agency and the Subgrantee will develop plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;

8) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and

9) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting the terms of this MOU, the Subgrantee's Scope of Work, State Plan, or subsequent grant application, including failure to meet its goals, timelines, budget, or annual targets, , the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Christopher A. Koch 10/6/14
Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of OECD:

(b)(6) 10/3/14
Signature Date

Theresa A. Hawley Executive Director
Print Name Title

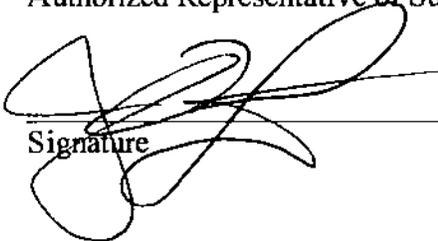
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

 _____ 09.30.20.4
Signature Date

JOHN LANGTON SUPERINTENDENT
Print Name Title

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 60 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the “Criteria for Preschool Development Grants-Expansion Grants Programs” included in Exhibit III.</p>	
<p>Establish 3 new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Elementary Building in Addison School District 4 • Elementary Building in Addison School District 4 • Kindercare in Addison
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

Addison School District 4

Dear Mr. Langton:

Kindercare is pleased to partner with Addison School District 4 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Addison School District 4 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the district. Exhibit 4 shows our portion of the district program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by Addison School District 4 and the Illinois State Board of Education.

Signed on behalf of Knowledge Universe [legal name of your organization] by:

Susan Barrons

(b)(6)

(signature)

10/7/14
(date)

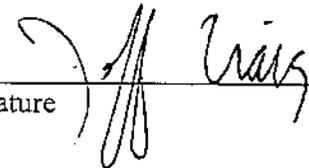
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

 9/30/14
Signature Date

Jeff Craig Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 200 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish 10 new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Hall Elementary (2 classes) • 8 classrooms at a location TBD • _____
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

Michael A Popp *9/30/14*
Signature Date

Michael A Popp District Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 100 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>xx</u> new State Preschool classrooms at the following locations:</p>	<p>ONE OF THE FOLLOWING TWO LOCATIONS TBD:</p> <ul style="list-style-type: none"> • Mabel O'Donnell Elementary School 1640 Reckinger Rd. Aurora, IL 60505 • Space adjacent to the District 131 Early Childhood Development Center 278 E. Indian Trail Aurora, IL 60505
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • N/A
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

Karen Sullivan 10/1/14
Signature Date

Dr. Karen Sullivan Superintendent IPSD 204
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 20 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish 1 new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • <u>Kendall Elementary School</u> • _____ • _____
<p>Enhance 0 existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

Signature Date 9/30/14

Mark McHugh Chief Operating Officer
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee, One Hope United, in implementing the project plan.

Specifically, the Subgrantee, One Hope United, will:

<p>Enroll 80 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>4</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • <u>Aurora Early Learning Center (2 classrooms/40 children)</u> • <u>Joliet Early Learning Center (2 classrooms/40 children)</u> • _____ • _____
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	



Educate • Nourish ★ Empower

East Aurora School District #131
McKnight Service Center
417 Fifth Street
Aurora, IL 60505

Dear Dr. Michael Popp,

One Hope United is pleased to partner with East Aurora School District #131 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the East Aurora School District #131 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the East Aurora School District #131. Exhibit 4 shows our portion of the East Aurora School District #131 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the East Aurora School District #131 and the Illinois State Board of Education.

Signed on behalf of One Hope United by:

Mark McHugh
(printed name)

(b)(6)
(signature)

9/29/14
(date)

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

Signature Date
9/30/14

James A Mitchem, Jr
Print Name Title
9/30/14

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 160 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>08</u> new State Preschool classrooms at the following locations:</p> <p>Valley View School District 365U 755 Dalhart Road Romeville, IL 60446</p> <p>Barber's Corner KinderCare 130 Barber's Corner Bolingbrook, IL 60440</p>	<ul style="list-style-type: none"> • 6 Classrooms in the district • 2 KinderCare
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • --
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	



catholic charities

Diocese of Joliet

Administrative Office
203 North Ottawa Street
Joliet, IL 60432
p: 815-723-3405
f: 815-726-9484

Alexandria Early Childhood Center
1704 Alexandria Drive
Joliet, IL 60436
p: 815-730-8940
f: 815-730-8152

Broadway Early Childhood Center
110 Willow Avenue
Joliet, IL 60436
p: 815-722-5253
f: 815-722-5475

Felman Early Childhood Center
200 S. Des Plaines Street
Joliet, IL 60436
p: 815-727-5730
f: 815-727-5402

Good Shepherd Head Start Center
151 E. Briard Cliff Road
Bolingbrook, IL 60440
p: 630-783-2735
f: 630-783-2736

St. John Head Start Center
403 N. Hickory Street
Joliet, IL 60435
p: 815-722-6303
f: 815-722-5575

catholiccharitiesjoliet.org



September 30, 2014

Valley View Community Unit School District 365U
755 Dalhart Road
Romeoville, IL 60446

Dear Dr. James Mitchem

Catholic Charities of Joliet Head Start Program is pleased to partner with Valley View Community Unit School District 365U (VVSD) on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the VVSD program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the VVSD. Exhibit 4 shows our portion of the VVSD program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the VVSD and the Illinois State Board of Education.

Signed on behalf of Catholic Charities Diocese of Joliet Good Shepherd Head Start Center by:

Sheree Sykes, Asst. Program Director
(printed name)

(b)(6)

(signature)

10/1/14
(date)

September 30, 2014

Valley View Community Unit School District 365U
755 Dalhart Road
Romeoville, IL 60446

Dear Dr. James Mitchem

KinderCare is pleased to partner with Valley View Community Unit School District 365U (VVSD) on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the VVSD program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the VVSD. Exhibit 4 shows our portion of the VVSD program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the VVSD and the Illinois State Board of Education.

Signed on behalf of KinderCare by:

Gina Lemus

(printed name)
(b)(6)

(signature)

10/1/14

(date)

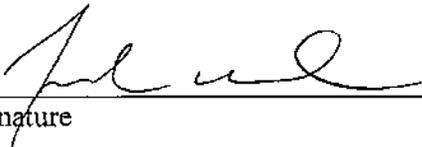
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

 10/1/14
Signature Date

Fred Heid Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll <u>160</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>8</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • deLacey Family Educational Center 50 Cleveland Ave Carpentersville, IL 60110 • Meadowdale Elementary School 14 Ash St Carpentersville, IL 60110 • Perry Elementary School 251 Amarillo Dr Carpentersville, IL 60110 • Golfview Elementary School 124 Golfview Ln Carpentersville, IL 60110
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	



October 1, 2014

Superintendent Chris Koch
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

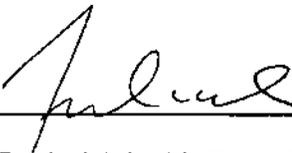
Dear Superintendent Koch,

Community Unit School District 300 (District 300) is pleased to partner with the Children's Home and Aid Society (CHAS) on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the District 300 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the CHAS. Exhibit 4 shows our portion of the District 30 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the District 300 and the Illinois State Board of Education.

Signed on behalf of Community Unit School District 300 by:



Mr. Frederick Heid, Superintendent

October 1, 2014

Date

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

Signature Date 10-1-14

Arlene Happach Executive Vice President + COO
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 40 eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish 2 new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Children's Home + Aid's new Jerri Hoffman Child + Family Center at 229 Lake Marian Rd. Carpentersville, IL. 60110
<p>Enhance 0 existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • N/A
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

School District 300

Dear Superintendent Heid,

Children's Home + Aid is pleased to partner with School District 300 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As partners of the SD 300 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with District 300. Exhibit 4 shows our portion of the program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by School District 300 and the Illinois State Board of Education.

Signed on behalf of Children's Home + Aid by:

Arlene Happach

(printed name)

(b)(6)

(signature)

10-1-14

(date)

V. CONTINGENT ON AWARD

As required by the Subgrantee (referred to here as "the Board" and/or "CPS") :

- A. Data sharing is contingent upon execution of a contract with the Board and compliance with the Illinois Student Records Act, the Family Educational Rights and Privacy Act and the Protection of Pupil Rights Act;
- B. That by entering into this MOU, the Board is not undertaking any financial obligation of any kind, whether to purchase goods or services or retain or hire any individuals or incur any expenditure; and
- C. The responsibilities of CPS herein are contingent upon Board approval, compliance with all applicable state and federal laws (including the Illinois School Student Records Act, FERPA), Board Rules and policies, and negotiation and execution of a separate agreement by the parties. The parties do not intend this MOU to be a binding legal obligation on the parties. This MOU is intended as a statement of support only and not to create any legal obligations on the part of the Board or to authorize the commencement of any activities. Both parties agree the responsibilities of the parties will be detailed in a separate agreement to be executed by the parties if the Lead Agency is awarded the Grant and the Board awarded Grant funds as Subgrantee.

VI. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6) 10/1/14
Signature Date

Charles Swirsky Executive Director, Competitive Grants & Federal Affairs
Print Name Title

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee (Chicago Public Schools) will:

<p>Enroll <u>1,100</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the “Criteria for Preschool Development Grants-Expansion Grants Programs” included in Exhibit III.</p>	
<p>Establish <u>10</u> new State Preschool classrooms at the following locations (community areas):</p>	<ul style="list-style-type: none"> • <u>Brighton Park, Chicago</u> • <u>Albany Park, Chicago</u>
<p>Enhance <u>45</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations (community areas):</p>	<ul style="list-style-type: none"> • <u>Englewood, Chicago</u> • <u>Humboldt Park, Chicago</u> • <u>Austin, Chicago</u> • <u>North Lawndale, Chicago</u> • <u>Auburn Gresham, Chicago</u> • <u>Roseland/Altgeld Gardens, Chicago</u> • <u>Bronzeville, Chicago</u> • <u>Back of the Yards, Chicago</u>
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	



125 South Clark Street, 5th Floor • Chicago, IL 60603

Barbara Byrd-Bennett
Chief Executive Officer

September 30, 2014

Theresa A. Hawley, Ph.D.
 Executive Director
 Governor's Office of Early Childhood Development
 160 N. LaSalle St., Suite N-100
 Chicago, IL. 60601

Dear Dr. Hawley,

On behalf of Chicago Public Schools (CPS), we are pleased to partner with the Governor's Office on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative. This project will significantly increase access to full-day, high-quality preschool for high-need children across the State, and is aligned with CPS' efforts to ensure that all of our children get the early advantage they need to succeed in school and beyond.

Through the proposed program, CPS has committed to significantly increase both new and expanded preschool classrooms, as well critical support and educational services for children and families in high-need communities of the city, as listed in Exhibits 3 and 4 of our Memo of Understanding. Through these new preschool opportunities, our children will receive a critical early start to their education. This project will further the commitment of our district and City to ensure that all of Chicago's youth have access to a high quality education that will support their success in college, career, and beyond.

As partners, we will participate fully in the proposed project implementation, support services, monitoring and reporting activities, as required by the Illinois State Board of Education. We look forward to partnering with you on this exciting opportunity to expand high-quality, full-day preschool for Chicago's children.

Sincerely,

(b)(6)

Barbara Byrd- Bennett
 Chief Executive Officer
 Chicago Public Schools

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch : State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

Signature Date

Kathleen Armstrong Board President
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll <u>100</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	<p><u>100</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>
<p>Establish <u>5</u> new State Preschool classrooms at the following location:</p>	<p><u>5330 W. 35th Street</u> <u>Cicero, Illinois 60804</u></p>
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	<p>Through A Child's Eyes is the Local Education Agency</p>

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

_____ Signature	_____ Date
<u>Christopher Koch</u> Print Name	<u>State Superintendent</u> Title

Authorized Representative of Subgrantee:

<div style="border: 1px solid black; width: 100px; height: 40px; display: flex; align-items: center; justify-content: center;">(b)(6)</div> _____ Signature	9/30/14	_____ Date
---	---------	---------------

<u>Dr. Todd Covault</u> Print Name	<u>Chief Operations Officer/Treasurer</u> Title
---------------------------------------	--

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 80 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>4</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • 2 @ Pershing Early Learning Center, 2912 N. University, Decatur, IL 62526 • 2 @ Durfee Technology Magnet School, 1000 W. Grand Avenue, Decatur, IL 62522 • _____
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

Signature Date 10-1-14

Tony Sanders Chief Executive Officer
Print Name Title

EXHIBIT IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 200 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" Included in Exhibit III.</p>	
<p>Establish 10 new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • <u>YWCA Elgin</u> • <u>Easter Seals DuPage and Fox Valley - Elgin</u> • _____
<p>Enhance 0 existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	



220 East Chicago St.
Elgin, Illinois 60120
(847) 742-7630
FAX (847) 742-9217
www.ywca.org/elgin

School District U-46

Dear Dr. Arndt,

YWCA Elgin is pleased to partner with School District U-46 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative. Currently we operate a DCFS Licensed afterschool program. The space is not occupied during the hours needed for Pre-School programming, and will be used with DCFS approval.

As part of the SD U-46 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the School District U-46. Exhibit 4 shows our portion of the School District U-46 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the School District and the Illinois State Board of Education.

Signed on behalf of Young Women Christian Association, Elgin IL, by:

Julia A. McClendon

(printed name)
(b)(6)

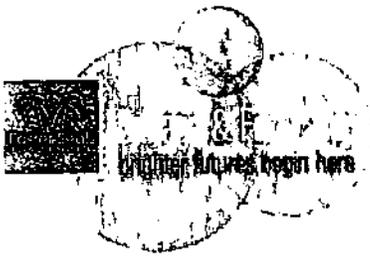


10.1.2014

(date)



**Creating Community Opportunities
for Women and Families**



School District U-46

Dear Dr. Arndt,

Easter Seals DuPage and the Fox Valley Region is pleased to partner with School District U-46 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the SD U-46 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the School District U-46. Exhibit 4 shows our portion of the School District U-46 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the School District and the Illinois State Board of Education.

Signed on behalf of [legal name of your organization] by:

Theresa Forthofer

(printed name)

(b)(6)

10.1.2014

(signature)

(date)

830 S. Addison Ave. | Villa Park, IL 60181
t: 630.620.4433 | f: 630.620.1148

1329 Bond St. | Suite 119 | Naperville, IL 60563
t: 630.357.9699 | f: 630.357.9908

799 S. McLean Blvd. | Suite 103 | Elgin, IL 60123
t: 847.742.9264 | f: 847.742.9438

EasterSealsDFVR.org

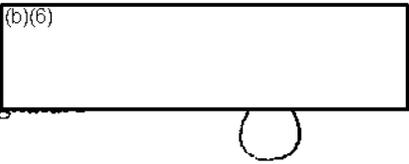
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6) 9/30/14
Si _____ Date


Mark McHugh Chief Operating Officer
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee, One Hope United, in implementing the project plan.

Specifically, the Subgrantee, One Hope United, will:

<p>Enroll 80 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish 4 new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • <u>Aurora Early Learning Center (2 classrooms/40 children)</u> • <u>Joliet Early Learning Center (2 classrooms/40 children)</u> • _____ • _____
<p>Enhance 0 existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6) 9/29/2014
Signature Date

Mary Kay Pruder MetroEast PFA President
Print Name Title

(E)(1) Roles and responsibilities of the State and Subgrantee Metro East Preschool for All Expansions in implementing the project plan.

Specifically, the Subgrantee Metro East Preschool for All Expansion will:

<p>Enroll <u>160</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	<p>Metro East Preschool for All Expansion Federal Grant.</p>
<p>Establish <u>8</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • 2 Classrooms – 40 Children Cahokia School District 187 Maplewood School Jerome Lane 62206 • 2 Classrooms 40 Children Lighthouse Early Learning Center 1822 Jerome Lane Cahokia, IL 62206 • 1 Classrooms 20 Children Vivian Adams East St. Louis Public School District 189 Kathryn Dunham Blvd. East St. Louis, IL 62204 • 1 Classroom 20 Children Freeburg Public School • 1 Classroom 20 Children Lessie Bates CDC E. St. Louis • 1 Classroom 20 ELL children Fairmont City Collinsville School District and Fairmont City Library
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	<p>Certified Teachers (b)(4) Paraprofessionals</p>

(b)(6)

10/2/14

Dear East St. Louis School Officials,

October 2, 2014

Metro East Preschool for All is pleased to consider a partnership with your agency on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Metro East PFA program, we have committed to provide the services listed in Exhibit 3, either directly or through collaboration with child care centers and school districts in Greater East St. Louis Region. Exhibit 4 shows our portion of the Metro East PFA program. Exhibit 2 briefly describes the school's responsibility in the Metro East Preschool Expansion Grant. Metro East would like to meet and expand upon your role as a community partner in the very near future.

Before that time, we would like to create a MOU of intent to partnership between your agency and Metro East PFA. If you are interested in partnering with Metro East PFA to provide support to the Preschool Expansion Grant efforts in our community, please return this SIGNED form by October 2, 2014 by email or fax to Mary Kay Prader by:

- **FAX 618-939-1854**
- **Mail: Lighthouse Learning Center 100 Southwoods Columbia, IL. 62236**
- **Sign- Scan- and email: lighthouselearning@yahoo.com (preferred method)**

As partners, we will participate fully in the support services, monitoring and reporting activities required by Metro East PFA and the Illinois State Board of Education.

Best Wishes, Mary Kay Prader, RN Metro East Preschool for All Expansion

YOUR Agency Name and

Address: Vivian Adams Early Childhood
501 Katherine Dunham Place
East St. Louis, IL 62201

In Effort to Form a Partnership for Preschool Expansion through the PDG, Metro East PFA and the Partner listed agree to work toward a partnership for PFA Expansion.

(b)(6)

October 2, 2014

(Mary Kay Prader, Board President)

YOUR SIGNATURE
(Community Partner Signature)

(b)(6)

10-2-2014

(date)

Public School District 189

Dist. 187
CAHOKIA

Dear Cahokia School Officials,

October 2, 2014

Metro East Preschool for All is pleased to consider a partnership with your agency on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Metro East PFA program, we have committed to provide the services listed in Exhibit 3, either directly or through collaboration with child care centers and school districts in Greater East St. Louis Region. Exhibit 4 shows our portion of the Metro East PFA program. Exhibit 2 briefly describes the school's responsibility in the Metro East Preschool Expansion Grant. Metro East would like to meet and expand upon your role as a community partner in the very near future.

Before that time, we would like to create a MOU of intent to partnership between your agency and Metro East PFA. If you are interested in partnering with Metro East PFA to provide support to the Preschool Expansion Grant efforts in our community, please return this SIGNED form by October 2, 2014 by email or fax to Mary Kay Prader by:

- FAX 618-939-1854
- Mail: Lighthouse Learning Center 100 Southwoods Columbia, IL. 62236
- Sign- Scan- and email: lighthouselearning@yahoo.com (preferred method)

As partners, we will participate fully in the support services, monitoring and reporting activities required by Metro East PFA and the Illinois State Board of Education.

Best Wishes, Mary Kay Prader, RN Metro East Preschool for All Expansion

YOUR Agency Name and

Address: Cahokia Schools
1700 Jerome School Lane
Cahokia, IL. 62206

In Effort to Form a Partnership for Preschool Expansion through the PDG, Metro East PFA and the Partner listed agree to work toward a partnership for PFA Expansion.

(b)(6)

October 2, 2014

(Mary Kay Prader, Board President)

(b)(6)

YOUR SIGNATURE
(Community Partner Signature)

10/2/14
(date)

Cahokia Public School
District 187

Dear Community Agency,

September 29, 2014

Metro East Preschool for All is pleased to consider a partnership with your agency on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Metro East PFA program, we have committed to provide the services listed in Exhibit 3, either directly or through collaboration with child care centers and school districts in Greater East St. Louis Region. Exhibit 4 shows our portion of the Metro East PFA program. Exhibit 2 briefly describes the child care center's responsibility in the Metro East Preschool Expansion Grant. Metro East would like to meet and expand upon your role as a community partner in the near future.

Before that time, we would like to create a MOU of intent to partnership between your agency and Metro East PFA. If you are interested in partnering with Metro East PFA to provide support to the Preschool Expansion Grant efforts in our community, please return this SIGNED form by October 1, 2014 by email or fax to Mary Kay Prader by:

- **FAX 618-939-1854**
- **Mail: Lighthouse Learning Center 100 Southwoods Columbia, IL. 62236**
- **Email: lighthouselearning@yahoo.com (preferred method)**

As partners, we will participate fully in the support services, monitoring and reporting activities required by Metro East PFA and the Illinois State Board of Education.

Best Wishes, Mary Kay Prader, RN Metro East Preschool for All Expansion

YOUR Agency Name and

Address: Children's Home + Aid
1123 Johnson Rd
Granite City, IL 62040

In Effort to Form a Partnership for Preschool Expansion through the PDG, Metro East PFA and the Partner listed agree to work toward a partnership for PFA Expansion.

(b)(6)

September 29, 2014

YOUR SIGNATURE
(Community Partner)

(b)(6)

9/30/14
(date)

Children's Home and Aid
Social and Health
Service Provider

Dear Board of Directors Lighthouse Early Learning of Cahokia, September 30, 2014

Metro East Preschool for All is pleased to consider a partnership with your agency on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Metro East PFA program, we have committed to provide the services listed in Exhibit 3, either directly or through collaboration with child care centers and school districts in Greater East St. Louis Region. Exhibit 4 shows our portion of the Metro East PFA program. Exhibit 2 briefly describes the child care center's responsibility in the Metro East Preschool Expansion Grant. Metro East would like to meet and expand upon your role as a community partner in the near future.

Before that time, we would like to create a MOU of intent to partnership between your agency and Metro East PFA. If you are interested in partnering with Metro East PFA to provide support to the Preschool Expansion Grant efforts in our community, please return this SIGNED form by October 1, 2014 by email or fax to Mary Kay Prader by:

- FAX 618-939-1854
- Mail: Lighthouse Learning Center 100 Southwoods Columbia, IL. 62236
- Email: lighthouselearning@yahoo.com (preferred method)

As partners, we will participate fully in the support services, monitoring and reporting activities required by Metro East PFA and the Illinois State Board of Education.

Best Wishes, Mary Kay Prader, RN Metro East Preschool for All Expansion

YOUR Agency Name and Address: Lighthouse Early Learning Center, Inc.
1822 Jerome Lane
Cahokia, IL. 62206

In Effort to Form a Partnership for Preschool Expansion through the PDG, Metro East PFA and the Partner listed agree to work toward a partnership for PFA Expansion.

(b)(6)

September 29, 2014

(Mary Kay Prader, Board President)

YOUR SIGNATURE
(Community Partner Signature)

(b)(6)

David Member (date) October 2, 2014

Lighthouse Learning Center

Dear Mr. Krecb,

September 30, 2014

Metro East Preschool for All is pleased to consider a partnership with your agency on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Metro East PFA program, we have committed to provide the services listed in Exhibit 3, either directly or through collaboration with child care centers and school districts in Greater East St. Louis Region. Exhibit 4 shows our portion of the Metro East PFA program. Exhibit 2 briefly describes the child care center's responsibility in the Metro East Preschool Expansion Grant. Metro East would like to meet and expand upon your role as a community partner in the near future.

Before that time, we would like to create a MOU of intent to partnership between your agency and Metro East PFA. If you are interested in partnering with Metro East PFA to provide support to the Preschool Expansion Grant efforts in our community, please return this SIGNED form by October 1, 2014 by email or fax to Mary Kay Prader by:

- FAX 618-939-1854
- Mail: Lighthouse Learning Center 100 Southwoods Columbia, IL. 62236
- Email: lighthouselearning@yahoo.com (preferred method)

As partners, we will participate fully in the support services, monitoring and reporting activities required by Metro East PFA and the Illinois State Board of Education.

Best Wishes, Mary Kay Prader, RN Metro East Preschool for All Expansion

YOUR Agency Name and

Address: Lessie Bates Davis Neighborhood House
1045 State Street East St. Louis, Illinois 62201

In Effort to Form a Partnership for Preschool Expansion through the PDG, Metro East PFA and the Partner listed agree to work toward a partnership for PFA Expansion.

(b)(6)

September 29, 2014

YOUR SIGNATURE
(Community Partner Signature)

(b)(6)

Oct 1, 2014
(date)

Lessie Bates
Child Development Center

Dear Freeburg School Officials,

October 2, 2014

Metro East Preschool for All is pleased to consider a partnership with your agency on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Metro East PFA program, we have committed to provide the services listed in Exhibit 3, either directly or through collaboration with child care centers and school districts in Greater East St. Louis Region. Exhibit 4 shows our portion of the Metro East PFA program. Exhibit 2 briefly describes the school's responsibility in the Metro East Preschool Expansion Grant. Metro East would like to meet and expand upon your role as a community partner in the very near future.

Before that time, we would like to create a MOU of intent to partnership between your agency and Metro East PFA. If you are interested in partnering with Metro East PFA to provide support to the Preschool Expansion Grant efforts in our community, please return this SIGNED form by October 2, 2014 by email or fax to Mary Kay Prader by:

- **FAX 618-939-1854**
- **Mail: Lighthouse Learning Center 100 Southwoods Columbia, IL. 62236**
- **Email: lighthouselearning@yahoo.com (preferred method)**

As partners, we will participate fully in the support services, monitoring and reporting activities required by Metro East PFA and the Illinois State Board of Education.

Best Wishes, Mary Kay Prader, RN Metro East Preschool for All Expansion

YOUR Agency Name and Address: _____

In Effort to Form a Partnership for Preschool Expansion through the PDG, Metro East PFA and the Partner listed agree to work toward a partnership for PFA Expansion.

(b)(6)

 (Mary Kay Prader, Board President)

October 2, 2014

YOUR SIGNATURE _____
 (Community Partner Signature) _____
 (date)

Freeburg School
District 70

Collinsville School *Assoc*

Dear Fairmont City Library Board,

September 30, 2014

Metro East Preschool for All is pleased to consider a partnership with your agency on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Metro East PFA program, we have committed to provide the services listed in Exhibit 3, either directly or through collaboration with child care centers and school districts in Greater East St. Louis Region. Exhibit 4 shows our portion of the Metro East PFA program. Exhibit 2 briefly describes the child care center's responsibility in the Metro East Preschool Expansion Grant. Metro East would like to meet and expand upon your role as a community partner in the near future.

Before that time, we would like to create a MOU of intent to partnership between your agency and Metro East PFA. If you are interested in partnering with Metro East PFA to provide support to the Preschool Expansion Grant efforts in our community, please return this SIGNED form by October 1, 2014 by email or fax to Mary Kay Prader by:

- **FAX 618-939-1854**
- **Mail: Lighthouse Learning Center 100 Southwoods Columbia, IL. 62236**
- **Email: lighthouselearning@yahoo.com (preferred method)**

As partners, we will participate fully in the support services, monitoring and reporting activities required by Metro East PFA and the Illinois State Board of Education.

Best Wishes, Mary Kay Prader, RN Metro East Preschool for All Expansion

YOUR Agency Name and Address:

*Fairmont City Library
2870 N 44th
East St. Louis Illinois 62201*

In Effort to Form a Partnership for Preschool Expansion through the PDG, Metro East PFA and the Partner listed agree to work toward a partnership for PFA Expansion.

(b)(6)

October 1, 2014

(Mary Kay Prader, Board President)

YOUR SIGNATURE

(b)(6)

10-2-2014

(Community Partner Signature)

(date)

*Rosita Ford
Collinsville School Board Member*

Public School

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
EAST ST. LOUIS CENTER

October 1, 2014

Ms. G. Lynn Bailey, Program Director
SIUE Head Start/Early Head Start Program
601 James R. Thompson Boulevard
Building C, Suite 103
East St. Louis, Illinois 62201

Mrs. Mary K. Prader, Executive Director
Lighthouse Cahokia
1826 Jerome Lane
Cahokia, Illinois 62206

Dear Mrs. Prader.

On behalf of the Southern Illinois University Edwardsville Head Start/Early Head Start Program, I am excited at the possibility of collaborating with the Metro-East Preschool Expansion Initiative. I look forward to further discussions regarding Southern Illinois University Edwardsville Head Start/Early Head Start Program's role in supporting the "More at Four" Preschool-for-All Program Expansion. The "More at Four" Preschool-for-All Program Expansion will promote school readiness for more children in the Metro-East area and will provide the much needed family support services to a blighted community.

As part of the Metro-East Preschool Expansion Initiative the Southern Illinois University Edwardsville Head Start/Early Head Start Program is committed to the services listed in Exhibits III and IV. Please see attached.

Sincerely,

(b)(6)

Ms. G. Lynn Bailey
Program Director
SIUE Head Start/Early Head Start

SIUE Head Start/Early Head Start Programs
601 James R. Thompson Blvd., Building C, Suite 103, East St. Louis, Illinois 62201-1212. 618/482-6955. Fax: 618/482-6912

PR/Award # S419B150004

Page e448

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

Mike Green 9-29-14
Signature Date

Mike Green Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll <u>40</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>1</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • <u>Bright Start Childcare</u> • _____ • _____
<p>Enhance <u>1</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • <u>Hall Early Education Center, District 80</u> • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	<ul style="list-style-type: none"> • Staff will be paid according to salary schedules.

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

Mark Daniel 9-30-14
Signature Date

Mark Daniel Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 40 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>2</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Brigham Elementary
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature _____ Date

Christopher Koch _____ State Superintendent _____
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

Signature

Date OCT 3 2014

Ben Martindale, CEO _____
Print Name Title

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 80 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the “Criteria for Preschool Development Grants-Expansion Grants Programs” included in Exhibit III.</p>	
<p>Establish <u>4</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Greenbay Elementary School 2100 Green Bay Rd North Chicago IL 60064
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

Tammy L Muerhoff 9-30-14
Signature Date

Tammy L. Muerhoff Regional Superintendent of Schools
Print Name Title

Exhibit IV

(E){1} Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 40 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>2</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Carbon Cliff- Barstow School District #36, Eagle Ridge School, Silvis, IL 61282 • Rockridge School District #300, Illinois City, Elementary, Illinois City, IL 61259
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

Dear Tammy Muerhoff,

Carbon Cliff-Barstow School District #36 is pleased to partner with the Rock Island County Regional Office of Education on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

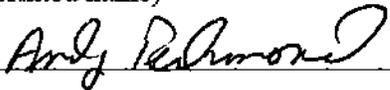
As part of the Rock Island County Regional Office of Education program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the Rock Island County Regional Office of Education. Exhibit 4 shows our portion of the Carbon Cliff-Barstow School District #36 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the Rock Island County Regional Office of Education and the Illinois State Board of Education.

Signed on behalf of the Carbon Cliff-Barstow School District #36 by:

_____ Andy Richmond, Superintendent _____

(printed name)

_____  _____

(signature)

_____ 9/30/2017 _____

(date)

**ROCKRIDGE COMMUNITY UNIT SCHOOL DISTRICT #300
14110 134TH AVENUE WEST
TAYLOR RIDGE, IL 61284
Dr. Chester Lien, Superintendent**

Dear Tammy Muerhoff,

Rockridge Community Unit School District #300 is pleased to partner with the Rock Island County Regional Office of Education on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

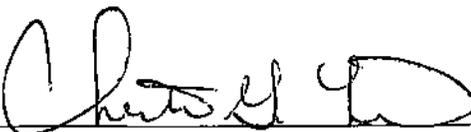
As part of the Rock Island County Regional Office of Education program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the Rock Island County Regional Office of Education. Exhibit 4 shows our portion of the Rockridge Community Unit School District #300 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the Rock Island County Regional Office of Education and the Illinois State Board of Education.

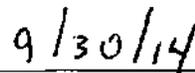
Signed on behalf of the Rockridge Community Unit School District #300 by:

Dr. Chester G. Lien, Superintendent

(printed name)



(signature)



(date)

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)
[Redacted Signature]

10-2-14
Date

George Davis Executive Director
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 40 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>2</u> new State Preschool classrooms at the following locations(one classroom at each location:</p>	<ul style="list-style-type: none"> • Orton Keyes Head Start 653 Ranger Rockford, IL 61109 • Rockford Day Nursery 2323 S. 6th Street Rockford, IL 61104
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Sub-grantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

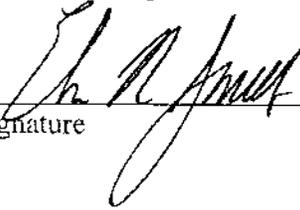
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

 _____
Signature Date
September 30, 2014

Ehren R. Jarrett Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 120 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>8</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • 40 full day four year old slots at Dennis Early Childhood Center • 40 full day four year old slots Summerdale Early Childhood Center • 40 full day four year old slots at Circles of Learning-Harrison Park
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

Signature

Date

Christopher Koch

State Superintendent

Print Name

Title

Authorized Representative of Subgrantee:


Signature

9-30-14

Date

Dr. Jayne E. Purcell

Superintendent

Print Name

Title

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)
[Redacted Signature Box]

Signature Date

Rochelle Golliday Executive Director/Owner
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee, Dolton Riverdale SD 148, will:

<p>Enroll <u>60</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>3</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • 560 W. 144th St., Riverdale, IL 60827 • 419 W. 144th St., Riverdale, IL 60827 (through Under Carrey's Care) • 159 E. 144th St., Riverdale, IL 60827 (through Cuddle Care)
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	



Cuddle Care, Inc.

155 -159 East 144th Street
 Riverdale, IL. 60827
 PH: (708)849-8875
 FX: (708)849-8894
 cuddlecare@comcast.net

September 30, 2014

Dr. Jayne Purcell, Superintendent
 Dolton Riverdale School District 148
 114 W. 144th St.
 Riverdale, IL 60827

Dear Dr. Purcell

Cuddle Care, Inc. is pleased to partner with Dolton Riverdale School District 148 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative. As part of the Dolton Riverdale School District 148 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the Dolton Riverdale School District 148. Exhibit 4 shows our portion of the Dolton Riverdale School District 148 program. As partners, we will participate fully in the support services, monitoring and reporting activities required by the Dolton Riverdale School District 148 and the Illinois State Board of Education.

Signed on behalf of Cuddle Care, Inc. by:

Rochelle Golliday, Executive Director/Owner
 (printed name)


 (signature)

9/30/14
 (date)

UNDER CARREY'S CARE CORP.
A NAEYC Accredited Facility

"Shaping Young Minds"

Under CARREY'S CARE #1
419 W. 144TH ST.
RIVERDALE, IL 60827
708-841-CARE (2273)

Under CARREY'S CARE #2
13701 S. LOWE
RIVERDALE, IL 6082
(708)849-1234

Mrs. Janice L. Martin, Executive Director
Email: undercarreyscare@aol.com Fax: (708) 841-9688 Website: www.undercarreyscareonline.com

School District 148

Dear Superintendant Jane Purcell

Under CARREY'S CARE is pleased to partner with School District 148 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the SD 148 program, we have committed to provide the services listed in Exhibits 3 and 4 [attached], either directly or through collaboration with the School District 148. Exhibit 4 shows our portion of the School District 148 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the School District and the Illinois State Board of Education.

Signed on behalf of Under CARREY'S CARE Corp by:

Sharhianna Fulce

(printed name)
(b)(6)

(signature)

10/21/14

(date)



V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

Dr. Shelly A. Davis-Jones 9/29/14
Signature Date

Dr. Shelly A. Davis-Jones Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee, Dolton SD 149, will:

<p>Enroll <u>80</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>4</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • 15121 Dorchester, Dolton, IL, 60419 • 1652 Dolton Rd., Calumet City, IL 60409 (Children's Home Center) • 14421 Torrence Ave., Burnham, IL 60633 • 835 E. Sibley Blvd., South Holland, IL 60473
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

Child Life Academy

708-868-8612

14421 Torrence Avenue

708-868-8642 (fax)

Burnham, IL 60633

Dolton School District 149

Dear Dr. Shelly Davis-Jones,

Child Life Academy is pleased to partner with Dolton School District 149 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the Dolton School District 149 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the Dolton School District 149. Exhibit 4 shows our portion of the Child Life Academy program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the Dolton School District 149 and the Illinois State Board of Education.

Signed on behalf of Child Life Academy by:

Shayna J. Watkins

(b)(6)
[Redacted Signature]

(Signature)

October 1, 2014

(Date)



CHILDREN'S HOME CENTER
developing well-mannered, respectable kids

Children's Home Center
(708)891-2490
1664 Dolton Road
Calumet City, IL 60409
www.childrenshomecenter.com
info@childrenshomecenter.com

School District 149

Dear Dr. Shelly Davis-Jones,

Children's Home Center is pleased to partner with School District 149 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the SD 149 program, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with District 149. Exhibit 4 shows our portion of the District 149 program.

As partners, we will participate fully in the support services, monitoring and reporting activities required by District 149 and the Illinois State Board of Education.

Signed on behalf of [legal name of your organization] by:

Malika Cooper
(printed name)

(b)(6)
(signature)

10-1-14
(date)



Nurturing Developmental & Learning Academy II
835 Sibley Blvd., ~ South Holland ~ Illinois ~ 60473
708/333/1355 Fax: 708/333/1357



October 1, 2014

Dr. Shelly Davis-Jones, Superintendent
Dolton School District 149
292 Torrence Ave.
Calumet City, IL 60409

Dear Dr. Davis-Jones,

Nurturing Developmental & Learning Academy is pleased to partner with Dolton School District 149 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative. As part of Dolton School District 149 program we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with Dolton School District 149. Exhibit 4 shows our portion of the Dolton School District 149 program. As partners, we will participate fully in the support services, monitoring and reporting activities required by Dolton School District 149 and the Illinois State Board of Education.

Signed on behalf of Nurturing Developmental & Learning Academy II by:

Dr. Medina S. Bailey, Executive Director
(printed name)

(b)(6)

(signature) 10/1/14
(date)

"We're the Place Where Learning Comes First"

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

Signature Date
9/26/14

Tanya Carter Director of Student Services
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll <u>20</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>1</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Lester Crawl School • _____ • _____
<p>Enhance <u>xx</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

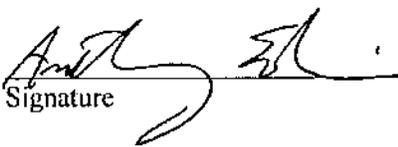
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

 _____ 9/30/14
Signature Date

DR. ANTHONY EDISON SUPERINTENDENT
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee, Posen-Robbins SD 143.5, will:

<p>Enroll 80 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>2</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • Sandburg Elementary School, 14500 S. Myrtle Ave., Harvey, IL 60426 (Through District 152)
<p>Enhance <u>2</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • Turner School, 3847 W. 135th St., Robbins, IL 60472
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

HARVEY SCHOOL DISTRICT 152
RILEY EARLY CHILDHOOD CENTER
 16001 Lincoln
 Harvey, IL 60426
 (708) 210-3960 Fax: (708) 210-2218

Dr. Anthony Edison, Superintendent
 Posen-Robbins School District 143.5
 14025 Harrison Avenue
 Posen, Illinois 60469

Dear Dr. Edison,

Harvey School District 152 is pleased to partner with Posen-Robbins District 143.5 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the District 143.5 program proposal, we have committed to provide the services listed in Exhibits 3 and 4 (attached), either directly or through collaboration with the District 143.5. Exhibit 4 shows our portion of the District 143.5 proposal.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the District 143.5 and the Illinois State Board of Education.

Signed on behalf of Harvey School District 152 by:

Dr. Denean Adams

(b)(6)

10-1-2014

(signature)

(date)

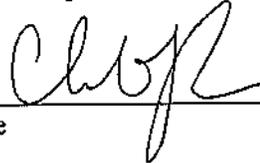
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

 _____ 9/29/2014
Signature Date

Dr Charles Johns Superintendent
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll 120 Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>2</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • KinderCare (40 slots)
<p>Enhance <u>4</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • District 33 (40 slots) • Educare (40 slots extending part day funding lines to full day with comprehensive services)
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	



2044 Franciscan Way
West Chicago, IL 60185
630-562-3904

West Chicago Elementary School District 33
312 E Forest Ave
West Chicago, IL 60148

Dear Dr. Johns,
KinderCare is pleased to partner with West Chicago Elementary School District 33 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.
As part of the District 33 expansion plans, we have committed to provide the services listed in Exhibits 3 and 4 (attached), in collaboration with the District 33. Exhibit 4 shows our portion of our contribution to our local plan for expansion.
As partners, we will participate fully in the support services, monitoring and reporting activities required by the District 33 and the Illinois State Board of Education.

Signed on behalf of KinderCare by:

Jennifer Robertson

(pri (b)(6) _____
(signature) _____

10/01/14

(date)



Educare of West DuPage

September 30, 2014

West Chicago Elementary School District 33
312 E Forest Ave
West Chicago, IL 60148

Dear Dr. Johns,
Educare of West DuPage is pleased to partner with West Chicago Elementary School District 33 on the proposed "More at Four" Preschool for All Program, the State of Illinois' response to the Federal Preschool Development Grants-Expansion Grant initiative.

As part of the District 33 expansion plans, we have committed to provide the services listed in Exhibits 3 and 4 (attached), in collaboration with the District 33. Exhibit 4 shows our portion of our contribution to our local plan for expansion.

As partners, we will participate fully in the support services, monitoring and reporting activities required by the District 33 and the Illinois State Board of Education.

Signed on behalf of Educare of West DuPage by:

(b)(6)

Eugenie Lee Matula
Executive Director
Educare West DuPage

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Christopher Koch State Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6) 10/1/14
Signature Date

Theresa C. Nihill Executive Director
Print Name Title

Exhibit IV

(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan.

Specifically, the Subgrantee will:

<p>Enroll <u>60</u> Eligible Children, and provide services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.</p>	
<p>Establish <u>3</u> new State Preschool classrooms at the following locations:</p>	<ul style="list-style-type: none"> • KinderCare, Geneva Rd., Winfield, IL • <u>TBD</u> • <u>TBD</u>
<p>Enhance <u>0</u> existing State Preschool classrooms, by extending the day from part-day to full school-day and providing Comprehensive Services, at the following locations:</p>	<ul style="list-style-type: none"> • _____ • _____ • _____
<p>The Subgrantee will pay staff salaries comparable to the salaries of staff in the Local Education Agency.</p>	

Exhibit I: Scope of Work

	Selection Criterion	Participating Party	Type of Participation
(D)(4)	The State will subgrant at least 95% of its Federal grant award to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool programs in two or more High-Need Communities, and--(a) Set ambitious and achievable targets; and(b) Incorporate in their plan-- (i) Expansion of the number of new high-quality State Preschool Program slots; and (ii) Improvement of existing State Preschool Program slots	State Lead Agency (ISBE), Office of Early Childhood Development (OECD)	Subgranting its Federal grant award to its Subgrantees consistent with the State Plan to implement and sustain voluntary, High-Quality Preschool programs in two or more High-Need Communities
		ISBE, OECD	Setting ambitious and achievable targets, and monitoring performance against those targets both at the state and subgrantee level.
		ISBE, OECD	Planning to expand the number of new high-quality State Preschool Program slots and for the improvement of existing State Preschool Program slots
(D)(5)	How the State, in coordination with the Subgrantees, plans to sustain High-Quality Preschool Programs after the grant period	ISBE, OECD, Subgrantee	Planning to sustain High-Quality Preschool Programs after the grant period, including identifying needed funding and planning for orderly transition of subgrants to new funding stream as appropriate at the end of the grant period.
(E)(1)	Roles and responsibilities of the State and Subgrantee in implementing the project plan	Subgrantee	Enrolling Eligible Children as described in Exhibit IV, and providing services to them in accordance with the Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235) and the "Criteria for Preschool Development Grants-Expansion Grants Programs" included in Exhibit III.

Exhibit I: Scope of Work

	Selection Criterion	Participating Party	Type of Participation
(E)(2)	How High-Quality Preschool Programs will be implemented	ISBE, OECD, Subgrantee	High Quality Preschool Programs will be implemented in accordance with all state and federal rules and regulations.
(E)(3)	How the Subgrantee will minimize local administrative costs	ISBE, OECD, Subgrantee	All costs will be reasonable and justified. The Lead Agency will not allocate more than 5% of the federal award for administrative costs at the state level, and the subgrantee will limit administrative costs in accordance with Early Childhood Block Grant Preschool for All rules (23 Ill. Adm. Code Part 235).
(E)(4)	How the State and Subgrantee will monitor Early Learning Providers	ISBE, OECD, Subgrantee	The OECD will create a monitoring protocol for the grant that will be acceptable to the Federal agencies. The Subgrantees will work within the monitoring protocol.
(E)(5)	How the State and the Subgrantee will coordinate plans	ISBE, OECD, Subgrantee	The lead agency will release, review, and approve of a grant application for funding which will include terms in accordance with the State Plan and state preschool requirements. The application and approval criteria will developed by ISBE and OECD. ISBE will provide copies of initial and approved grant applications to OECD. Subgrantees will submit and revise the application as necessary to secure funding. The grant application will be submitted subsequent to the submission of the Preschool Development Grants–Expansion Grants application, but prior to the receipt of the award. The award is subject to the approval of the state application and availability of funding.

Exhibit I: Scope of Work

Selection Criterion		Participating Party	Type of Participation
(E)(6)	How the State and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children	ISBE, OECD, Subgrantee	The lead agency will ensure that no state funds or state-administered federal funds are supplanted. Each Subgrantee agrees to not supplant any funds per the federal regulations.
(E)(7)	How the Subgrantees will integrate High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings	Subgrantee	Each Subgrantee will submit a grant application to ISBE which will meet state and federal requirements for inclusion.
(E)(8)	How the Subgrantees will deliver High-Quality Preschool Programs to Eligible Children who may be in need of additional supports	Subgrantee	Each Subgrantee will work with community organizations to ensure that every child and family served through these funds receive the services that meet specific family needs, including all of the Comprehensive Services required as part of the federal definition of a High Quality State Preschool Program. Each Subgrantee will submit a grant application which will include plans for Comprehensive Services and for recruitment of children who may be in need of additional supports to ISBE.
(E)(9)	How the State will ensure outreach to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families	ISBE, OECD, Subgrantee	Each Subgrantee will include a family support specialist, Parent Educator, or Parent Resource Teacher within their program plan and budget. Each Subgrantee will also include in the grant application how they will ensure that they are serving the families and children with highest needs and helping them to build protective factors.
(E)(10)	How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers	OECD, Subgrantee	Within 120 days of the grant award each Subgrantee must have a signed MOU with their community partners. Each Subgrantee that is not a Local Education Agency (LEA) must have, within 120 days of the grant award, a signed MOU with at least one LEA that details how services will be provided to children with IEPs, how

Exhibit I: Scope of Work

Selection Criterion		Participating Party	Type of Participation
			teachers in the program will collaborate with local kindergarten (and/or higher grade) teachers, and how transitions will be planned and implemented for children entering kindergarten. As necessary the OECD will facilitate this process.
(F)(1)	Alignment within a Birth Through Third Grade Continuum: Birth through age-five programs	OECD, Subgrantee	<p>Each Subgrantee must include in their grant application a plan for ensuring, through collaboration with their community partners, that the children with highest needs in their community are identified as early as possible (preferably prenatally) and served continuously through kindergarten entry with high quality early education and parent engagement services (including as appropriate, home visiting, Early Head Start, Head Start, Prevention Initiative, high quality child care, and/or preschool education). The OECD will work on the state level to remove barriers to continuous, high-quality services.</p> <p>Each subgrantee will report to OECD annually on the number of children with high needs who successfully transitioned into the program funded under this grant from another high-quality early learning program.</p>
(F)(2)	Alignment within a Birth Through Third Grade Continuum: Kindergarten through third grade	OECD, Subgrantee	<p>Each Subgrantee must include in their grant application a plan for ensuring:</p> <ul style="list-style-type: none"> • Curriculum alignment between the program funded under this grant and the kindergarten program into which children will transition. • a high level of parent engagement activities will be sustained in the early elementary years. • children who participate in the program funded by this grant will receive full-day kindergarten. • Children who participate in the program funded by this grant will be assessed using the Kindergarten

Exhibit I: Scope of Work

	Selection Criterion	Participating Party	Type of Participation
			Individual Development Survey during their kindergarten year.
(G)(1)	Use the funds from this grant and any matching contributions to serve the number of Eligible Children described in its ambitious and achievable plan each year	ISBE, OECD, Subgrantee	Subgrantees will serve children in accordance with the approved budget, including identified matching and/or in-kind funds. ISBE will distribute federal and state funds and monitor programs to ensure children are served in accordance with the approved plan.
(G)(2)	Coordinate the uses of existing funds from Federal sources that support early learning and development	ISBE, OECD	Coordinating the uses of existing funds from Federal sources that support early learning and development.
(G)(3)	Sustain the High-Quality Preschool Programs provided by this grant after the grant period ends	ISBE, OECD, Subgrantee	The OECD will work within the state agencies and the Subgrantees to ensure sustainability after the grant ends. A final sustainability plan will be drafted by each Subgrantee within two years of the start of the grant.

Exhibit III:**Illinois Requirements for Preschool Development Grant-Expansion Grant Programs**

Programs must meet all of the requirements of Illinois' Preschool for All program as indicated in the Early Childhood Block Grant Rules (23 Ill. Adm. Code Part 235), including:

- Teacher must hold a professional educator license endorsed in early childhood education (see Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1.Appendix A)
- Paraprofessional educator staff employed to assist in instruction must meet the requirements set forth in 23 Ill. Adm. Code 25.510(b) (Endorsement for Paraprofessional Educator) or hold an approval for paraprofessional educator received in accordance with Section 25.15(a)(2)(J).
- Teachers who are assigned to a transitional bilingual program or a transitional program of instruction must meet the requirements set forth in 23 Ill. Adm. Code 228.35 (Transitional Bilingual Education), as applicable
- Teacher must meet requirements for Special Education Endorsement, as applicable
- Provisions must be made to allow for the participation of children with disabilities in the program
- Class size of 20 children (or fewer if approved by ISBE and OECD)
- Research-based curriculum aligned with Illinois Early Learning & Development Standards
- Appropriate developmental, health, mental health, vision, and hearing screenings, and comprehensive assessments
- Parenting education and parent-teacher conferences

In addition (per federal definition of High Quality Preschool Program), program must:

- Provide a full school day (at least same length of day as first grade in district and not less than five hours)
- Provide lunch and snack (using the most recent USDA Child and Adult Care Food Program guidelines)
- Meet physical activity guidelines, including limiting screen time and ensuring at least __ minutes of active physical play daily
- Provide screening, referral and support for obtaining health/mental health services
- Provide regular, age-appropriate nutrition education to children and parents
- Provide enhanced parent engagement services, including opportunities for parent leadership
- Pay instructional staff salaries that are comparable to the salaries of local K-12 instructional staff

Additional quality requirements (not in federal definition, but required per Illinois' State Plan):

- Program must employ (or contract with) an Instructional Coordinator, Master Teacher, and/or Coach at ratio of no less than 1 FTE per 10 preschool classrooms. These instructional leaders and coaches will focus on supporting excellent classroom instruction through embedded professional development, and on the implementation of a rigorous, developmentally appropriate curriculum that is aligned with the local Kindergarten-Grade 3 curriculum.
- Program (which may include other preschool, infant/toddler, and/or early elementary classrooms) must have a dedicated early childhood administrator who has an Administrator Endorsement (or Illinois Director Credential Level 2 or higher) and significant preschool education experience.

Eligibility for participants:

- Age 4 (but not yet age 5) by September 1
- Family income below 200% FPL
- Programs must prioritize the highest need children in their community for enrollment in these full-day, comprehensive services.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$172,000	\$177,160	\$182,475	\$111,458	\$643,093
2. Fringe Benefits	\$120,365	\$122,477	\$124,652	\$70,598	\$438,092
3. Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
4. Equipment					\$0
5. Supplies	\$4,000	\$1,500	\$700	\$635	\$6,835
6. Contractual	\$1,722,500	\$359,075	\$279,478	\$243,014	\$2,604,067
7. Training Stipends					\$0
8. Other	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
9. Total Direct Costs (add lines 1-8)	\$2,027,365	\$668,712	\$595,805	\$434,205	\$3,726,087
10. Indirect Costs*	\$47,254	\$47,994	\$49,031	\$29,634	\$173,913
11. Funds to be distributed to Subgrantees	\$17,900,381	\$19,258,294	\$19,330,164	\$19,511,161	\$76,000,000
12. Funds set aside for participation in grantee technical assistance	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
13. Total Grant Funds Requested (add lines 9-12)	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	\$80,000,000
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Part II – Narrative

The budget is organized into three projects:

- Grant Management—State-level personnel and associated costs, such as travel
- State-Level Quality Supports—Contracted services to support quality implementation
- Subgrants Funding for Subgrantees to provide preschool slots

1) Personnel: \$643,093

Project: Grant Management	Section: A(7)	Budget Category: Personnel
The Preschool Expansion Project Director will work within the Governor’s Office of Early Childhood Development (OECD) to lead the implementation of the grant. The Illinois State Board of Education (ISBE) Principal Consultant will work within ISBE to assist in grant implementation. The full job descriptions for both positions can be found in the appendix.		
Activity/Product/ Professional Service:	Justification	Cost
Preschool Expansion Project Director	100% FTE with \$102,000 starting salary. 3% increase included state fiscal year.	\$426,730
ISBE Principal Consultant	100% FTE with \$70,000 starting salary for 3 years. 3% increase included state fiscal year. Position will be moved to sustainable state funding in year 4.	\$216,363
		Total: \$643,093

2) Fringe Benefits: \$438,092

Project: Grant Management	Section: A(7)	Budget Category: Fringe Benefits
Description: <ul style="list-style-type: none"> • Retirement: 35.41% of salary • Medicaid: 1.5% of salary 		

<ul style="list-style-type: none"> • <i>Management Retirement Contribution: 4% of salary</i> • <i>Health Insurance: \$25,000 per year</i> 		
Activity/Product/ Professional Service:	Justification	Cost
Preschool Expansion Project Director	100% of FTE	\$274,575
ISBE Principal Consultant	100% of FTE for 3 years. Position will be moved to sustainable state funding in year 4.	\$163,517
		Total: \$438,092

3) Travel: \$24,000

Project: Grant Management	Section: A(7)	Budget Category: Travel
<p>Successful implementation of the grant will require statewide travel. Most of the ISBE early childhood staff is located in Springfield and statewide meetings are frequently held in Bloomington of the Chicago Suburbs. These number are consistent with our experience implementing the Race to the Top-Early Learning Challenge Grant.</p>		
Activity/Product/ Professional Service:	Justification	Cost
Preschool Expansion Project Director	<p>Per year for 4 years:</p> <ul style="list-style-type: none"> • 10 Trips: \$175 (\$58 Amtrak ticket from Chicago to Springfield round trip, \$32 per diem, and \$85 hotel room) • 14 Trips: Bloomington (\$.56 per mile and 116 miles each way) • 6: Parking Chicago (\$10-\$30 per trip and assumed \$25) • 5 Trips: Suburbs: \$32 (\$.56 per mile) 	\$12,000
ISBE Principal Consultant	<p>Per year for 4 years:</p> <ul style="list-style-type: none"> • 10 Trips: \$175 (\$58 Amtrak ticket from Chicago to Springfield round trip, \$32 per diem, and \$85 hotel room) • 14 Trips: Bloomington (\$.56 per mile and 116 miles each way) • 6: Parking Chicago (\$10-\$30 per trip and assumed \$25) • 5 Trips: Suburbs: \$32 (\$.56 per mile) 	\$12,000
		Total: \$24,000

4) Equipment: \$0

5) Supplies: \$6,835

Project: Grant Management	Section: A(7)	Budget Category: Supplies
Activity/Product/ Professional Service:	Justification	Cost
Office supplies	\$60 per month per for the Preschool Expansion Project Director and \$45 per month for the ISBE Principal Consultant for paper, ink, pens, notepads, etc.	\$4,535
Computer	\$1,000 for laptop and docking station. (year 1 only)	\$2,000
Phone	\$150 per cell phone (year 1 only)	\$300
		Total: \$6,835

6) Contractual: \$2,604,067

All of the projects listed below will be distributed as grants or Intergovernmental Agreements so no indirect will be taken. The State has followed the procedures for procurement under 34 CFR parts 74.40-74.48 and Part 80.36.

Project: State Level Quality Supports	Section: F (2)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
Preschool to Third Grade Aligned Education Continuum: The State will support school districts to successfully implement Pre-K to Third Grade alignment strategies. The state will continue the Intergovernmental Agreement with Southern Illinois University that was created for the National Governors Association’s birth to third grade policy academy to accomplish these tasks.		
Activity/Product/ Professional Service:	Justification	Cost
The Preschool - 3rd Grade Continuity Policy Director	Starting salary of \$97,000. The position will include fringe, travel, communications fees and supplies based on the University’s scale. The Preschool - 3rd Grade Continuity Policy Director will be responsible for creating useful and practical tools and opportunities to support participating districts and facilitate their planning and implementation of a preschool to third grade education continuum.	\$625,067.

Consultant	Plan institutes, develop tools, work with OECD to plan and conduct site visits, host regional meetings, and assist with tracking data and progress of districts.	\$160,000
Intensive Birth to Third Cadre Institutes	Speakers, lodging, meeting space and materials for 3 days per year.	\$172,000
Regional Meetings	Speakers, lodging, meeting space and materials for 2 meetings per year.	\$22,000
		Total: \$979,067

Project: State Level Quality Supports	Section: C (1)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
Family Engagement and Comprehensive Services Support: Funds will be utilized to support the development of the foundational training, in coordination with other state and federal funds; to develop early childhood complementary trainings, which align to the ISBE Family Engagement Framework and the Family Specialist Credential; and to deliver trainings.		
Activity/Product/ Professional Service:	Justification	Cost
Develop and Deliver Family Engagement Trainings	Cost of contract estimated based on cost structure of existing contract for state's Center for School Improvement	\$375,000
		Total: \$375,000

Project: State Level Quality Supports	Section: E (10) (b)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
New PFA Teacher Academy: A one day face to face academy in years 1, 2, and 3, that would enable the newest cadre of teachers to create their own regional network of new practitioners plus raise the capacity of individual skill sets. Each of the breakout sessions would be very targeted overviews to assure foundational development.		
Activity/Product/ Professional Service:	Justification	Cost
Institute Day	Costs include speakers, lodging, printing, and travel to the 1 day event.	\$100,000
		Total: \$100,000

Project: State Level Quality Supports	Section: B (2)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<p>Monitoring: ISBE currently contacts with the McCormick Center for Early Childhood Leadership at National Louis University to monitor all Preschool For All programs and all programs seeking the Gold Circle of Quality in ExceleRate. ISBE will expand this monitoring contract to include the new More at Four programs. In subsequent years, state funding will cover the increased monitoring costs.</p>		
Activity/Product/ Professional Service:	Justification	Cost
Monitoring of New More at Four Programs	Costs based on current contact. Contract will be moved to sustainable state funding beginning yr 2.	\$100,000
Total: \$100,000		

Project: State Level Quality Supports	Section: C (2)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<p>Coaching: Programs that score in the lowest range among monitored classrooms are provided with coaching to improve program performance. This coaching system has proven highly effective, with the majority of coached programs increasing their scores enough to move into the Gold Circle of Quality in ExceleRate Illinois within one year. Coaching will be expanded in the first year of the grant with federal funds, and then sustained through state funding in the remaining years of the grant. ISBE will expand its current contract with The Center - Resources for Teaching and Learning to support the More at Four programs.</p>		
Activity/Product/ Professional Service:	Justification	Cost
Coaching support to Four at More Programs	Costs based on current contact. This contract will be moved to sustainable state funding beginning in year 2.	\$300,000
Total: \$300,000		

Project: State Level Quality Supports	Section: C (1)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<p>Professional Development: ISBE and the OECD will be doing a needs assessment among the Subgrantees in January in order to best allocate professional development resources among our current providers, including Star Net, The Center, and the University of Illinois. Professional Development will be expanded in the first year of the grant with federal funds, and then sustained through state funding in the remaining years of the grant.</p>		

Activity/Product/ Professional Service:	Justification	Cost
Workshops, webinars, and other professional development opportunities as determined by the needs assessment.	Estimated costs based on current contracts. This activity will be moved to sustainable state funding beginning in year 2.	\$250,000
		Total: \$250,000

Project: State Level Quality Supports	Section: C (1)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<p>Special Needs Inclusion Award of Excellence: Provide additional supports for programs who seek to earn the Award of Excellence for Inclusion of Children with Special Needs. These new supports, including training on the use of the soon-to-be-published Inclusive Classroom Profile, will be integrated into STAR NET and Early CHOICES to ensure sustainability.</p>		
Activity/Product/ Professional Service:	Justification	Cost
Training and Coaching to Programs seeking the Special Needs Inclusion Award of Excellence	Estimated costs based on current Award of Excellence contacts funded through the Race to the Top-Early Learning Challenge. Funds for this activity will be in years 1 and 2 in order to align with the Awards of Excellence contracts for Race to the Top.	\$200,000
		Total: \$200,000

Project: State Level Quality Supports	Section: CPP (2)	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<p>Community Systems: Launch the work of the Community Systems Development Strategic Plan. This work will be led by the Community Systems Policy Director funded with state resources. Funds will be needed in year one to lay the foundation within communities in order to successfully implement the Public-Private Partnership for Community Systems Development in 2016 that will serve as the coordinating body for the regional hubs. The community systems work will be launched in the first year of the grant and then greatly expanded sustained through state funding in the remaining years.</p>		
Activity/Product/ Professional Service:	Justification	Cost
Training and Technical Assistance	Estimated costs based on current contracts and work done through RTT-ELC. This activity will be moved to sustainable state funding beginning yr 2.	\$50,000

Evaluation	Estimated costs based on current contacts and work done through the Race to the Top-Early Learning Challenge. This activity will be moved to sustainable state funding beginning in year 2.	\$50,000
Foundational Work	Funds for community engagement/public awareness campaigns as well as other community level work to help build the infrastructure for the regional hubs.	\$200,000
		Total: \$300,000

7) Training Stipends: \$0

8) Other: \$10,000

Project: Grants Management	Section: A(7)	Budget Category: Other
Activity/Product/ Professional Service:	Justification	Cost
Communications Fees	\$63 per month per person for cell phone contact and landline services	\$6,000
Meeting Space Rental	It is frequently necessary to rent a meeting space for statewide meetings. \$100 a room 10 times a year.	\$4,000
		Total: \$10,000

9) Total Direct Costs: \$3,726,087

10) Indirect Costs: \$173,913

The Illinois State Board of Education has an approved indirect rate of 15.5%. The certification is attached to the grant application.

11) Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws: \$76,000,000

Below are brief summaries of each subgrant. The narrative summaries do differentiate new versus enhanced slots. Additional budget information can be found in the appendix.

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.	
<u>District/Community Partner:</u> Addison: SD 4	<u>Start Date:</u> Fall School Year 2015		
<u>Number of New Classrooms:</u> 3	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 60	
Budget Highlights	Justification	Cost (2016)	
Personnel	7.0 FTE: 3 Lead Teachers, 2 Assistants (other asst funded through CCAP), 1 Curriculum Coordinator, and 1 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$259,674	
Transportation	\$1,422 per child per year.	\$85,358	
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	Computer and technology upgrades at \$2,000 per classroom	\$6,000	
Contractually Provided Comprehensive Services	Mental Health Consultations and a Regional Resource Coordinator that is split between the three participating school districts in DuPage County.	\$10,250	
Other	Remaining expenses detailed in the appendix.		
Local Contribution/Other Funding Sources	In-kind staffing, nurse, space, Special Education, and Child Care Assistance Program Funds.	\$121,119	
PDG Costs			
Cost Per Child 2015: \$4,538		2015 Total: \$272,297	
Annual Cost Per Child Per School Year: \$7,877		2016, 2017 & 2018 Cost Per Year Total: \$472,593	
Total Costs			
Cost Per Child 2015: \$5,826		2015 Total: \$349,564	
Annual Cost Per Child Per School Year Cost: \$10,402		2016, 2017 & 2018 Cost Per Year Total: \$624,127	

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.	
<u>District/Community Partner:</u> Aurora: Aurora West SD 129	<u>Start Date:</u> March 2015		
<u>Number of New Classrooms:</u> 10	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 200	

Budget Highlights	Justification	Cost (2016)
Personnel	23 FTE: 10 Lead Teachers, 10 Assistants, 1 Curriculum Coordinator, 1 Parent Educator, and 1 Health Assistant. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$710,985
Transportation	\$700 per child	\$140,800
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	2 new classrooms at \$14,000 a classroom. This includes all new furniture and instructional materials for 40 students.	\$28,000
Contractually Provided Comprehensive Services	Nurse, mental health, and Special Education will be in-kind services.	
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind staff, benefits, space, and Special Education funds.	\$300,746
PDG Costs		
Cost Per Child 2015: \$4,696		2015 Total: \$939,275
Annual Cost Per Child Per School Year: \$6,207		2016, 2017 & 2018 Cost Per Year Total: \$1,241,473
Total Costs		
Cost Per Child 2015: \$5,657		2015 Total: \$1,131,338
Annual Cost Per Child Per School Year Cost: \$7,711		2016, 2017 & 2018 Cost Per Year Total: \$1,542,219

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Aurora: Aurora East SD 131	<u>Start Date:</u> Fall School Year 2015	
<u>Number of New Classrooms:</u> 5	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 100
Budget Highlights	Justification	Cost (2016)
Personnel	11.5 FTE: 5 Lead Teachers, 5 Assistants, .5 Curriculum Coordinator, and 1 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$430,600
Transportation	\$1,361 per child	\$136,125

Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$18,000 per classroom, furniture, materials, and supplies.	\$90,000
Contractually Provided Comprehensive Services	Nurse and Mental Health Consultation	\$26,000
Rent	The school district is out of space in school buildings so physical classroom space will need to be rented at \$18,000 per classroom per year.	\$180,000
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind staffing and benefits.	\$35,383
PDG Costs		
Cost Per Child 2015: \$6,456		2015 Total: \$645,636
Annual Cost Per Child Per School Year: \$10,113		2016, 2017 & 2018 Cost Per Year Total: \$1,011,271
Total Costs		
Cost Per Child 2015: \$6,633		2015 Total: \$663,327
Annual Cost Per Child Per School Year Cost: \$10,467		2016, 2017 & 2018 Cost Per Year Total: \$1,046,654

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Aurora: One Hope United	<u>Start Date:</u> Fall School Year 2015	
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 40
Budget Highlights	Justification	Cost (2016)
Personnel	6. FTE: 2 Lead Teachers, 2 Assistants, 1 Curriculum Coordinator, and 1 Parent Educator. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$136,620
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$5,000 per classroom to refresh equipment	\$10,000
Contractually Provided Comprehensive Services	Nurse, Mental Health Consultation, and Teaching Strategies Gold Introductory Training.	\$4,300
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	Child Care Assistance Program funds.	\$136,751

PDG Costs	
Cost Per Child 2015: \$3,095	2015 Total: \$123,780
Annual Cost Per Child Per School Year: \$4,689	2016, 2017 & 2018 Cost Per Year Total: \$187,560
Total Costs	
Cost Per Child 2015: \$4,804	2015 Total: \$192,156
Annual Cost Per Child Per School Year Cost: \$8,108	2016, 2017 & 2018 Cost Per Year Total: \$324,311

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Aurora: Indian Prairie SD 204	<u>Start Date:</u> Fall School Year 2015	
<u>Number of New Classrooms:</u> 1	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 20
Budget Highlights	Justification	Cost (2016)
Personnel	2 FTE: 1 Lead Teacher and 1 Assistant. Also includes lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$73,005
Transportation	\$50 per child	\$1,000
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$17,000 per classroom, furniture, materials, and supplies.	\$17,000
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind space.	\$8,000
PDG Costs		
Cost Per Child 2015: \$4,912	2015 Total: \$98,236	
Annual Cost Per Child Per School Year: \$7,124	2016, 2017 & 2018 Cost Per Year Total: \$142,472	
Total Costs		
Cost Per Child 2015: \$5,112	2015 Total: \$102,236	
Annual Cost Per Child Per School Year Cost: \$7,524	2016, 2017 & 2018 Cost Per Year Total: \$150,472	

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.	
<u>District/Community Partner:</u> Bolingbrook: Valley View SD 365U	<u>Start Date:</u> Fall School Year 2015		
<u>Number of New Classrooms:</u> 8	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 160	
Budget Highlights	Justification	Cost (2016)	
Personnel	18 FTE: 7 Lead Teachers, 7 Assistants, 1 Early Childhood Specialist, 1 School Community Representative, 1 Social Worker and 1 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$709,700	
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$15,500 per classroom, furniture, materials, and supplies. Also \$12,500 for minor remodeling to each of the classrooms.	\$224,000	
Contractually Provided Comprehensive Services	Nurse and trainings.	\$38,575	
Rent	2 classrooms will be rented	\$20,891	
Other	Remaining expenses detailed in the appendix.		
Local Contribution/Other Funding Sources	In-kind transportation and benefits. Also Head Start and Child Care Assistance Program Funds.	\$457,993	
PDG Costs			
Cost Per Child 2015: \$5,871		2015 Total: \$939,388	
Annual Cost Per Child Per School Year: \$6,859		2016, 2017 & 2018 Cost Per Year Total: \$1,097,488	
Total Costs			
Cost Per Child 2015: \$7,365		2015 Total: \$1,178,404	
Annual Cost Per Child Per School Year Cost: \$9,722		2016, 2017 & 2018 Cost Per Year Total: \$1,555,482	

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.	
<u>District/Community Partner:</u> Carpentersville: CUSD 300	<u>Start Date:</u> School Year 2015		
<u>Number of New Classrooms:</u> 8	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 160	

Budget Highlights	Justification	Cost (2016)
Personnel	20 FTE: 8 Lead Teachers, 9 Assistants, 1 Curriculum Coordinator, 1 Intake Coordinator, and 2 Parent Educators. Also includes substitutes at 10 days per year. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$542,692
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$6,650 per classroom, furniture, materials, and supplies.	\$53,207
Transportation	\$314 per child (split with other funding sources)	\$12,560
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind transportation, nurse and mental health consultation, and space. Also Early Childhood Block Grant funds.	\$545,492
PDG Costs		
Cost Per Child 2015: \$4,197		2015 Total: \$671,591
Annual Cost Per Child Per School Year: \$5,547		2016, 2017 & 2018 Cost Per Year Total: \$887,466
Total Costs		
Cost Per Child 2015: \$5,865		2015 Total: \$938,342
Annual Cost Per Child Per School Year Cost: \$8,831		2016, 2017 & 2018 Cost Per Year Total: \$1,412,958

<u>Project:</u> Subgrants Project.	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Carpentersville: Children's Home & Aid	<u>Start Date:</u> April 2015	
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 40
Budget Highlights	Justification	Cost (2016)
Personnel	5.2 FTE: 2 Lead Teachers, 2 Assistants, .2 Curriculum Coordinator, and 1 Parent Educator. Also includes substitutes at 10 days per year. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$208,400
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$14,000 per classroom, furniture, materials, and supplies.	\$28,000

Contractually Provided Comprehensive Services	Nurse and Mental Health Consultation	\$12,960
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind services.	\$1,056
PDG Costs		
Cost Per Child 2015: \$5,682		2015 Total: \$227,273
Annual Cost Per Child Per School Year: \$7,915		2016, 2017 & 2018 Cost Per Year Total: \$316,616
Total Costs		
Cost Per Child 2015: \$5,973		2015 Total: \$238,911
Annual Cost Per Child Per School Year Cost: \$7,942		2016, 2017 & 2018 Cost Per Year Total: \$317,672

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Chicago Public Schools	<u>Start Date:</u> School Year 2015	
<u>Number of New Classrooms:</u> 30	<u>Number of Enhanced Classrooms:</u> 25	<u>Number of Children:</u> 1100
Budget Highlights	Justification	Cost (2016)
Personnel	96 FTE: 32.5 Lead Teachers, 32.5 Assistants, 5 Head Teachers, 6 Parent teachers, 16 Parent Workers, 3 Social Emotional Learning Coordinators, and 1 Grants Manager. Also includes substitutes at 7 days per year. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$5,142,981
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$20,000 per new classroom for furniture, materials, and supplies.	\$400,000
Contractually Provided Comprehensive Services	Nurse and Mental Health Consultation	\$100,000
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind space and Early Childhood Block Grant and Head Start funds.	\$4,150,914
PDG Costs		
Cost Per Child 2015: \$4,380		2015 Total: \$4,818,022

Annual Cost Per Child Per School Year: \$6,364	2016, 2017 & 2018 Cost Per Year Total: \$7,000,000
Total Costs	
Cost Per Child 2015: \$6,267	2015 Total: \$6,893,814
Annual Cost Per Child Per School Year Cost: \$10,138	2016, 2017 & 2018 Cost Per Year Total: \$11,151,584

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Cicero: Through a Child's Eyes	<u>Start Date:</u> January 2015	
<u>Number of New Classrooms:</u> 5	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 100
Budget Highlights	Justification	Cost (2016)
Personnel	13 FTE: 5 Lead Teachers, 5 Assistants, 1 Curriculum Coordinator, .5 Community Resource Representative, .5 custodian, and 1 Parent Educator. Also includes substitutes at 10 days per year. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$399,100
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$19,000 per classroom, furniture, materials, and supplies and \$50,000 for minor remodeling to the kitchen.	\$145,000
Contractually Provided Comprehensive Services	Nurse, Mental Health Consultation, and trainings.	\$24,800
Other	Remaining expenses detailed in the appendix.	
PDG Costs		
Cost Per Child 2015: \$8,964	2015 Total: \$896,423	
Annual Cost Per Child Per School Year: \$6,891	2016, 2017 & 2018 Cost Per Year Total: \$689,148	
Total Costs		
Cost Per Child 2015: \$8,964	2015 Total: \$896,423	
Annual Cost Per Child Per School Year Cost: \$6,891	2016, 2017 & 2018 Cost Per Year Total: \$689,148	

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Decatur: SD 61	<u>Start Date:</u> February 2015	
<u>Number of New Classrooms:</u> 4	<u>Number of Enhanced Classrooms:</u> 0	
Budget Highlights	Justification	Cost (2016)
Personnel	10 FTE: 4 Lead Teachers, 4 Assistants, 1 Curriculum Coordinator, and 1 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground hourly staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$372,534
Transportation	\$631 per child	\$50,486
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$19,000 per classroom, furniture, materials, and supplies and a total of \$6,500 in minor renovations.	\$82,500
Contractually Provided Comprehensive Services	Nurse, Mental Health Consultation, and trainings	\$14,000
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind space and benefits.	\$341,559
PDG Costs		
Cost Per Child 2015: \$7,754		2015 Total: \$620,344
Annual Cost Per Child Per School Year: \$9,237		2016, 2017 & 2018 Cost Per Year Total: \$738,998
Total Costs		
Cost Per Child 2015: \$11,349		2015 Total: \$907,952
Annual Cost Per Child Per School Year Cost: \$13,507		2016, 2017 & 2018 Cost Per Year Total: \$1,080,577

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Elgin: SD U-46	<u>Start Date:</u> 5 classrooms will open in February 2015 and the rest when the school year starts in 2015.	

<u>Number of New Classrooms: 10</u>	<u>Number of Enhanced Classrooms: 0</u>	<u>Number of Children: 200</u>
Budget Highlights	Justification	Cost (2016)
Personnel	23.2 FTE: 10 Lead Teachers, 10 Assistants, 1 Curriculum Coordinator, and 2 Parent Educators. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$1,049,663
Transportation	\$1,800 per child per year.	\$324,000
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$19,000 per new classroom and \$5,000 per existing classroom for furniture, materials, and supplies.	\$67,000
Contractually Provided Comprehensive Services	Nurse services and trainings.	\$21,675
Rent	The school district will be renting space from the YWCA and Easter Seals to house the classrooms	\$115,000
Other	Remaining expenses detailed in the appendix.	.
Local Contribution/Other Funding Sources	In-kind space and staffing supports.	\$129,441
PDG Costs		
Cost Per Child 2015: \$9,821.		2015 Total: \$1,964,163
Annual Cost Per Child Per School Year: \$11,979.		2016, 2017 & 2018 Cost Per Year Total: \$2,395,800.
Total Costs		
Cost Per Child 2015: \$10,322		2015 Total: \$2,064,354
Annual Cost Per Child Per School Year Cost: \$12,705		2016, 2017 & 2018 Cost Per Year Total: \$2,541,081

<u>Project: Subgrants Project</u>	<u>Section: D & E</u>	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner: Jefferson County: Mt.Vernon SD 80</u>	<u>Start Date: School Year 2015</u>	
<u>Number of New Classrooms: 1</u>	<u>Number of Enhanced Classrooms: 1</u>	<u>Number of Children: 40</u>
Budget Highlights	Justification	Cost (2016)
Personnel	3.5 FTE: 1 Lead Teachers, 1 Assistants, 1 Curriculum Coordinator, and .5 Parent Educator. Also includes substitutes at 10 days per year and	\$128,590

	lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	
Transportation	\$125 per child	\$5,000
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	Child Care Assistance Program and Head Start funds.	\$195,015
PDG Costs		
Cost Per Child 2015: \$3,133		2015 Total: 125,329
Annual Cost Per Child Per School Year: \$5,266		2016, 2017 & 2018 Cost Per Year Total: \$210,659
Total Costs		
Cost Per Child 2015: \$5,571		2015 Total: \$222,837
Annual Cost Per Child Per School Year Cost: \$10,142		2016, 2017 & 2018 Cost Per Year Total: \$405,674

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Joliet: One Hope United	<u>Start Date:</u> Fall School Year 2015	
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 40
Budget Highlights	Justification	Cost (2016)
Personnel	4.0 FTE: 2 Lead Teachers, 2 Assistants, 1 Curriculum Coordinator, and 1 Parent Educator. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$136,620
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$5,000 per classroom to refresh the furnishings and supplies.	\$10,000
Contractually Provided Comprehensive Services	Nurse, Mental Health Consultation, and trainings.	\$4,300
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	Child Care Assistance Program funds.	\$130,239
PDG Costs		
Cost Per Child 2015: \$3,176		2015 Total: \$127,036
Annual Cost Per Child Per School Year:		2016, 2017 & 2018 Cost Per Year Total:

\$4,852	\$194,072
Total Costs	
Cost Per Child 2015: \$4,804	2015 Total: \$192,156
Annual Cost Per Child Per School Year Cost: \$8,108	2016, 2017 & 2018 Cost Per Year Total: \$324,311

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Monroe, Randolph, & St Clair Counties: Metro East Preschool for All	<u>Start Date:</u> 2 Classrooms in Early Fall and 6 Fall School Year 2015	
<u>Number of New Classrooms:</u> 8	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 160
Budget Highlights	Justification	Cost (2016)
Personnel	21.5 FTE: 8 Lead Teachers, 8 Assistants, 1 Curriculum Coordinator, 1 Recruitment and Attendance Monitor, and 2 Parent Educators. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$721,194
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$19,000 per classroom for furniture, materials, and supplies. \$15,000 for outdoor equipment, and 11,250 for minor repairs.	\$140,250
Contractually Provided Comprehensive Services	Nurse, Mental Health Consultation, trainings and orientations.	\$155,083
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	Child Care Assistance Program funds.	\$139,232
PDG Costs		
Cost Per Child 2015: \$5,923	2015 Total: \$947,731	
Annual Cost Per Child Per School Year: \$7,664	2016, 2017 & 2018 Cost Per Year Total: \$1,094,680	
Total Costs		
Cost Per Child 2015: \$6,842	2015 Total: \$1,094,680	
Annual Cost Per Child Per School Year Cost: \$8,535	2016, 2017 & 2018 Cost Per Year Total: \$1,365,529	

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Normal: McLean County Unit SD 5	<u>Start Date:</u> Fall School Year 2015	
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 40
Budget Highlights	Justification	Cost (2016)
Personnel	5.5 FTE: 2 Lead Teachers, 2 Assistants, .5 CPC Model Coordinator, .5 School Community Representative, and .5 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$221,584
Transportation	\$1,755 per child per year.	\$70,200
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$19,000 for 1 classroom, furniture, materials, and supplies. Also \$1,500 for cots for 40 students.	\$20,500
Contractually Provided Comprehensive Services	Nurse, Mental Health Consultation, and trainings	\$9,000
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind space.	\$10,000
PDG Costs		
Cost Per Child 2015: \$6,190		2015 Total: \$247,591
Annual Cost Per Child Per School Year: \$9,816		2016, 2017 & 2018 Cost Per Year Total: \$392,640
Total Costs		
Cost Per Child 2015: \$6,464		2015 Total: \$258,567
Annual Cost Per Child Per School Year Cost: \$10,066		2016, 2017 & 2018 Cost Per Year Total: \$402,640

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> North Chicago: SD 187	<u>Start Date:</u> School Year 2015	

<u>Number of New Classrooms:</u> 4	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 80
Budget Highlights	Justification	Cost (2016)
Personnel	10 FTE: 4 Lead Teachers, 4 Assistants, 1 Curriculum Coordinator, and 1 Parent Educator. Also includes substitutes at 10 days per year. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$457,692
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$25,000 per new classroom for remodeling based on architect quote.	\$100,000
Contractually Provided Comprehensive Services	Nurse and trainings on quality improvement.	\$24,746
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind staffing assistance.	\$25,725
PDG Costs		
Cost Per Child 2015: \$6,998		2015 Total: \$559,815
Annual Cost Per Child Per School Year: \$10,495		2016, 2017 & 2018 Cost Per Year Total: \$839,630
Total Costs		
Cost Per Child 2015: \$7,158		2015 Total: \$572,677
Annual Cost Per Child Per School Year Cost: \$10,817		2016, 2017 & 2018 Cost Per Year Total: \$865,355

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	<u>Budget Category:</u> Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Rock Island: Rock Island Regional Office of Education	<u>Start Date:</u> January 2015	
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 40
Budget Highlights	Justification	Cost (2016)
Personnel	4.75 FTE: 2 Lead Teachers, 2 Assistants, .5 Curriculum Coordinator, and .75 Parent Educator, Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$163,000
Transportation	\$520 per child	\$20,800

Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	2 new classrooms at \$9,000 a classroom. This includes all new furniture and instructional materials for 40 students.	\$18,000
Contractually Provided Comprehensive Services	Mental Health Consultation and trainings.	\$19,500
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind space and nurse services.	\$21,504
PDG Costs		
Cost Per Child 2015: \$8,679		2015 Total: \$347,176
Annual Cost Per Child Per School Year: \$6,973		2016, 2017 & 2018 Cost Per Year Total: \$278,913
Total Costs		
Cost Per Child 2015: \$9,178		2015 Total: \$367,118
Annual Cost Per Child Per School Year Cost: \$7,510		2016, 2017 & 2018 Cost Per Year Total: \$300,417

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Rockford: SD 205	<u>Start Date:</u> School Year 2015	
<u>Number of New Classrooms:</u> 8	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 120 (<i>4 classrooms will also serve 3 year-olds but only the four year olds and their associated costs are listed here</i>)
Budget Highlights	Justification	Cost (2016)
Personnel	10 FTE: 4 Lead Teachers, 4 Assistants, 1 Curriculum Coordinator, and 1 Parent Educator. Additional Teachers and Assistants will be funded through other funding sources. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$555,403
Transportation	\$1,559 per child	\$187,040
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	4 new classrooms at \$9,500 a classroom. This includes all new furniture and instructional materials.	\$38,000

Contractually Provided Comprehensive Services	Mental Health Consultation.	\$5,063
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind staffing, benefits, and space. Also Early Childhood Block Grant funds.	\$688,460
PDG Costs		
Cost Per Child 2015: \$6,019		2015 Total: \$722,311
Annual Cost Per Child Per School Year: \$9,605		2016, 2017 & 2018 Cost Per Year Total: \$1,152,658
Total Costs		
Cost Per Child 2015: \$9,301		2015 Total: \$1,116,135
Annual Cost Per Child Per School Year Cost: \$15,343		2016, 2017 & 2018 Cost Per Year Total: \$1,841,119

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.	
<u>District/Community Partner:</u> Rockford: Rockford Head Start	<u>Start Date:</u> School Year 2015		
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 40	
Budget Highlights	Justification	Cost (2016)	
Personnel	2 FTE: 2 Lead Teachers. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$73,274	
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	2 new classrooms at \$9,500 a classroom. This includes all new furniture and instructional materials.	\$20,321	
Contractually Provided Comprehensive Services	Trainings and Curriculum Coaches.	\$10,728	
Other	Remaining expenses detailed in the appendix.		
Local Contribution/Other Funding Sources	Head Start funds.	\$341,840	
PDG Costs			
Cost Per Child 2015: \$3,180		2015 Total: \$127,217	
Annual Cost Per Child Per School Year: \$4,189		2016, 2017 & 2018 Cost Per Year Total: \$167,549	

Total Costs	
Cost Per Child 2015: \$7,453	2015 Total: \$298,137
Annual Cost Per Child Per School Year Cost: \$12,735	2016, 2017 & 2018 Cost Per Year Total: \$509,389

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> South Suburbs of Chicago: Lansing SD 258	<u>Start Date:</u> Fall School Year 2015	
<u>Number of New Classrooms:</u> 1	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 20
Budget Highlights	Justification	Cost (2016)
Personnel	2.5 FTE: 1 Lead Teacher, 1 Assistant, .5 Curriculum Coordinator, and .5 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$88,536
Transportation	\$1,485 per child per year.	\$29,700
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	\$17,000 per classroom, furniture, materials, and supplies	\$17,000
Contractually Provided Comprehensive Services	Community Systems and Service Coordination shared between 6 school districts	\$12,525
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind staffing and space.	\$35,420
PDG Costs		
Cost Per Child 2015: \$6,901	2015 Total: \$138,017	
Annual Cost Per Child Per School Year: \$11,102	2016, 2017 & 2018 Cost Per Year Total: \$222,035	
Total Costs		
Cost Per Child 2015: \$7,886	2015 Total: \$155,727	
Annual Cost Per Child Per School Year Cost: \$12,873	2016, 2017 & 2018 Cost Per Year Total: \$257,455	

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.	
<u>District/Community Partner:</u> South Suburbs of Chicago: Dolton SD 148	<u>Start Date:</u> School Year 2015		
Number of New Classrooms: 3	Number of Enhanced Classrooms: 0	Number of Children: 60	
Budget Highlights	Justification	Cost (2016)	
Personnel	6.8 FTE: 3 Lead Teachers, 3 Assistants, .4 Curriculum Coordinator, and .4 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$258,320	
Transportation	\$1,828 per child	\$109,700	
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	3 new classrooms at \$10,667 a classroom. This includes all new furniture and instructional materials.	\$32,000	
Contractually Provided Comprehensive Services	Nurse, mental health, trainings, and community systems & service coordination.	\$26,525	
Rent	Approximately \$2,000 per month per classroom.	\$40,000	
Other	Remaining expenses detailed in the appendix.		
Local Contribution/Other Funding Sources	In-kind space.	\$20,400	
PDG Costs			
Cost Per Child 2015: \$6,222		2015 Total: \$373,310	
Annual Cost Per Child Per School Year: \$10,324		2016, 2017 & 2018 Cost Per Year Total: \$619,421	
Total Costs			
Cost Per Child 2015: \$6,392		2015 Total: \$383,510	
Annual Cost Per Child Per School Year Cost: \$10,664		2016, 2017 & 2018 Cost Per Year Total: \$639,821	

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.	
<u>District/Community Partner:</u> South Suburbs of Chicago: Dolton SD 149	<u>Start Date:</u> School Year 2015		

<u>Number of New Classrooms:</u> 4	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 80
Budget Highlights	Justification	Cost (2016)
Personnel	8.8 FTE: 4 Lead Teachers, 4 Assistants, .4 Curriculum Coordinator, and .4 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$356,960
Transportation	\$1,482 per child	\$118,600
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	4 new classrooms at \$17,000 a classroom. This includes all new furniture and instructional materials.	\$68,000
Contractually Provided Comprehensive Services	Nurse, mental health, trainings, and community systems & service coordination.	\$42,525
Rent	Approximately \$2,000 per month per classroom.	\$64,000
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind space.	\$21,333
PDG Costs		
Cost Per Child 2015: \$6,156		2015 Total: \$492,443
Annual Cost Per Child Per School Year: \$9,611		2016, 2017 & 2018 Cost Per Year Total: \$768,886
Total Costs		
Cost Per Child 2015: \$6,289		2015 Total: \$503,109
Annual Cost Per Child Per School Year Cost: \$9,878		2016, 2017 & 2018 Cost Per Year Total: \$790,219

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Chicago South Suburbs: Pose-Robbins 143.5	<u>Start Date:</u> School Year 2015	
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 2	<u>Number of Children:</u> 80
Budget Highlights	Justification	Cost (2016)
Personnel	8 FTE: 3 Lead Teachers, 3 Assistants, 1 Curriculum Coordinator, and 1 Parent Educator. 1 Teacher and 1 Assistant are funded with a different funding	\$360,480

	source. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	
Transportation	\$1,000 per child	\$20,000
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	3 new classrooms at \$17,000 a classroom. This includes all new furniture, educational supplies and instructional materials.	\$51,000
Contractually Provided Comprehensive Services	Nurse, mental health, trainings, and community systems & service coordination.	\$47,050
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind transportation and space.	\$211,350
PDG Costs		
Cost Per Child 2015: \$5,162		2015 Total: \$412,964
Annual Cost Per Child Per School Year: \$7,964		2016, 2017 & 2018 Cost Per Year Total: \$637,128
Total Costs		
Cost Per Child 2015: \$6,483		2015 Total: \$518,639
Annual Cost Per Child Per School Year Cost: \$10,606		2016, 2017 & 2018 Cost Per Year Total: \$848,478

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> West Chicago: SD 33	<u>Start Date:</u> January 2015	
<u>Number of New Classrooms:</u> 2	<u>Number of Enhanced Classrooms:</u> 4	<u>Number of Children:</u> 120
Budget Highlights	Justification	Cost (2016)
Personnel	9 FTE: 3 Lead Teachers, 3 Assistants, 1 Curriculum Coordinator, 1 Community School Coordinator, and 1 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$419,076
Transportation	\$506 per child	\$60,800

Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	2 new classrooms at \$19,000 a classroom. This includes all new furniture and instructional. Also \$4,000 for headsets for 1 classroom. This also includes \$5,600 for outdoor station.	\$47,600
Contractually Provided Comprehensive Services	Mental Health Consultation and a Regional Resource Coordinator.	\$75,535
Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind staffing and space. Also Child Care Assistance Program funds.	\$476,204
PDG Costs		
Cost Per Child 2015: \$4,762		2015 Total: \$571,448
Annual Cost Per Child Per School Year: \$6,211		2016, 2017 & 2018 Cost Per Year Total: \$745,355
Total Costs		
Cost Per Child 2015: \$7,271		2015 Total: \$872,498
Annual Cost Per Child Per School Year Cost: \$10,180		2016, 2017 & 2018 Cost Per Year Total: \$1,221,559

<u>Project:</u> Subgrants Project	<u>Section:</u> D & E	Budget Category: Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms.
<u>District/Community Partner:</u> Wheaton/Warrenville: CUSD 200	<u>Start Date:</u> March 2015	
<u>Number of New Classrooms:</u> 3	<u>Number of Enhanced Classrooms:</u> 0	<u>Number of Children:</u> 60
Budget Highlights	Justification	Cost (2016)
Personnel	7 FTE: 3 Lead Teachers, 2 Assistants, 1 Curriculum Coordinator, and 1 Parent Educator. Also includes substitutes at 10 days per year and lunch/playground staff. All salaries are comparable to local K-12 staff and all staff will meet the required qualifications.	\$274,280
Transportation	Approximately \$1,000 per child.	\$57,500
Minor Remodeling/ Furniture for New Classrooms (Start-Up costs included in 2015 budget)	3 new classrooms at \$14,300 a classroom. This includes all new furniture and instructional materials.	\$43,000
Contractually Provided Comprehensive Services	Nurse, mental health, and legal consultants for specialized child services.	\$32,260
Rent	Approximately \$1,200 per month per classroom	\$46,000

Other	Remaining expenses detailed in the appendix.	
Local Contribution/Other Funding Sources	In-kind staffing and benefits. Also Child Care Assistance Program funds.	\$78,567
PDG Costs		
Cost Per Child 2015: \$8,193		2015 Total: \$491,565
Annual Cost Per Child Per School Year: \$9,900		2016, 2017 & 2018 Cost Per Year Total: \$594,014
Total Costs		
Cost Per Child 2015: \$9,831		2015 Total: \$589,853
Annual Cost Per Child Per School Year Cost: \$11,210		2016, 2017 & 2018 Cost Per Year Total: \$672,581

14. Funds from Other Sources Used to Support State’s Plan

As noted in Table A in the Excel workbook, the state will contribute \$ (b)(4) in state funds to fund expansion of preschool sots. This investment is not broken down here because by state law the funds are subject to competition.

The following table summarizes the planned \$ (b)(4) in state funding for State-Level Infrastructure:

	2015	2016	2017	2018
Personnel	(b)(4)			
Community Systems Pol Director				
Comprehensive Services Manager				
ISBE Principal Consultant				
ISBE Principal Consultant				
ISBE Principal Consultant				
Total				
Fringe				
Travel				
Supplies				
Contractual				
Expanded Monitoring Contract				
Expanded Coaching Contract				
Expanded PD Contracts				

	2015	2016	2017	2018
Extend Preschool Inst Excel work	(b)(4)		\$ 500,000	\$ 500,000
Fam Engage/Comp serv support				
Community Systems				
Evaluation of Intensive				
Other				
Communication fees				
Subtotal				
Indirect				
Total				

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Office of the Governor - Illinois

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits	0.00					0.00
3. Travel	0.00					0.00
4. Equipment	0.00					0.00
5. Supplies	0.00					0.00
6. Contractual	0.00					0.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs*	0.00					0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Office of the Governor Illinois	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Theresa	Middle Name: A.	Last Name: Hawley	Suffix: Ph.D.
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Address:

Street1:	100 W. Randolph
Street2:	Suite 16-100
City:	Chicago
County:	Cook
State:	IL: Illinois
Zip Code:	60601
Country:	USA: UNITED STATES

Phone Number (give area code) 312 814 6348	Fax Number (give area code)
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Email Address:
theresa.hawley@illinois.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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