

(b)(6)

State of Illinois

Race to the Top - Early Learning Challenge
Phase 2 Application

From Birth to Kindergarten and Beyond



Office of Governor Pat Quinn
October 26, 2012

CFDA Number 84.412A

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OFFICE OF THE GOVERNOR

JRTC, 100 W. RANDOLPH, SUITE 16-100
CHICAGO, ILLINOIS 60601

PAT QUINN
GOVERNOR

RTTT/Early Learning Challenge Fund
Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan and Secretary Sebelius,

I am pleased to forward for your consideration our State application for Phase 2 of the Race to the Top – Early Learning Challenge. This application represents the continued efforts of early childhood leaders, agency staff and philanthropic supporters from across our state. I thank you for the opportunity to advance and refine our reform agenda for early childhood education in Illinois.

Illinois has been a leader in early learning for decades and I am proud to further expand that leadership role with the support from this grant. Early learning remains a top priority for my administration. The current economic challenges reinforce the need for high quality early childhood programs and we are committed to providing programs to children and families with the greatest need. Few investments are more vital to the long-term health and well being of our families and to our State's economic development.

Our Phase 2 application proposes ambitious, achievable goals. We are building upon a strong Phase 1 application and have continued to benefit from robust public-private partnerships to advance our goals. I am especially excited about the growth and implementation of Illinois' Tiered Quality Rating and Improvement System and the positive impact it will have for all Illinois children.

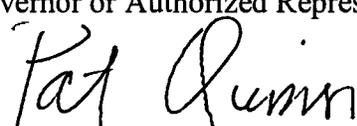
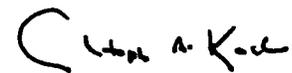
We look forward to working with your Departments to continue to improve the quality and accessibility of early childhood education.

Sincerely,

A handwritten signature in black ink that reads "Pat Quinn".

Pat Quinn
Governor

SECTION III: APPLICATION COVER SHEET, ASSURANCES, AND REQUIREMENTS
APPLICATION COVER SHEET (CFDA No. 84.412A)

Legal Name of Applicant (Office of the Governor): Office of the Governor Pat Quinn	Applicant's Mailing Address: Office of the Governor 207 State House Springfield, IL 62706
Employer Identification Number: 05-0527061	Organizational DUNS: 806812558
Lead Agency: Illinois State Board of Education Contact Name: Christopher A. Koch, Ed.D	Lead Agency Contact Phone: 217-785-1288 Lead Agency Contact Email Address: Chris.Koch@isbe.net
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. 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, Governor Signature of Governor or Authorized Representative of the Governor: 	Telephone: 217-782-0244 Date: 10/4/12
Lead Agency Authorized Representative (Printed Name): Christopher A. Koch, Ed.D. Signature of Lead Agency Authorized Representative: 	Agency Name: Illinois State Board of Education Date: 10/3/12
Participating State Agency Authorized Representative (Printed Name): Michelle Saddler	Agency Name: Illinois Department of Human Services

Signature of Participating State Agency Authorized Representative:

Date:



9/28/12

Participating State Agency Authorized Representative (Printed Name):

Agency Name: Illinois Department of Children and Family Services

Richard Calica

Signature of Participating State Agency Authorized Representative:

Date:



10/1/12

Participating State Agency Authorized Representative (Printed Name):

Agency Name: Illinois Early Learning Council

Julie Smith

Signature of Participating State Agency Authorized Representative:

Date:



9-26-12

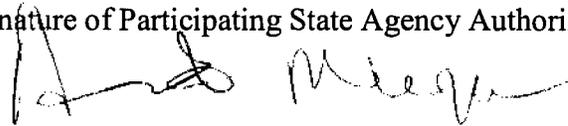
Participating State Agency Authorized Representative (Printed Name):

Agency Name: Illinois Early Learning Council

Harriet Meyer

Signature of Participating State Agency Authorized Representative:

Date:



10/1/12

**APPLICATION ASSURANCES
(CFDA No. 84.412A)**

- a) While the State may make appropriate adjustments to the scope, budget, timelines, and performance targets, consistent with the reduced amount of funding that is available under Phase 2 RTT-ELC, the State will maintain consistency with the absolute priority and meet all program and eligibility requirements of the FY 2011 RTT-ELC competition.

- b) The State must update tables 1-5 from section (A)(1) of its FY 2011 application. In addition, if the State has made any significant changes to the commitments, financial investments, numbers of children served, legislation, policies, practices, or other key areas of the program described in section (A)(1) of its FY 2011 application, it must submit an explanation of those changes, including updates to tables 6-13 from section (A)(1) as needed. The tables for this assurance are provided in Part 4 of the application. The State will maintain, in a manner consistent with its updates to tables 1-13, its commitment to and investment in high-quality, accessible early learning and development programs and services for children with high needs, as described in section (A)(1) of its FY 2011 RTT-ELC application.

- c) Subject to adjustments made because of the reduced amount of funding available under the Phase 2 RTT-ELC award process, the State will maintain its plan to establish strong participation and commitment by Participating State Agencies and other early learning and development stakeholders as described in section (A)(3) of its FY 2011 RTT-ELC application.

- d) The State will maintain its commitment to integrating and aligning resources and policies across Participating State Agencies as described in section (A)(3) of its FY 2011 RTT-ELC application.

- e) The State will comply with all of the accountability, transparency, and reporting requirements that applied to the FY 2011 RTT-ELC competition. (See the notice inviting applications for the FY 2011 RTT-ELC competition, published in the Federal Register on August 26, 2011 (76 FR 53564).)

- f) The State will comply with the requirements of any evaluation of the RTT-ELC program, or of specific activities it proposes to pursue as part of the program, conducted and supported by the Departments.

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):

Telephone:

Pat Quinn, Governor

217-782-0244

Signature of the Governor or Authorized Representative of the Governor :

Date:

Pat Quinn

10/4/12

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See Part 6 of this application.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Illinois State Board of Education (ISBE)*	ISBE is a party to the Illinois Early Learning Challenge Phase 2 Intergovernmental Agreement, a binding intergovernmental agreement, that is included in Appendix (A)(3)-1.	ISBE is the State of Illinois education agency, and the agency that administers and supervises section 619 of part B of IDEA programs, State funded preschool, evidence-based home visiting, center-based and other birth to three programs funded through the Early Childhood Block Grant, Title I of ESEA, the Child and Adult Care Food Program.
Illinois Department of Human Services (IDHS)	IDHS is a party to the Illinois Early Learning Challenge Phase 2 Intergovernmental Agreement, a binding intergovernmental agreement, that is included in Appendix (A)(3)-1.	IDHS administers and supervises CCDF, part C of IDEA programs, the Head Start State Collaboration Grant, the Title V Maternal and Child Care Block Grant, the federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program, state funded home visiting programs through Healthy Families Illinois and Parents Too Soon, and the State’s Temporary Assistance for Needy Families (TANF) program.
Illinois Department of Children and Family Services (IDCFS)	IDCFS is a party to the Illinois Early Learning Challenge Phase 2 Intergovernmental Agreement, a binding intergovernmental	IDCFS is the State’s child care licensing agency, and the agency that administers and supervises Child Welfare and Community-Based Child Abuse Prevention.

	agreement, that is included in Appendix (A)(3)-1.	
Illinois Early Learning Council (IELC)	The Illinois Early Learning Council is a party to the Illinois Early Learning Challenge Phase 2 Intergovernmental Agreement, a binding intergovernmental agreement, that is included in Appendix (A)(3)-1.	The Illinois Early Learning Council is the State Advisory Council on Early Childhood Education and Care.

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated Maternal, Infant, and Early Childhood Home Visiting (MIECHV) State plan and FY 2011 Application for formula funding under the MIECHV program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

Reviewer's Guide
**State of Illinois Race to the Top
Early Learning Challenge Application**

Key Acronyms:

IELC	Illinois Early Learning Council
IDHS	Illinois Department of Human Services
ISBE	Illinois State Board of Education
IDCFS	Illinois Department of Children and Family Services
OECD	Governor's Office of Early Childhood Development
ECBG	Early Childhood Block Grant
CCAP	Child Care Assistance Program
ELD Programs	Early Learning and Development Programs
ELD Standards	The Illinois Early Learning and Development Standards
EC Educators	Early Childhood Educators
ELC	Relating to the Race to the Top Early Learning Challenge, such as ELC Agreement, ELC Outcomes Measurement

SECTION IV: APPLICATION

Part 1: State Plan Overview

A. Provide an executive summary of the State's Phase 2 RTT-ELC plan. Please include an explanation of why the State believes the activities in its Phase 2 plan will have the greatest impact on advancing its overall statewide reform plan.

As articulated in our Phase 1 application, Illinois is focused on implementing early childhood systems reform that will lead to an increase in the number of children—especially Children with High Needs—who enter kindergarten ready to engage in a challenging curriculum. To this end, we have established these goals (note: these goal targets have been adjusted to reflect both the reduced funding available through this grant and the more rigorous criteria which have been developed for QRIS Levels 4 and 5 since our Phase 1 application was submitted):

- By December 2016, increase to at least 65% the percentage of Children with High Needs who have at least one year of participation in a high-quality (QRIS Level 4 or 5) Early Learning and Development Program prior to kindergarten entry.
- By December 2016, increase to at least 40% the percentage of Children with High Needs who have two years or more years of participation in a high quality Early Learning and Development Program prior to kindergarten entry.
- By December 2016, increase to at least 10% the percentage of Children with High Needs who receive five years of high quality early learning services before kindergarten, including home visiting services or QRIS Level 4 or 5 early care and education in the infant and toddler years.

To achieve these goals and in recognition of the current system's needs, the State's early childhood reform agenda is organized around three strategic priorities: (1) deepening the integration of state supports to create a unified framework for all Early Learning and Development (ELD) systems; (2) connecting the most at-risk children with the services and

supports they need; and (3) increasing the quality of both learning environments and instruction in early learning and development programs (from “adequate to good” and from “good to great”). These strategic priorities cut across various sections of this Plan, and collectively build toward the State's vision for an integrated system including quality universal and targeted supports for all children from birth to kindergarten entry and beyond.

Strategic Reform Priority #1: Deepening the integration of state supports to create a unified framework for all early learning and development programs

As detailed in Criterion (A) (3) below, Illinois will implement a governance structure that will support greater integration across the multiple funding streams and agencies involved in early childhood in our state. The Leadership Team (comprising agency leaders and the Illinois Early Learning Council Co-Chairs) and the Inter-Agency Team (comprising leaders of agency divisions focused on early childhood) will meet regularly to develop an integrated approach to supporting high quality ELD Programs and to review progress in meeting the performance measures outlined in this grant. Staff in the Office of Early Childhood Development (OECD) in the Office of the Governor will lead Interagency Project Teams focused on the QRIS implementation, workforce development, community collaboration, and data and outcomes measurement to ensure maximum coordination and integration of efforts across agencies. Key aspects of integration to be implemented include:

- The new QRIS that will include all ELD Programs serving children in groups, including child care centers and homes, Preschool for All, center-based Prevention Initiative, center-based Head Start/Early Head Start, and preschool special education (Criteria (B)(1)-(B)(2)).
- A new statewide website that will provide parents information about all programs in the QRIS, and a public awareness campaign that will inform parents how to use the new quality ratings as they select early education and care programs for their children (Criterion (B)(3)).
- A validation study of the QRIS that includes child outcomes will be completed to help inform the continual improvement of this system (Criterion (B)(5)).
- A comprehensive statewide plan for supporting professional development for EC

Educators that incorporates all state-funded supports and, to the extent possible, supports provided through Head Start/Early Head Start and local-level entities such as school districts. (Criterion (D)(2)).

- Use of a common statewide instrument for assessing children across the kindergarten year, the Kindergarten Individual Development Survey (“KIDS”) (Criterion (E)(1)).
- Data systems that track the services that children and families receive, children’s learning and development outcomes, program quality features, and EC Educators credentials (Criterion (E)(2)).
- Use of the Illinois Early Learning and Development Standards throughout all ELD Programs in the State (note: funding for implementing the standards is integrated into the statewide training plan and into the supports for programs seeking to move up in the QRIS; therefore we are not separately including activities under Criterion (C)(1)).

Strategic Reform Priority #2: Connecting the most-at-risk children with the supports and services they need

In our Phase 1 application, we proposed to implement a comprehensive community collaboration model in 15 Concentrated High Need Communities and to provide significant annual funding to these communities to support local collaborative work. With the reduced funding available, this approach is not feasible. Nevertheless, the State recognizes the need to support emerging local collaborations that are focused on ensuring that children with the highest needs are connected with high quality early learning and development services.

Our current Early Childhood Action Partnership initiative (funded with State Advisory Council Grant funds and launched in June, 2012) has demonstrated that there is strong interest in technical assistance and other resources among both long-standing and newly formed local collaborations focused on early childhood throughout the state. Through this initiative, the State has identified a conceptual framework for community systems building developed by the National Center for Children in Poverty, and has invested in the development of a website,

training materials, and technical assistance models for local collaborations that have great promise but need additional resources to be maintained past April, 2012. In addition, we now have six “Hard-to-Reach” pilot projects operating across the state, and they have been generating information about effective strategies for engaging the most at risk children and their families in high quality services at the local level.

To effectively build on these recent successes, we will implement a scaled-down version of the Consortium for Community Systems Development (CCSD) to provide training, technical assistance, and supportive materials to local collaborations, building upon the success of the Early Childhood Action Partnership initiative. Part of the work of the CCSD will be to assist local communities in developing philanthropic and other local resources to support collaborative efforts, a strategy which has proven effective and sustainable in several communities across the state. (Note: Activities related to support for community collaborations previously appeared in multiple criteria, but in this revised Plan they are placed in Criterion (B)(4).)

Strategic Reform Priority # 3: Increasing Program Quality: From Adequate to Good and from Good to Great

In our Phase 1 application, we proposed many different strategies for increasing program quality. Although we will be scaling back most activities as described in the narrative to follow, we will be implementing many of these strategies statewide, including:

- Adding an additional 16 FTE Quality Specialists across the 16 regional Child Care Resource & Referral Agencies (distributed among the agencies according to provider density), and providing intensive training and support to both new and existing Quality Specialists in how to effectively support programs’ quality improvement efforts (Criterion (B)(4)).
- Developing and providing trainings (including web-based trainings) related to the requirements of the QRIS and/or the required competencies for credentials in the Gateways to Opportunity credentialing system (Criteria (B)(4) and (D)(2)).
- Supporting the development of new coursework and training models and strengthening

IHE faculty knowledge and skills in the critical areas of early math, use of assessment and standards to drive instruction, and supporting English Language Learners in early childhood (Criterion (D)(2)).

- Ensuring that early learning is included in major statewide efforts to strengthen the quality of instruction in the K-12 system, including the Center for School Improvement and the Illinois Shared Learning Environment (Criteria (B)(4) and (E)(2)).

In addition, we will select six to eight Communities of Concentrated High Need from across the state where additional resources will be concentrated to raise the quality of services Children with High Needs receive. Each of these communities will comprise approximately 4-5,000 Children with High Needs and will be chosen based on several criteria, including: 1) level of concentrated need; 2) presence of a mix of higher and lower quality providers that have demonstrated interest in continual improvement; 3) presence of an established or emerging community collaboration among early childhood providers (including local school districts); and 4) support of local community leadership for a community-wide effort to improve the quality of and access to early learning services for young children and their families. We expect that some of the selected communities will be current participants in our MIECHV-funded Strong Foundations Partnership.

These selected communities will engage in a local planning process (with support from OECD and the CCSD) to determine the targeted strategies that will have the greatest impact on increasing the number and percentage of Children with High Needs in their community that are enrolled in high quality ELD Programs. A flexible pool of resources will support the implementation of these local plans. The strategies communities may choose among will include the many strategies that were proposed for wider implementation in our Phase 1 application (note: the strategies selected may support both Strategic Reform Priorities 2 and 3):

- Supporting cohort-based training and support of providers as they work toward higher quality levels in the QRIS
- Intensive coaching to support programs in meeting the requirements of the Level 5 component Awards of Excellence
- Providing small grants to providers to implement program improvements, such as the

purchase of curriculum materials or minor renovations to allow for smaller group sizes for children in child care settings

- Scholarships for educators to obtain coursework for needed credentials, especially the ESL/Bilingual Approval or Endorsement that will be required for PFA teachers working with English Language Learning children after 2014 and the Gateways to Opportunity Level 5 Infant Toddler Credential that will be required for Prevention Initiative center based programs by 2015
- Enhanced recruitment of the highest need children to ensure that they participate in available programs
- Enhanced family engagement strategies, including implementing the Strengthening Families approach
- Technical assistance in developing models that link children in informal family child care settings with more formal preschool experiences (e.g., the Community Connections model described in our Phase 1 application)
- Piloting policy changes within the Child Care Assistance Program to support children's continuous enrollment in high quality programs

The communities will be identified by January 1, 2013 and will be engaged in planning through December 31, 2013. Implementation of identified strategies will begin in 2014.

Our state's revised Plan will allow us to: strengthen the coordination and integration of existing funding streams devoted to early learning and development; develop the necessary state-level infrastructure for an efficiently administered and sustainable QRIS; develop the data system structure that will allow for tracking of progress towards goals and objectives developed by the Illinois Early Learning Council; increase the availability and quality of workforce development/professional development resources; pilot a variety of strategies for improving program quality and ensuring the most at-risk children participate in high quality programs; and implement a statewide Kindergarten assessment that will both inform instruction and provide valuable information about the status of young children's learning and development. All of the strategies presented in our plan are in service of the goal of supporting the early learning and development of young Children with High Needs and improving their readiness to engage in a

challenging curriculum when they enter kindergarten.

PART 2: Summary Table for Phase 2 Plan

Please indicate which selection criteria are addressed in the State's Phase 2 application.

	Addressed in 2011 application	Addressed in Phase 2 application
Race to the Top-Early Learning Challenge		
A. Successful State Systems		
(A)(1) Demonstrating past commitment to early learning and development.	✓	✓
(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.	✓	✓
(A)(3) Aligning and coordinating work across the State	✓	✓
(A)(4) Developing a budget to implement and sustain the work	✓	✓
B. High-Quality, Accountable Programs		
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System	✓	✓
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System	✓	✓
(B)(3) Rating and monitoring Early Learning and Development Programs	✓	✓
(B)(4) Promoting access to high-quality Early Learning and Development Programs	✓	✓
(B)(5) Validating the State's Tiered Quality Rating and Improvement System	✓	✓
C. Promoting Early Learning and Development Outcomes for Children		
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards	✓	
(C)(2) Supporting effective uses of Comprehensive Assessment Systems	✓	
(C)(3) Identifying and addressing health, behavioral, and developmental needs		
(C)(4) Engaging and supporting families	✓	
D. A Great Early Childhood Education Workforce		
(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials	✓	
(D)(2) Supporting Early Childhood Educators	✓	✓
E. Measuring Outcomes and Progress		
(E)(1) Understanding the status of children at kindergarten entry	✓	✓
(E)(2) Building or enhancing an early learning data system	✓	✓

	Addressed in 2011 application	Addressed in Phase 2 application
Race to the Top-Early Learning Challenge		
Competitive and Invitational Priorities		
Competitive Priority 2: Including all Early Learning and Development Programs in the TQRIS	✓	✓
Competitive Priority 3: Understanding status of learning and development at Kindergarten Entry	✓	✓
Invitational Priority 4: Sustaining Program Effects in the Early Elementary Grades		
Invitational Priority 5: Encouraging Private-Sector Support	✓	

Part 3: Narrative

In the text box below, the State must list the selection criteria from its FY 2011 application the State is proposing to address in Phase 2, the page reference from the FY 2011 application where the original plan for addressing the criterion can be found, and a narrative description of the Phase 2 plan to address that criterion.

The Phase 2 plan should include, at a minimum, the goals, activities, timelines, and responsible parties for each proposed activity. A Phase 2 applicant need not resubmit evidence from its FY 2011 application. If it chooses, a Phase 2 applicant may provide updated evidence if it supports the Phase 2 activities. Any new supporting evidence the State believes will be helpful must be described and, where relevant, included in an Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

For a full description of the selection criteria, please see Section VIII.

Selection criterion	A(3)	Page references from State’s FY11 application	55-70
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Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

Goal (A)(3)-1:

Illinois' early learning governance structure aligns and coordinates supports, is accountable for outcomes, and is inclusive of stakeholders

Activity (A)(3)-1.1: Establish the Early Learning Challenge Leadership Team

Illinois will be implementing the governance structure described in our Phase 1 application. As our work has progressed over the past year, however, we have made some small modifications in the composition of our Leadership Team and in the structure of the B-8 Interagency Implementation Center.

- The Leadership Team will continue to include the IELC Co-Chairs (who will co-chair the Leadership Team); the State Superintendent of Education; the Secretary of IDHS; and the Director of IDCFS. The Head Start State Collaboration Office Director will not directly participate in the Leadership Team but will participate in the Inter-Agency Team (IAT) as described below.
- The role of the “Policy & Implementation Advisory Group” will be filled by the IELC Executive Committee, which since last October has been reconstituted and now matches the composition described in our Phase 1 application. The Illinois Head Start Association is represented on the IELC Executive Committee.

- The Outcomes Measurement System will be utilized as described in the grant. However, we will rely on project staff to develop and implement the system.
- The Coordinated Early Learning Budget Proposal will be implemented as described in our Phase 1 application according to the new timeline presented below.
- The IELC has been reorganized since submission of our application in 2011. Each committees’ leadership now includes members of the IAT to strengthen the relationship between the Council and the IAT and ensure ongoing stakeholder engagement and involvement.
- Public reporting on implementation will be implemented according to the new timeline presented below.

Activity (A)(3)-1.1 Rationale: A clear leadership structure that includes key decision-makers and stakeholders is necessary to successfully implement this Plan.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1) Establish the Early Learning Challenge Leadership Team	Completed	N/A
(2) Post positions and hire QRIS Policy Director, Outcomes and Data Manager, and Workforce Policy Director	Jan-June 2013	OECD Director, ISBE, IDHS
(3) Design the ELC Outcomes Measurement System	Jan - Sept 2013	Leadership Team, Data and Outcomes Manager
(3) Utilize the ELC Outcomes Measurement System for continuous monitoring and performance management	Oct 2013 - end of grant period	Leadership Team, IAT
(4) Develop coordinated Early Learning Budget proposal (note—implementation of this step began in Nov 2011)	Nov 2012 - Jan 13 (and in each following year)	ISBE, IDHS, IDCFS, in consultation with Leadership Team
(5) Public reporting on ELC outcomes; aligned with P-20 Council reporting	Jul 2014 - end of grant period	Leadership Team

Activity (A)(3)-1.2: Carry out the Plan's Activities through The Birth to 8 Interagency Implementation Center

Illinois will execute its plan for grant implementation largely as indicated in our Phase 1 application. Again, however, there have been some minor changes in our approach given the developments over the past year. We are not using the term “Birth to 8 Interagency Implementation Center” but rather “Inter-Agency Team” (IAT) to describe our cross-agency work. Our organizational chart has also changed somewhat, with positions focused on interagency work now planned to report directly to the OECD

Director. These positions include the QRIS Policy Director (formerly called the Quality Counts Director); the Workforce Development Policy Director; and the Outcomes and Data Manager (formerly called the Data & Performance Management Director). We have also planned an additional position of Grant Administration and Budget Development Manager to the OECD team to ensure we have the staffing necessary to comply with all grant administration and reporting requirements issued by the federal departments. Draft job descriptions/scopes of work for each of these positions are provided in Appendix A-3.

Since the application was submitted last year, there has been some reorganization in both ISBE (adding an Asst. Superintendent for Early Childhood and Language Learning) and at IDHS (creation of the Division of Family and Community Services which includes child care, Early Intervention, and home visiting programs as well as SNAP, WIC, TANF and other services), resulting in some changes of the specific positions that will be involved in implementing this grant, as noted below.

The IAT meets at least monthly, is led by the OECD Director, is staffed by the Grant Administration and Budget Development Manager, and comprises the following:

- From ISBE: The Assistant Superintendent for Early Childhood and English Language Learning and the Division Administrator for Early Childhood
- From IDHS: The Director and Assistant Director of the Division of Family and Community Services, the Bureau Chief for Child Care & Development, and the Director of the Head Start Collaboration Office
- From IDCFS: The Director of the Office of Child and Family Policy and the Child Care Licensing Director
- From OECD: Project Director, Strong Foundations Partnership

We will also be implementing Interagency Project Teams focused on specific aspects of system-building work. These will comprise members from each agency who manage the specific area, and will meet at least weekly to maintain close collaboration and coordination. They will connect with the relevant Committees and Subcommittees of the Early Learning Council. These teams will initially include (with additional teams to be added as needed to ensure systemic coordination):

- QRIS Implementation and Program Monitoring, led by the QRIS Policy Director

- Workforce Development, led by the Workforce Development Policy Director
- Data and Outcomes, led by the Data and Outcomes Manager
- Community Collaboration Team, led by the Community Systems and Capacity Building Manger (supported by MIECHV grant)

Activity (A)(3)-1.2 Rationale: The work of early learning management staff must be integrated and aligned across State agencies.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1) Establish the legal framework and commitment to the Inter-Agency Team.	Completed	N/A
(2) Use the ELC Outcomes Measurement System to guide program and policy implementation	Oct 2013 - end of grant period	IAT

Activity (A)(3)-1.3: Provide Coordinated Implementation Supports for Key Reforms through Early Learning Quality Consortia

In our Phase 1 application, Illinois proposed the establishment of four early learning quality consortia to help coordinate the implementation of the system reforms we had proposed. The approach of “outsourcing” much of this coordination work was developed in large part in response to the restriction originally attached to the ELC grant of not being allowed to subgrant the funds but needing to use only contracts and other procurement approaches. In our state, this would have led to substantial difficulty, and the consortia were conceived of as a way to help streamline the contracting process. With the restriction on subgranting removed, the consortia become less necessary as either subgrant or contracting processes can be used for coordination and implementation activities. The IAT has determined that it will be more efficient and provide greater accountability if the coordination tasks proposed for the consortia are instead assigned to the Interagency Project Teams. As noted above, these Project Teams will work closely with the IELC Committees and Subcommittees to ensure stakeholder involvement.

Please note that the administration of the QRIS (processing applications, issuing ratings, etc.) is proposed to be managed by the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA), the organization that currently administers Illinois’ existing child care-focused Quality Rating System.

Goal (A)(3)-2:

State leadership is strongly committed to this Plan, as are a broad array of other public and private partners.

Activity (A)(3)-2.1: Execute and implement the Illinois Early Learning Challenge Intergovernmental Agreement

The updated Illinois Early Learning Challenge Intergovernmental Agreement is included in Appendix A-3. The Intergovernmental Agreement continues to address all of the substantive components of the model memorandum of understanding, and the dispute resolution process outlined in the Agreement will remain the same as in our Phase 1 application. The scopes of work have been modified to reflect the changes discussed throughout this application for Phase 2 funding.

Activity (A)(3)-2.3: Continue to Engage A Broad Array of Public and Private Stakeholders in the Plan's Implementation

There are no changes to this activity to report. In preparation for this Phase 2 application, the State has continued to seek input from the IELC and other advisory bodies, as well as from local level stakeholders, including the Chicago Mayor's Office and Chicago Public Schools, the Illinois Head Start Association, and intermediary organizations.

Selection criterion	B(1)	Page references from State's FY11 application	82-90
Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			
<p style="text-align: center;"><u>Goal (B)(1)-1:</u></p> <p>Coherent, comprehensive, and high-quality Birth to Five Program Standards and tiers of quality within those program standards form the basis for Illinois' Tiered Quality Rating and Improvement System</p> <p>In our Phase 1 application, our state described our process for developing criteria for a Tiered Quality Rating and Improvement System (hereafter referred to as the "QRIS") that will include all Early</p>			

Learning and Development Programs (except those provided in the child’s home or as an individual service, such as Early Intervention). A set of draft criteria were included in our application, and we stated that final criteria would be developed by December 31, 2011. Implementation of the new system was proposed for July, 2012.

Because we did not receive Phase 1 funding, and in response to the comments we received from both the competition reviewers and stakeholders in our state, we elected to engage in more planning and development of our cross-sector QRIS before moving to implementation. Through the Build Initiative, our state has received significant technical assistance from national experts in effective and efficient QRIS design. An ad-hoc QRIS planning committee has been meeting for several months to further refine our criteria for center-based programs. While this committee has not fully completed its work, it has developed a more coherent framework for the criteria that will support effective administration of the system (see “QRIS Framework” in Appendix B-1).

The near-final criteria for Levels 1-4 are presented in Appendix B-1 (sections still being finalized are noted). Several subcommittees are meeting in October and November of this year to develop criteria for “Awards of Excellence,” which are component-specific awards to recognize excellence in programs who have achieved at least Level 4 in all areas, but who also excel in one or more areas of program quality. A special Level 5 comprehensive award of excellence (name still in development) will recognize programs that have achieved excellence in all applicable components in the QRIS.

Several improvements to our QRIS level criteria are of note:

- Ratings for Head Start and Preschool for All programs have been made more rigorous by requiring programs to submit their most recent ERS or CLASS scores in addition to evidence of a clean state or federal compliance monitoring visit. Programs may receive a Level 2, 3 or 4 rating based on these scores, rather than receiving an automatic first rating of Level 4 as proposed in our 2011 application.
- All accrediting bodies who want their accreditation recognized in the QRIS will need to submit evidence of how their process addresses the QRIS criteria in Illinois SFY 13 instead of waiting to do this until FY 14 or later as proposed in our Phase 1 application.
- The lower QRIS levels now comprise a more coherent pathway to quality, with Level 2 focused on

training and Level 3 focused on rigorous program self-assessment. Programs at Level 2 will not be required to have an ERS assessment, and programs at Level 3 will receive their ERS or CLASS (and where appropriate, PAS) assessment from a trained Quality Specialist rather than from the contracted state assessors. A random sample of 10-15% of Level 3 programs will have their self-assessment validated by the state-contracted assessors. This change increases the sustainability of the system while ensuring both that programs moving up from Level 1 to Level 3 receive accurate feedback about their program quality and that programs seeking a Level 4 or higher designation are monitored by highly reliable assessors.

The State is also reconsidering the use of “Stars” as designation for the various levels of the QRIS, and will engage a marketing consultant as part of the public awareness campaign to develop the most effective term (e.g., Levels, Steps, Bronze-Silver-Gold, etc.).

Due to this extensive and continuing redesign work, we do not anticipate needing to complete a significant revision of the QRIS criteria at the mid-point of this ELC grant as we proposed in our Phase 1 application. Instead, a subcommittee of the IELC Program Standards and Quality Committee will meet annually to consider any minor modifications to the plan that are warranted based on either experience with implementation or new developments in the field.

We are also proposing to partner with North Carolina and Delaware on the development of a new instrument for rating program quality. While we are committed to using the Environmental Rating Scales, PAS/BAS and the CLASS in the short term, we recognize that none of these instruments were specifically designed for program monitoring, and each has significant flaws when used for this purpose. We believe the new multistate instrument currently being planned will provide better information about the level of quality programs offer. Our partnership commitment includes participating in the large-scale pilot of the instrument, as well as participating in the project advisory committee.

Based up on the experience gained through implementation of the new integrated QRIS, the validation study (described in B-5 below), and the results of the new instrument development process, we will complete a thorough revision of the QRIS in the second half of 2016.

Note: Activities (B)(1)-1.1 and (B)(1)-1.2 will be completed prior to the beginning of the grant period, therefore no responsibility and timeline chart has been included here.

Activity (B)(1)-1.3: Implement the new Tiered Quality Rating and Improvement System and revise as necessary.

ACTIVITY (B)(1)-1.3: Rationale: New levels more clearly delineate quality criteria and are relevant to all types of classroom-based Early Learning and Development Programs.		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Disseminate information to all ELD Programs about the new system of quality levels and the program types now eligible to participate in the QRIS	Apr-June, 2013	INCCRRA, Head Start State Collab Office (HSSCO), ISBE
(2): Develop new protocol for programs to enroll in QRIS;	Apr-Sept, 2013	ISBE, IDHS, IDCFS, HSSCO, INCCRRA
(3) Integrate process for receiving rating with monitoring process for PFA	Apr-Sep 2013	ISBE, INCCRRA, Assessment Contractor
(4): Begin phase-in of revised rating process for center-based programs	July, 2013	QRIS Policy Director, IDHS, ISBE, HSSCO, INCCRRA
(5): Partner with NC, DE and NM to create and pilot test new program quality assessment tool	Jan 2013-Dec 2015	QRIS Policy Director
(6): Convene subcommittee of IELC Program Quality and Outcomes Committee to determine whether minor revisions of the QRIS criteria are required	Sep/Oct 2014 Sep/Oct 2015	QRIS Policy Director
(7): Complete Validation and Outcomes Study, including analysis of quality demonstrated by programs and relation between quality levels and child growth	see Criterion (B)(5)	Evaluation Contractor
(8): Convene workgroup to further revise QRIS criteria based on research regarding criteria most associated with child progress and new program quality assessment tool; approve revised criteria	Sept-Dec 2016	QRIS Policy Dir, IDHS, ISBE

Activity (B)(1)-1.4: Revise QRIS criteria for Family Child Care Homes and integrate the QRIS into the Day Care Licensing system

As described in our Phase 1 application, Illinois has in place criteria for quality ratings for licensed Family Child Care Homes. Unlike our criteria for center-based program, the criteria for homes needs only

minor revisions, including a way to recognize providers that have strong linkages to high quality part day or home-based early learning programs. In light of the reduced funding available, we will wait until Year 2 of the grant to begin work on revisions to the QRIS criteria for homes.

Activity (B)(1)-1.4: Rationale: New criteria are needed to reflect the multiple ways in which LFCC providers can effectively support children's early learning and development.		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Convene workgroup to revise QRIS criteria for LFCC providers	Jan-Apr 2014	QRIS Policy Dir, IDHS, ISBE, HSSCO
(2): Develop materials, processes, etc. needed for implementation of new quality levels	May-Jun 2014	QRIS Policy Dir, IDHS, IDCFS, HSSCO
(3): Disseminate information to LFCC Programs about the new system of quality levels	July-Dec, 2014	INCCRRA, IDHS, IDCFS
(4): Implement revised rating process for LFCC programs	Jan, 2015 and forward	QRIS Policy Dir, INCCRRA, IDHS, ISCFS

Selection criterion	B(2)	Page references from State's FY11 application	91-101
<p>Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</p>			
<p><u>Goal (B)(2)-1:</u></p> <p>All licensed child care centers and homes, all center-based Prevention Initiative and Preschool for All Programs, all IDEA Part B and Title I preschool classrooms, and all Head Start and Early Head Start center-based programs are enrolled in QRIS</p> <p>Illinois will be implementing its approach to enrolling programs according to the timeline outlined below. Rather than requiring programs to initiate enrollment, we will be building a data system for managing the QRIS that will automatically link DCFS licensing information (which covers all licensed centers, including Head Start/Early Head Start centers and Prevention Initiative center-based programs, and</p>			

all licensed homes and group homes) and ISBE Preschool for All program information (which covers Preschool for All programs in both schools and community based organizations) with the QRIS program database (the Data Tracking Program, or DTP). Thus, these programs will automatically be “pre-enrolled” in the QRIS. A web-based application process will support programs seeking a Level 2 or higher rating, as well as Title I and IDEA Part B programs enrolling in the system.

Activity (B)(2)-1.1: Enroll all licensed child care providers, all ISBE-funded preschool and center-based Prevention Initiative programs, and all Head Start/Early Head Start programs in the QRIS

Activity (B)(2)-1.1: Rationale: All programs must be enrolled in the QRIS for the system to have maximum effectiveness in raising quality across all programs in Illinois

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Develop data exchange protocol and implement related data systems upgrades to transfer DCFS licensing and ISBE program data into DTP; develop web-based application process	Jan-Dec 2013	INCCRRA, QRIS Policy Dir, Data & Outcomes Mgr
(2): Enroll all Head Start and Preschool for All Programs in QRIS program information system	Oct- Dec 2013	ISBE, CPS, HS Collab Office, IDHS/INCCRRA
(3): “Pre-enroll” all licensed program in QRIS through DTP data integration with DCFS	Oct-Dec 2013	INCCRRA, DCFS
(4): Support all child care centers funded by the City of Chicago in completing applications for a QRIS rating to support the City’s information portal for families (see B-3)	Oct 2013-Mar 2014	Chicago DFSS, IDHS/ INCCRRA
(5): Intensively market the new QRIS to all child care providers to encourage participation in higher quality levels	Jan-Dec 2013	IDHS, ISBE, IDCFS
(6): Support Title 1 and IDEA Part B programs in enrolling in QRIS	Jan- Dec 2014	ISBE/INCCRRA
(7): Process applications from providers for quality ratings at levels 2-5	July, 2013– Jun, 2016	IDHS/INCCRRA

Goal (B)(2)-2:

Children with High Needs have increased access to high-quality full-day, year round child care, especially in Concentrated High Need Communities

As noted in our Phase 1 application, Illinois has in place many policies and program to support

access to high-quality full-day, year round child care. Many of our proposed activities under this goal were to be funded through existing funding streams and therefore are not impacted by reduced available funding for RTT-ELC Phase 2.

Activity (B)(2)-2.1: Build upon Illinois' existing supports for quality

There was no timeline included in the Phase 1 application for this activity, as it involves continuing existing supports. Please note that the infant-toddler rate enhancement described in the Phase 1 application has been discontinued, as the Child Care Advisory Council and IDHS determined it had been ineffective in accomplishing its goal of expanding access to infant-toddler care. Also, as noted in our Phase 1 application, the State will be re-evaluating its tiered reimbursement policies and may not extend tiered reimbursement to programs that enter the QRIS after January 1, 2013.

Activity (B)(2)-2.2: Revise reimbursement policies and rates to better reflect the true costs of providing high quality (QRIS Level 4 and above) care

We will complete the study of program costs at various levels of the QRIS as described in our Phase 1 application. Due to the reduced funding available, there will be less funding available for Community Collaborations to actively support the development of new “braided funding” programs. In addition, rather than implement child care subsidy policy changes to promote enrollment in high quality full-day programs statewide as proposed in the Phase 1 application, we will instead first pilot these policy changes in the six to eight chosen Concentrated High Need Communities.

ACTIVITY (B)(2)-2.2: Rationale: High quality programs must be funded to support the true cost of their services		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Complete study of costs of high-quality program models	Jan-June, 2013	OECD Dir, IELC Systems Integration Cmte.
(2): Develop funding models combining multiple funding streams and/or quality supports	July-Dec, 2013	OECD Dir, IAT, IELC committees
(3): Prioritize funding for full-day programs in future expansions of PFA funding	Depends upon appropriations	ISBE
(4): Implement policy changes to support participation in high-quality early learning programs, piloting these changes in chosen Concentrated High Need Communities	July, 2013 and ongoing	IDHS

Activity (B)(2)-2.3: Address gaps in availability of facilities for high quality programs

Implementation of the Early Childhood Capital Grants is underway, and will not be funded by the RTT-ELC grant. Implementation is projected to continue through December 2014. There are no specific implementation steps related to this RTT-ELC grant.

Selection criterion	B(3)	Page references from State's FY11 application	103-109
Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.			

Goal (B)(3)-1:

The number of center-based and school-based Early Learning and Development Programs that are assessed through a valid and reliable process is dramatically increased.

As noted in our Phase 1 application, ISBE and IDHS currently contract with the McCormick Center at National Louis University to provide assessments using the ERS scales and the PAS and BAS. As described above, we will continue to contract for these assessments for Preschool for All programs (outside of Chicago) and for child care programs seeking Level 4 or above ratings (the level our state defines as “in the top tiers” of our QRIS). The assessment contract requires 85% or better reliability on these instruments, and the contractor must conduct reliability checks every 6-10 assessments. As described in our Phase 1 application, the assessment contractor will also provide reliable assessments using the CLASS for programs seeking a Level 5 Quality Award.

As described above, with the newly redesigned QRIS, child care programs seeking Level 3 or lower rating will be assessed by Quality Specialists employed by the regional CCR&R agencies. These Quality Specialists will receive intensive training from the authors of the ERS, CLASS and PAS/BAS, but will not be required to formally establish and maintain 85% reliability. They will receive ongoing support and consultation (at least 20 hours per year of ongoing training and as-needed telephone support) to ensure faithful administration of the instruments to ensure programs are receiving accurate feedback that supports

continuous program improvement.

Head Start programs will be required to submit evidence of their classroom quality as part of their application for a QRIS rating. This evidence may include either ERS scores from the state’s assessment contractor or CLASS assessments conducted by assessors who are certified by Teachstone and who are not employed by the program being rated. Similarly, Preschool for All programs in Chicago may submit scores from ERS or CLASS assessments conducted by the Chicago Public Schools Office of Early Childhood Education or its contractors, all of whom meet adequate reliability standards.

Activity (B)(3)-1.1: Develop integrated monitoring process

Currently, programs are monitored separately for Preschool for All contract compliance and the existing Quality Rating System. Similarly, in the City of Chicago, many programs are monitored both by CPS (for Preschool for All contract compliance) and by the Department of Family Support Services (for Head Start contract compliance). These monitoring processes will be streamlined and integrated to the extent possible to lessen the burden on programs and to ensure consistent support for continuous quality improvement.

ACTIVITY (B)(3)-1.1: Rationale: Programs with multiple funding streams will be able to undergo single monitoring process		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Develop unified rating visit protocol for assessing programs’ compliance with both QRIS Level criteria and all criteria required for programs receiving ISBE funding	Apr- Sep, 2013	ISBE & IDHS, QRIS Policy Dir
(2): Integrate monitoring process for City-funded Chicago programs, including the Head Start self-assessment, Preschool for All/Prevention Initiative funded through CPS, and child care contract compliance, with the QRIS monitoring system	Apr- Sep, 2013	Chicago Mayor’s Office, CPS, QRIS Policy Dir
(3): Develop an appeals process for programs that believe their program has received an inaccurate QRIS rating	Apr - Jun, 2013	QRIS Policy Dir, ISBE & IDHS

Activity (B)(3)-1.2: Implement monitoring process using valid, reliable tools administered by trained assessors.

As noted above, Illinois already has in place a system for conducting reliable assessments for child care centers applying for a quality rating and for all Preschool for All programs. With the proposed changes

to the structure of our QRIS level criteria, we anticipate that we will be able to enroll a substantially larger number of programs in the QRIS without needing to add a large number of contracted assessors.

The new QRIS model requires, however, that the Quality Specialists (and Infant-Toddler Specialists, as appropriate) receive intensive training in the administration of the ERS instruments, CLASS and the PAS & BAS and in the use of these tools to organize program improvement efforts. The State will partner with the Illinois Head Start Association and the Head Start Training and Technical Assistance contractors to ensure the Quality Specialists are trained in the CLASS.

ACTIVITY (B)(3)-1.2: Rationale: Assessment with the ERS, CLASS, PAS and BAS tools provides the foundation for continuous program improvement

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Develop and execute agreement for additional assessments for ELD Programs and for training of Quality Specialists in program assessment tools	Jan – June, 2013	OECD Dir, IDHS
(2): Train assessors in CLASS	Apr – Jun 2013	Assessment Contractor
(3): Train Quality Specialists (and Infant-Toddler Specialists, as appropriate) to complete assessments of classrooms and programs ECERS PAS & CLASS ITERS BAS	May – Sep 2013 Jan – Jun 2014 Jul – Sep 2014 Jan - Jun 2015	Assessment Contractor; IHSA and HS T&TA system
(4): Add CLASS to monitoring protocol for PFA programs and child care centers seeking Level 5 ratings	July 1, 2013 and ongoing	QRIS Policy Dir
(5): Assess at least 350 child care center classrooms, 500 PFA classrooms, and 75 family child care homes for QRIS Ratings each year	Each State Fiscal Year, beginning July 1, 2013	QRIS Policy Dir

Goal (B)(3)-2:

A Public Awareness campaign ensures parents have access to information about program quality and licensing history for all Early Learning and Development Programs

As noted in our Phase 1 application, while Illinois has had a Quality Rating System for child care programs for several years, we have not yet implemented a wide-scale public awareness campaign to educate

parents about the system. Since our Phase 1 application was submitted, we have been able to review the public awareness campaigns implemented by other states, and have developed a preliminary campaign plan (see Appendix B-3) we anticipate will be both affordable and highly effective.

Activity (B)(3)-2.1: Develop and implement a Public Awareness campaign plan

ACTIVITY (B)(3)-3.1: Rationale: Parents are not currently aware of the New QRIS system		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Procure contract for branding and marketing campaign design	Jan-Jun, 2013	QRIS Policy Dir, ISBE
(2): Develop materials to educate parents and the general public about QRIS—produce in multiple languages	Jul-Dec, 2013	QRIS Policy Dir, Contractor
(3): Multi-media campaign to publicize new QRIS (major media buys in 2014 and 2016)	Jan, 2014 and ongoing	QRIS Policy Dir, Contractor

Activity (B)(3)-2.2: Develop a parent-friendly website that includes both QRIS and licensing violation information

Illinois will create a unified website where parents can access information about any Early Learning and Development Program in the state. This website will integrate information about licensing violations. Due to the funding reductions, we will not contract with an outside developer to develop the website on a highly accelerated timeline as proposed in our Phase 1 application, but will instead manage development through contracts with IDHS’s current manager of the state’s child care resource and referral and Gateways professional development registry data systems. This “in-house” approach will have the added benefit of ensuring we create a highly flexible and updatable system, and will allow the State to partner with and build off of the City of Chicago’s newly developed early childhood “web portal” which is also designed to inform parents.

ACTIVITY (B)(3)-1.2: Rationale: Information is currently difficult for parents to access		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Create unified website for the QRIS and licensing information (including mobile phone access)	Jan 2013-Jun, 2014	IDHS, IDCFS
(2): Include center and school based programs quality ratings	July, 2014 and ongoing	IDHS

(3): Include licensed family child care homes quality ratings	July, 2015 and ongoing	IDHS
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Selection criterion	B(4)	Page references from State’s FY11 application	110-123
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Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

As noted in the Executive Summary, Illinois will take the overall approach of strengthening our statewide system of basic supports for quality programming, while concentrating additional resources for both quality improvement and recruitment of Children with High Needs in six to eight selected Concentrated High Need Communities.

Goal (B)(4)-1:

The number and percentage of full-day, year-round Early Learning and Development Programs that are at the highest tiers (Levels 4 and 5) of quality in the QRIS is substantially increased-moving programs “from adequate to good.”

Activity (B)(4)-1.1: Support programs interested in moving to a higher QRIS level.

We will continue to provide the existing supports for quality improvement detailed in our Phase 1 application, including training, technical assistance, Quality Specialists (also known as QRS Specialists), and the Gateways to Opportunity Scholarship Program. By SFY 2015, Quality Counts grants and accreditation support will be restricted to programs that have attained Level 2 or higher in the QRIS (note: programs will only be eligible to stay at Level 2 for two years; then they must move up to Level 3 or revert to a Level 1 rating).

An additional 16 FTE Quality Specialists will be hired across the 16 regional Child Care Resource and Referral agencies (CCR&Rs). In order to ensure that the new and existing Quality Specialists are effective in supporting programs’ progress in the QRIS, they will be provided extensive training in the assessment tools (as described above) and in techniques for coaching center administrators and teachers to improve quality. They will also have access to phone support from the assessment contractor to ensure they are able to accurately conduct assessments of program quality.

Several of the trainings that will be required for programs seeking Level 2 status have already been developed, but a few new trainings need to be created, including training for a wide range of EC professionals on the newly revised Early Learning Standards (3-5) and Early Learning Guidelines (0-3; see new Early Learning Guidelines in Appendix C-1). Staff in the CCR&Rs, Illinois Resource Center, Illinois Birth to Three Institute and StarNet, as well as members of the Illinois Trainers Network and those who provide training to Head Start/Early Head Start programs throughout the state, will be trained to provide these trainings in person. In addition, all of the trainings (existing and new) will be developed as web-based trainings to ensure efficient access to training for providers.

The Early Childhood Divisions of both ISBE and the Chicago Public Schools have developed coaching supports for Preschool for All programs that are not yet providing Level 4 or above quality. These efforts will not be funded by this grant, but will support the goal of increasing the number of programs that are at a “good” level of quality. Similarly, Head Start and Early Head Start programs across the state have implemented coaching strategies to improve program quality, and Head Start and Early Head Start grantees have signaled their intention to work with all sites/classrooms to ensure they are meeting at least Level 4 quality.

Activity (B)(4)-1.1 Rationale: Programs need training, coaching and other supports to increase their quality.		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Develop new trainings—both in-person and web-based training content on topics required for level 2 and above in the QRIS	May – Sep 2013	QRIS Policy Dir, ISBE, IDHS, INCCRRA
(2): Conduct “train the trainer” sessions on new trainings	Oct – Dec 2013	QRIS Policy Dir, Workforce Dev. Dir., INCCRRA
(3): Begin offering new trainings through CCR&Rs and other training providers	Jan 2014	QRIS Policy Dir & Workforce Dev Dir
(4): Develop web-based trainings and phase in their implementation	Jan-Dec 2014	QRIS Policy Dir & Workforce Dev Dir. INCCRRA
(5) Amend contracts with CCR&Rs to provide funding for additional Quality Specialists	Jan-Mar 2013	IDHS

(6) Regional CCR&Rs hire additional Quality Specialists and provide them orientation	Mar-April 2013	CCR&Rs
(7) Develop grant agreement with provider of training & support to Quality Specialists	Jan-Jun 2013	ISBE
(8) Provide initial training to new and existing Quality Specialists in effectively supporting programs quality improvement efforts	May-Sep 2013	Contractor/sub-grantee
(9) Quality Specialists provide technical assistance, coaching, and other supports to programs, both individually and through cohorts as needed	Sep 2013 – end of grant	CCR&Rs, ISBE

Activity (B)(4)-1.2: Integrate training supported by ISBE, IDHS, and Head Start/Early Head Start grantees

As noted in Criterion (A) (3) above, we will not be creating a new consortium on workforce development. Instead, the Workforce Development Director will work with the Interagency Project Team on workforce development to create a unified state plan that integrates training supported by ISBE, IDHS and Head Start/Early Head Start grantees. This plan will concentrate on providing Early Childhood Educators with the skills delineated in our state’s Workforce Knowledge and Competency Framework, with the goal of increasing the number of staff who possess the credentials required for the higher levels of our QRIS (See **Criterion (D)(2)** for implementation steps related to training).

Goal (B)(4)-2:

At least 20% of the percentage of Early Learning and Development Programs receiving PFA, PI and/or Head Start/Early Head Start funding receive one or more Level 5 component Awards of Excellence—moving programs “from good to great”

A key strategic focus of our ELC grant is to not simply support programs in establishing and maintaining what is traditionally defined as “high-quality” services, but to ensure that programs are providing early learning services that are highly effective in supporting the school readiness of Children with High Needs.

Activity (B)(4)- 2.1: Provide intensive professional development to programs with Level 4 ratings to raise the level of instructional quality they provide

In light of the 50% funding level, the State will need to develop a lower-cost approach to supporting programs moving from Level 4 to Level 5 in the QRIS. Therefore, we will complete a six-month planning process to develop a detailed workplan for this “good to great” work. We will gather “lessons learned” from Early Reading First and i3 grants in our state as well as other ongoing efforts for supporting program excellence to develop an effective approach. We will connect all of these efforts to the State’s new Center for School Improvement, which is working with schools K-12 on improving instruction.

Activity (B)(4)-2.1 Rationale: Need to develop an infrastructure through which interested programs can access support for implementing highly effective professional development focused on using formative assessment to drive standards-oriented instruction

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1) Convene planning group to develop approach and workplan for supporting programs in implementing “Level 5” program quality	Jan-June, 2013	OECD Dir, Workforce Development Policy Dir
(2) Develop and issue RFP(s) for these “good to great” supports	Jul-Dec 2013	ISBE
(3) Provide supports for programs in Communities of Concentrated High Need	Jan 2014 – Dec 2016	ISBE/Contractor

Goal (B)(4)-3:

Increase to at least 55% the percentage of low-income children ages three and four who are enrolled in an Early Learning and Development Program at QRIS Level 4 or 5, and increase to at least 15% the percentage of low-income children ages birth to three who receive at least one year of evidence-based home visiting services and/or Level 4 or 5 ELD Program services.

Although our current data sources do not allow us to determine an exact number, we estimate that 65,000 Children with High Needs ages three and four in Illinois are currently served in some type of ELD Program that meets QRIS Level 4 or above criteria. This represents approximately 45% of all 3 and 4 year old Children with High Needs in our state. Similarly, we estimate that approximately 24,000 Children with High Needs age birth to three participate in an evidence-based home visiting program or ELD Program that meets QRIS Level 4 or above criteria. This represents approximately 11.5% of Children with High Needs ages birth to three. The primary ways we will increase the number and percentage of Children with High Needs receiving Level 4 or above services are: (1) raising the quality of lower-rated PFA, HS, and child care

programs to Level 4 or higher as described above; and (2) ensuring that Children with High Needs are accessing high quality programs.

Activity (B)(4)-3.1: Implement selected strategies in Communities of Concentrated High Need

Our approach to selecting and supporting six to eight Communities of Concentrated High Need is described in the executive summary on page 15.

Activity (B)(4)-3.1 Rationale: *The selected communities will serve as a “laboratory” for testing more concentrated strategies for improving program quality, recruiting and retaining “hard to reach” families, and increasing the supply of well-qualified staff*

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Select communities based on criteria outlined in Executive Summary (p. 15)	Nov-Dec, 2012	Leadership Team
(2): Develop community-specific plans for additional supports	Jan – Dec, 2013	OECD Dir, Community Systems & Capacity Building Manager
(3): Implement community-specific supports	Jan 2014-Dec 2016	OECD Dir and team

Activity (B)(4)-3.2: Provide training, technical assistance, and tools for communities focused on engaging and effectively serving “hard to reach” families through the CCSD.

As described in the Executive Summary, we will implement a scaled-down version of the Consortium for Community Systems Development (CCSD) proposed in our Phase 1 application. The CCSD will complete a strategic plan for community systems development, organizing and extending the state’s current supports for local collaboration around early learning and development. The CCSD will provide training and technical assistance to established and emerging community collaborations, including continuing to maintain the web-based supports developed through the Early Childhood Action Partnerships project funded through the State’s State Advisory Council grant.

Activity (B)(4)-3.2 Rationale: Community Collaborations and their partner organizations need access to resources and strategies for effective engagement of families of Children with High Needs

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Develop and issue an RFP for Consortium for Community Systems Development	Jan-Apr 2013	ISBE, OECD Dir
(2): Award contract for CCSD	Sep-Oct 2013	ISBE, OECD Dir
(3): Complete strategic planning process	Nov 2013-Jul	CCSD, with IELC

	2014	committees and Community Systems Interagency Project Team
(3): Provide technical assistance and training to community collaborations across the state, focused especially on ensuring the maximum number of Children with High Needs receive high quality ELD services; maintain web-based supports	Nov 2013 – Dec 2016	CCSD

Activity (B)(4)-3.3: Target any expansion funding for Preschool for All and Prevention Initiative to those communities with the largest number of unserved Children with High Needs.

Expanding access to Preschool for All to all children ages three and four and access to Prevention Initiative to all at-risk children ages birth through three remains the goal of the Illinois Early Learning Council, the Governor, and the General Assembly. We are hopeful that the program will resume expansion within the period of this grant.

Activity (B)(4)-3.3 Rationale: Many communities remain underserved		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Continue to evaluate geographical match between services and need to identify underserved communities	Jan 2013 and ongoing	ISBE
(2): Develop and administer RFPs with priority for underserved communities	as funding is appropriated	ISBE

Selection criterion	B(5)	Page references from State's FY11 application	125-136
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Please explain how your State will address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

As detailed above, Illinois has made some important modifications to its planned QRIS since submitting our Phase 1 application. In our Phase 1 application, we were proposing a system whereby Head Start, Preschool for All, and accredited programs would enter the QRIS with an “automatic” rating at level 4. Our proposed validation research design anticipated the need to evaluate the appropriateness of these level 4 ratings in a fairly short time frame, so as to inform the planned revisions to the QRIS criteria initially planned for year three of the grant. As such, we had proposed two complete waves of data collection, in which the initial wave would focus on measurement of the classroom environment and other quality features but not child outcomes. A second wave of data collection was planned to include both measures of program quality and child outcomes.

Because our state has decided to require all programs to submit evidence of their classroom quality before receiving a QRIS rating, we no longer need a fast-tracked study of only program quality to inform potential revisions of the QRIS at Year 3. In light of this change, and because of the reduced funding available, our state will instead conduct a single study to validate our QRIS, and this study will include measures of both program quality and child outcomes. Assuming the multistate program quality assessment tool (see Criterion (B)(3) is finalized before August, 2015, the study will incorporate this tool. As described in our Phase 1 application, this study will focus on center-based programs serving infants, toddlers, and/or preschoolers.

Planning for the validation and outcomes study will begin in 2013, with data collection occurring between January 2015 and May 2016. A final report will be produced by December, 2016.

Goal 1 & 2 (now combined):

A validation study of the QRIS measures whether the system effectively differentiates levels of program quality. A child outcomes study of the QRIS measures whether the system positively impacts developmental outcomes and trajectories for young children.

Activity (B)(5)-1.1:

Undertake a comprehensive study planning process and issue the evaluator request for proposals.

Activity (B)(5)-1.1 Rationale: Deliberate and methodical planning will lay the foundation for a successful study by making possible the development of appropriate research designs and methods that will produce useful information and be feasible to implement.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Convene External Advisory Committee (subcommittee of ELC Data, Research and Evaluation Committee) to advise state on research priorities, framework and implementation plan.	Oct-Dec 2013	Data & Outcomes Manager, ISBE, IDHS, HSSCO
(2): Develop and Administer RFP; Select Evaluation Contractor to conduct Validation & Outcomes Study.	Jan 2014 – Jun 2014	Data & Outcomes Manager, ISBE

Activity (B)(5)-1.2: Execute the Validation and Child Outcomes study

Activity (B)(5)-2.2 Rationale: Illinois must ensure that QRIS Level criteria accurately delineate quality features that are related to child outcomes and closing the school readiness gap.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Complete planning for the child outcomes study, including power analyses, stratified sample design, and battery of measures.	Jul 2014 – Dec 2014	Evaluation Contractor
(2): Complete data collection for Validation and Child Outcomes study	Jan 2015- May 2016	Evaluation Contractor
(3): Complete data analysis, including analysis of changes in child outcomes associated with different levels of the QRIS.	Jun 2016 – Nov 2016	Evaluation Contractor
(4): Broadly report on the outcomes of the study	Dec 2016	Evaluation Contractor, in consultation with ISBE, IDHS, and ELC Data, Research and Evaluation Cmte
(5) Use the information to analyze and implement adjustments to QRIS Level Criteria based on research regarding criteria most associated with child progress; approve revised criteria	Sept 2016 - Dec 2016	ISBE, IDHS

Activity (B)(5)-1.3: Plan for additional effectiveness studies to fully evaluate the impact of the QRIS.

Activity (B)(5)-2.3 Rationale: Ongoing evaluation must be embedded in the State's administration of QRIS.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Convene External Advisory Committee (subcommittee of ELC Data, Research & Evaluation Committee) to advise state on the objectives, methods, and design of the additional studies	Sept 2016 - Oct 2016	Data and Outcomes Manager, in consultation with ISBE, IDHS
(2): Finalize the scope and design of the additional studies	Dec 2016	ISBE and IDHS, in consultation with ELC DR&E Committee

Selection criterion	D(2)	Page references from State's FY11 application	181-199
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Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

Coordination across the various providers of professional development is a critical component of the state's strategic reform priority of deepening integration of state supports for high quality early learning and development services. As noted in our Phase 1 application, Illinois currently funds professional development for EC Educators through both ISBE and IDHS, but these funding streams are only minimally coordinated with each other and with the significant professional development efforts in the Head Start/Early Head Start system. Developing an integrated state plan for supporting professional development will accelerate the development of more effective approaches to professional development, including the use of training series that that allow EC Educators to engage in a cycle of learning new content, attempting application in the classroom/home, reflecting on successes and challenges, and further learning. A high priority will be placed on developing and implementing trainings that are designed to fulfill specific criteria in the WKCF, and therefore support EC Educators in attaining the first few levels of credentials in the career lattice.

Goal (D)(2)-1:

Professional development investments are coordinated across funding streams.

Activity (D)(2)-1.1: Develop coordinated statewide professional development plan.

Our approach to developing a coordinated statewide professional development plan is described in section (B) (4) above.

Activity (D)(2)-1.1: Rationale: To create a unified and more efficient approach to supporting professional development across funding streams.		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Post position and hire Workforce Development Policy Director	Jan-Feb, 2013	ISBE, OECD Dir
(2): Develop first annual consolidated plan for supporting professional development	Mar-Jun, 2013 (and annually thereafter)	Workforce Dev Policy Dir
(3): Develop new training curricula to address gaps in available training	July 1, 2013 – Dec 2016	Workforce Dev Dir, ISBE, IDHS, HSCCO

Activity (D)(2)-1.2: Expand the number of trainings included in and the functionality of the Gateways to Opportunity Statewide Online Training Calendar

Illinois has already begun to implement the requirement that all staff in licensed day care centers and homes and all non-certified staff in Preschool for All programs be members of the Gateways to Opportunity Professional Development Registry. Membership in the Registry has grown rapidly over the past year, and now totals over 22,500 members. Maximizing the effectiveness of the Gateways Registry and its online training calendar are key strategic investments that help ensure EC Educators have access to the training and coursework they need to progress towards credentials.

Activity (D)(2)-1.2 Rationale: To provide a single source of information about available training opportunities that address the needs of the full range of EC Educators and facilitate greater efficiency		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Develop smartphone “app” to allow conference participants to report attendance to Registry	Jul -Dec 2014	IDHS, INCCRRA
(2): Develop capacity for online registration for trainings through the Registry	Jan-Dec 2014	IDHS, INCCRRA

Goal (D)(2)-2:

An increased number of EC Educators progress to higher levels in the Gateways Credential Framework and/or obtain ESL/Bilingual Endorsements.

Increasing the number of EC Educators that have obtained credentials through Gateways is a key component of our approach to supporting program’s progress toward higher levels in the QRIS. While we have scaled back somewhat our targets for the number of educators who will receive specific credentials in light of the reduced funding, this is still a key component of our reform agenda.

Activity (D)(2)-2.1: Increase support for EC Educator’s career advancement through individualized career counseling and assistance.

Given the reduction in grant funding, we will not be expanding the Professional Development Advisor program as described in our Phase 1 application. We will, however, be providing several enhanced supports to EC Educators seeking to obtain a credential. First, we will significantly expand the number of Basic Transcript Reviews that will be completed to verify that EC Educators’ have completed required coursework. Second, through this grant funding, we will eliminate the application fee associated with obtaining any of the official Gateways credentials. Third, we will develop an online Individualized Professional Development Plan (IPDP) that will assist EC Educators in identifying what coursework, training, and professional experiences they need to complete to be eligible for any given credential. This online IPDP will also provide links to providers of needed coursework and training. Finally, we will provide technical assistance to Institutions of Higher Education regarding aligning coursework with credential requirements and supporting their graduates in obtaining credentials through the entitled route.

Activity (D)(2)-2.1: Rationale: Need to increase access to and participation in effective professional development opportunities by supporting ECE career advancement through individualized career counseling and assistance.		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Complete Basic Transcript Reviews for members of the Gateways Registry	Jul 2013 – Dec 2016	IDHS, INCCRRA
(2): Implement reduced-cost applications for credentials through the Gateways Registry	Jul 2013 – Dec 2016	IDHS, INCCRRA
(3): Develop online IPDP to support EC Educators progress toward obtaining credentials	Jul 2015-Jun 2016	IDHS, INCCRRA
(4): Provide technical assistance to IHEs regarding aligning	July 2013 –	IDHS, INCCRRA

coursework and helping students obtain credentials	December 31, 2016	
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Activity (D)(2)-2.2: Expand funding for Early Childhood Educators to complete the coursework necessary to obtain English as a Second Language (ESL) or bilingual approval or endorsement.

As noted in our Phase 1 application, Illinois is the first state to require preschool teachers serving children who speak a language other than English to have ESL or bilingual approval or endorsement. This requirement takes effect in the 2014-15 school year. There is currently a severe shortage of EC Educators who meet the new requirements.

ACTIVITY (D)(2)-2.2 Rationale: Scholarships in this area will help Illinois meet its need for preschool teachers who are appropriately trained and certified to teach ELLs.		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Review current scholarship eligibility requirements and recruitment strategies to determine whether adjustments are needed for the ESL/bilingual scholarships	January - March 2013	IDHS, ISBE, INCCRRA
(2): Promote the scholarships to potential candidates, training entities and institutions of higher education in partnership with school districts	April – Sep 2013	IDHS, ISBE, INCCRRA
(3): Scholarships become available	September 2013 – Dec 2016	IDHS, ISBE, INCCRRA

Goal (D)(2)-3:

Training and professional development opportunities in critical areas of need are more effective.

As noted in our Phase 1 application, a key barrier to strengthening the quality and effectiveness of ELD Programs in our state is a lack of well-designed, rigorous coursework and training curricula focused on early math instruction, using assessment and data to inform individualized instruction; and serving culturally, linguistically and ability diverse populations. Providing support to faculty in IHEs and to professional development providers in developing more effective coursework and training models is a key strategy that will have lasting impact on our state’s efforts to ensure more Children with High Needs receive high quality early learning and development services and ultimately are prepared to succeed in kindergarten and beyond.

Activity (D)(2)-3.1: Expand effective coursework and professional development opportunities to early

childhood educators in these areas of critical need.

ACTIVITY (D)(2)-3.3 Rationale: Increasing the quality of professional development opportunities in the critical areas of need will improve ED Educators ability to address these needs.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Preparation of solicitation request for IHEs and training providers for the development or expansion of training curricula and models for professional development and/or coursework in these critical areas of need	March 2013 - August 2013	Workforce Dev Policy Dir, ISBE
(2): Issue solicitation request and review proposals for the development or expansion of training curricula and models for professional development and/or coursework in these critical areas of need	Sept-Oct 2013	Workforce Dev Policy Dir, ISBE
(3): Award contracts to IHE and/or training providers for development or expansion of said professional development curricula and training models and/or coursework	December 2013	Workforce Dev Policy Dir, ISBE

Activity (D)(2)-3.2: Strengthen faculties' and trainers' knowledge and skills in these critical areas of need through forums and development opportunities.

ACTIVITY (D)(2)-3.2 Rationale: Faculty and trainers need increased support and opportunities for development in order to prepare EC Educators to address these critical need areas.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Development of plan for forum, workshop, and conference opportunities for IHE faculty and trainers throughout Illinois that focus on the critical areas of need; recruit presenters, etc.	April - Sept 2013	Workforce Dev Policy Dir, IBHE, ICCB
(2): Implement forums, workshops and conferences	September 2013 – December 2016	Workforce Dev Policy Dir, IBHE, ICCB

Selection criterion	E(1)	Page references from State's FY11 application	200-214
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Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

The Kindergarten Individual Development Survey (KIDS) is a critical piece of Illinois' strategic approach to strengthening the early learning and development of all children in our state. The data that KIDS will provide will allow the state to track over time the success of its efforts to ensure that all children are ready to succeed and to engage in a challenging curriculum as they enter kindergarten.

As noted in our Phase 1 application, our state issued an RFSP for a kindergarten assessment system in October, 2011. In June, 2012, a contract was signed with WestEd Center for Child and Family Studies to develop and implement KIDS (Kindergarten Individual Development Survey). This contract will be funded with existing state funding streams. KIDS will be an adaptation of the Desired Results Developmental Profile-School Readiness (DRDP-SR). Specific adaptations include the development of additional domains that are in the Illinois Kindergarten Learning Standards but are not currently addressed in the DRDP-SR and the development of a subscale assessing Spanish Language Development. An overview of the instrument is included in Appendix E-1.

Many of the tasks described in our Phase 1 application are already underway. The timeline for statewide implementation of KIDS was extended when Illinois was not awarded Phase 1 ELC funding. Full statewide implementation is now planned for the 2015-16 school year.

Currently, ISBE does not have any staff that are dedicated to the implementation of the KIDS assessment. Initiation of the pilot study was difficult but achievable; however, as the project grows and moves toward full statewide implementation, staffing to oversee and coordinate the project will be essential. ELC grant funds will be used to provide two full time staff/consultants, one focused on project implementation and one focused on building the system of professional development that will be needed to ensure high quality administration of KIDS.

Goal (E)(1):

By no later than the 2015-16 school year, the learning and development status of every child in an Illinois public kindergarten classroom will be assessed using a valid, reliable, and appropriate instrument and process, known as the Kindergarten Individual Development Survey (KIDS)

Activity (E)(1)-1.1: Establish the State administrative structures, regulatory requirements, and funding commitments needed for successful implementation

This activity has been accomplished as noted in the chart below.

Activity (E)(1)-1.1 Rationale: State administrative structures and funding commitments must be in place for successful and sustainable implementation.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Convene KIDS Implementation Committee	Convened Oct 2011; meets quarterly, ongoing	State Supt.
(2): Establish administrative rules for statewide implementation	Completed	ISBE

Activity (E)(1)-1.2: Select and adapt a high-quality, valid, and appropriate instrument for statewide implementation

As noted above, the KIDS instrument has been selected. New subscales are currently in development to address those areas in the Illinois Kindergarten Learning Standards that the DRDP-SR did not already have. These subscales will be piloted in a small study in the spring of 2013, and will be incorporated into the larger scale field test in the 2013-14 school year. The final instrument will be calibrated using data from the 2014-15 implementation that will include approximately 30,000 children.

Through an inter-state partnership with the California Department of Education, ISBE may use the DRDP-SR in Illinois public schools free of charge and may develop additional domains and measures for Illinois KIDS. Any additional domains and measures developed for Illinois KIDS will be offered to the California Department of Education for use with the DRDP-SR free of charge. In addition, the online reliability “certification” process that will be funded through this grant will be provided to California free of charge.

Activity (E)(1)-1.2 Rationale: KIDS must rely on a high-quality, valid, and appropriate instrument, administered by a highly capable vendor.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Instrument and vendor selected	Completed	ISBE, KIDS Implementation Committee

(2): Development and pilot testing of new subscales	Aug 2012-May 2013	Vendor
(3): Field test of instrument, including new subscales	Aug 2013-Jun 2014	Vendor, ISBE
(4): Development of online system for teachers to establish and maintain reliability on the instrument	Apr 2013-June 2015	Vendor, ISBE
(5): Revise instrument as needed following field test	May-Aug 2014	Vendor, ISBE
(6): Calibration of final instrument	Aug 2014-Jul 2015	Vendor, ISBE

Activity (E)(1)-1.3: Undertake a phased implementation plan to fully implement KIDS statewide by the 2015-16 school year

As noted above, KIDS implementation has already begun, and a schedule for phased-in implementation has been established in IBSE’s contract with the vendor. The KIDS Implementation Consultant will coordinate this implementation process.

Activity (E)(1)-1.3 Rationale: State administrative structures and funding commitments must be in place for successful and sustainable implementation.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Pilot implementation: Including approximately 5,000 students in 30 diverse districts across the state	2012-13 School Year	ISBE, KIDS Vendor, in consultation with KIDS Implementation Committee
(2): Post position and hire KIDS Implementation Manager	Jan-Mar 2013	ISBE
(3): Field test of instrument: including a sample of approximately 10,000 students	2013-14 School Year	ISBE, KIDS Vendor, in consultation with KIDS Implementation Committee
(4): Calibration study: including a representative sample of approximately 30,000 students, using the final version of the KIDS instrument	2014-15 School Year	ISBE, KIDS Vendor, in consultation with KIDS Implementation Committee
(5): KIDS will be administered to all children in the State enrolled in a public kindergarten.	2015-16 School Year (and beyond)	ISBE, KIDS Vendor, in consultation with KIDS Implementation Committee

Goal (E)(1)-2:

KIDS administration improves the observational capabilities of teachers, provides information that can be used to improve and align instruction, and actively includes families in the process

Activity (E)(1)-2.1: Provide professional development on child observation and the valid administration of KIDS and on how to involve families in the KIDS process

ISBE, in partnership with the vendor, has developed an approach to providing professional development and ongoing coaching and support for teachers as they begin to implement the new KIDS instrument. The KIDS Professional Development Consultant will coordinate and oversee these professional development efforts.

Activity (E)(1)-2.1 - 2.3 Rationale: An extensive professional development system will prepare teachers to appropriately administer the instrument, use KIDS information, and engage families.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Develop and finalize plan for statewide KIDS PD system	Completed	KIDS Vendor, with oversight by ISBE, KIDS Professional Development Consultant, and KIDS Implementation Committee
(2): Commence PD for pilot sites on child observation, use of KIDS information to improve and align instruction, and inclusion of families	Completed	
(3): Post position and hire KIDS Professional Development Coordinator	Jan-Mar 2013	
(4): Commence PD for “second phase” sites on child observation, use of KIDS information to improve and align instruction, and inclusion of families	May 2013	
(5): Commence PD for “third phase” sites on child observation, use of KIDS information to improve and align instruction, and inclusion of families	May 2014	
(6): Commence PD for remainder of State on child observation, use of KIDS information to improve and align instruction, and inclusion of families	May 2015	

Goal (E)(1)-3:

Data collected from KIDS will be used to inform statewide education policies and programs, engage the public on kindergarten readiness outcomes, and improve preschool instruction

Activity (E)(1)-3.1: Report KIDS to the Illinois Longitudinal Data System to support policy analysis,

public reporting, and a predictive validity study

The KIDS instrument is a significant adaptation of the existing DRDP-SR. As such, its validity has not yet been adequately established. The current contract with the vendor requires analysis of construct and content validity, but does not cover any type of external validity assessment such as a predictive validity study. ISBE will complete a planning study for a predictive validity study in years three and four of this grant. The predictive validity study will not begin until at least the fall of 2016, when the instrument is in its final form and fully calibrated.

Activity (E)(1)-3.1 Rationale: Data on KIDS and a validation study on its implementation will support its ongoing improvement.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1) Data from KIDS is reported to the Illinois Longitudinal Data System	Sept 2012 - end of grant	KIDS Vendor, ISBE
(2) Establish content and construct validity for the KIDS instrument	Jan 2013-June 2015	Vendor
(2) RFP issued and contractor selected for KIDS predictive validity study planning	Feb – Jul 2015	ISBE, KIDS Implementation Committee
(3) Plan for predictive validity study developed	Aug 2015-Jun 2016	Contractor, ISBE, KIDS Implementation Committee

Selection criterion	E(2)	Page references from State’s FY11 application	215-230
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Please explain why your State has selected to address the activities in this criterion in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.

Goal (E)(2)-1:

The collection, maintenance, and use of Early Childhood Data is coordinated and integrated across systems, including data maintained by State agencies and Head Start/Early Head Start grantees

Our Phase 2 plan builds on the State of Illinois’ commitment to build a unified early childhood data system that links information across programs to improve policy and practice.

Activity (E)(2)-1.1: Establish the legal and governance framework for the sharing of data among Participating State Agencies

The Participating State Agencies are engaging in a process separate from this Plan to establish an overall governance structure for the state longitudinal data system. Therefore, there are no implementation steps related to this activity as part of the RTT-ELC grant.

Activity (E)(2)-1.2: Designate and Enhance Primary Systems for Data on Children & Families, Workforce, and Programs

Our Phase 1 application addressed the application’s definition of “Essential Data Elements” by developing strategies for three categories of data, as shown below:

ESSENTIAL DATA ELEMENTS CATEGORIES		
Children & Families	Workforce	Program
(a) A unique statewide child identifier	(b) A unique statewide Early Childhood Educator identifier	(c) A unique program site identifier
(d) Child and family demographic information	(e) Early Childhood Educator demographic information	(f) Program-level data, ... including all applicable data reported as part of QRIS
(g) Child-level program participation and attendance data		

This same approach is being utilized in Phase 2 through the strategies described below that will move the State toward a more unified early childhood system.

Data on Children and Families

ISBE is a participant in the Workforce Data Quality Initiative (WDQI) project which, through funding from the U.S. Department of Labor, Employment, and Training Administration, is establishing a common approach for matching individual records across education and workforce development agencies. This project will establish a centralized demographic database that includes a core set of personal identifiers, a common set of rules for conducting matches using the core set of personal identifiers and secured agency identification numbers, and procedures for rating confidence in those matches. A detailed project plan and the project's specifications will be developed in 2013.

Separately, IDHS is in the process of implementing its Integrated Eligibility System (IES) project, which, by April 2015, will establish a common identifier across multiple IDHS legacy systems and facilitate record matching across those systems. IDHS anticipates having more detailed project specifications for the IES project in 2013 as well.

Finally, using State Advisory Council on Early Education and Care grant funds, OECD has retained a contractor who is developing recommendations to move toward a unified early childhood data system. This consultant's recommendations will also be delivered in 2013.

Due to the overlapping nature of these projects and their pending deliverables, RTT-ELC2 funding is reserved to implement the recommendations of the OECD consultant described above, with a focus on linking information contained within IDHS and ISBE systems to inform policy and practice. This funding will be applied to services performed during the RTT-ELC grant period, and which may include:

1. Indexing the identifier elements needed to support matching of ISBE and IDHS data;
2. Applying the WDQI matching rules, as appropriate, to IDHS data;
3. Designing the web service extractions from IDHS systems needed to support matching with ISBE data; and
4. Piloting and implementing matching of IDHS and ISBE data.

The Data and Outcomes Project Team will provide recommendations to the Leadership Team on how to allocate this funding. The final decision on funding will be made by the Leadership Team.

Early Childhood Workforce Data

Illinois has taken several important steps to establish the Gateways to Opportunity Registry as a comprehensive early childhood workforce data repository. Since the Phase 1 application, IDCFS has enacted a regulatory change applicable to all of its licensed ELD Programs requiring that, by no later than September 1, 2012, all directors and child care staff members and licensed family child care providers must establish a profile within the Registry. After September 1, 2012, newly hired directors and child care staff and newly licensed family child care providers must establish a profile within the Registry within 30 days of hire. With all practitioners in licensed programs included, the Registry will provide IDCFS with a verified, single source of information to track whether practitioners have completed its annual training requirements.

In addition, ISBE has enacted an amendment to its ECBG rules to require that non-certified teacher aides working with children in State funded preschool programs establish a profile within the Registry by no later than September 1, 2012. However, certified instructors were not addressed by this rule change. The ISBE teacher certification data collection system currently collects and maintains data on educators with certification to teach in classrooms in Illinois with children birth through age 8 (the “Type 04” certificate). Most of these teachers work in school buildings exempt from licensing, and therefore will not be included in the Registry under the IDCFS licensing rule change discussed above.

Through RTTT ELC2 funding, ISBE, IDHS, and INCCRRA will fully automate the integration of data from ISBE’s certification system to establish a Registry profile for these educators. This integration will: (i) avoid duplicative data entries on behalf of these teachers, and facilitate their access to professional development resources maintained within the Registry; (ii) provide a means of verifying certification information maintained within the Registry; and (iii) establish the Registry as a repository of unified EC Educator data for research and analysis.

Early Childhood Program Data

Through an agreement with IDHS, INCCRRA has established the Data Tracking Program (“DTP”), a provider database that includes data on every type of licensed and license-exempt child care centers and family child care homes. The DTP also includes the QRIS profile for all programs enrolled in the State QRIS system, which includes information about the program’s eligibility criteria, including required training completion, staff qualifications, program accreditation, and assessment scores (with plans underway to capture item-level scores from the ERS and PAS/BAS scales). With the expansion of QRIS as described in this Plan, the DTP will serve

as a critical source of information for QRIS monitoring and the technology platform for providing QRIS-related supports.

Through the following activities, DTP will be fully integrated with the State’s licensing and preschool funding approval systems and processes:

1. Integration with IDCFS Licensing: Currently, DTP receives licensure data from IDCFS on a quarterly basis, which permits local CCR&Rs to contact the program to obtain information to establish its DTP profile. Commencing in 2013, IDCFS will provide licensure data to DTP on a daily basis, using the use the same file format and exchange method as currently used. DTP will then automatically establish the program’s DTP profile and enroll the program within the web-based QRIS system. The DTP profile will allow the program to understand its current QRIS level and connect it to resources to support its advancement to higher QRIS levels.
2. Integration with ISBE Preschool Data. ISBE will provide site-level data on all state-funded preschool and center-based Prevention Initiative programs to INCCRRA via real-time web service integration, allowing the automatic establishment or updating of the program’s DTP profile and enrollment or update of enrollment within the web-based QRIS system.
3. Establishment of a Program Site Identifier Reference Table. ISBE, IDCFS and DTP all have unique program site identifiers within their respective systems. Through RTTT ELC2 funding, DTP will establish a reference table that will link the various identifiers across all three systems.

Activity (E)(2)-1.2, Designate and Enhance Primary Systems Rationale: The integration of systems across State agencies will make the data more usable and accessible for purposes consistent with this Plan

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Data and Outcomes Project Team develops recommendations for strategies to integrate ISBE and IDHS child data; Leadership Team determines how to allocate funding	Jul 2013 - Dec 2013	Data and Outcomes Project Team; Leadership Team; IDHS; ISBE
(2): Services performed to further integrate ISBE and IDHS data	Jan 2014 - June 2015	Contracted entity (if deemed necessary by leadership team); ISBE; IDHS

(3): Integrate ISBE early childhood workforce data with the Registry	Jan 2013 - June 2014	ISBE, INCCRRA
(4): Integrate IDCFS licensing data with DTP	Jan 2013 - Dec 2013	IDCFS, INCCRRA
(5): Integrate ISBE Preschool and DTP Data	Jan 2013 - Jun 2014	ISBE, INCCRRA
(6): Establish a program site identifier reference table	Jan 2013 - Jun 2014	ISBE, INCCRRA

Activity (E)(2)-1.3: Use common data standards, building from Illinois’ leadership with the State Core Model and CEDS, for all State systems collecting early childhood data

The consultant retained by OECD using State Advisory Council on Early Education and Care grant funds, referenced in Activity (E)(2)-1.2, is analyzing the application of CEDS to all early childhood systems. However, no work relating to CEDS implementation will be supported using RTT-ELC funds separate from the data integration activities discussed in Activity (E)(2)-1.2.

Activity (E)(2)-1.4: Integrate Head Start and Early Head Start data into the Primary Systems through the establishment of the Illinois Head Start Data Cooperative

The Illinois Head Start and Early Head Start Community has agreed to form the Illinois Head Start Data Cooperative (ILHSDC), through which the Illinois Head Start Association will develop and maintain a common data file containing child-level demographic and developmental data and program site (grantee) information on all Head Start and Early Head Start programs in the State. (Head Start and Early Head Start workforce data will be captured through the Registry.) Using State Advisory Council on Early Education and Care grant funds, OECD has retained a consultant who is analyzing and recommending strategies for including Head Start and Early Head Start data in state collection processes and systems. Funds are included in the RTTT ELC2 budget for the Illinois Head Start Association to create a common data file that facilitates the inclusion of Head Start and Early Head Start data in state collection processes and systems.

Funds are included in the RTTT ELC2 budget for the Illinois Head Start Association to create the common data file. By aggregating all Head Start and Early Head Start data into a common file using the same format as the Participating State Agencies, the process of establishing the necessary data sharing arrangements and performing matching involving Head Start/Early Head Start data will be greatly simplified. Actual data sharing using the

common data file is outside of the scope of the RTT-ELC grant.

Activity (E)(2)-1.4 Rationale: Head Start and Early Head Start data must be fully integrated with other early learning data to have a complete picture of the Statewide system

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
(1): Support the integration of Head Start and Early Head Start data with agency-maintained early childhood systems through the establishment of the Illinois Head Start Data Cooperative.	Jan 2013 - Jun 2014	Illinois Head Start Assoc., ISBE, IDCFS, IDHS, INCCRRA

Goal (E)(2)-2:

The Illinois early learning data system generates information that is timely, relevant, and accessible to support continuous improvement and decision making.

Activity (E)(2)-2.1: Integrate Referral, Tracking, and Program Information Systems to Ensure All High Need Children Receive a Broad Array of Necessary Supports

Due to reduced funding in Phase 2, we will not be implementing the “Data for Community Systems Project” as proposed in Phase 1. Other activities, performed outside of the RTT-ELC grant, will focus on making referral and provider information available to support the work of community collaborations.

Activity (E)(2)-2.2: Extend the Illinois Shared Learning Environment to ELD Programs

Illinois is leveraging significant national and state-level investments to create a next generation technology platform that will fundamentally transform the ways in which EC Educators use data to establish a high-quality instructional program for young children. The Shared Learning Collaborative, an alliance formed by the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, and the Carnegie Corporation of New York, is in the process of implementing the Shared Learning Initiative (SLI), an open-source system that will enable states to provide administrators, teachers, parents, and other education stakeholders with an array of affordable, high-quality content and tools in a framework that integrates with states’ existing data management systems. Illinois is one of five states chosen by the Shared Learning Collaborative to first implement the SLI. As an initial implementation state, the SLI will be piloted and operational in at least one Illinois school district by the end of calendar year 2012, with a scaling up to other Illinois school districts in 2013.

The SLI builds on extensive State-level work dating back to 2009, when Illinois first developed a vision and technical requirements for a cloud computing system architecture for instructional improvement as part of the State's initial Race to the Top application. The State has committed significant resources to move this vision forward, including \$12 million in Illinois Jobs Now capital bill funding by Governor Quinn and \$4.2 million in ARRA technology funds by ISBE. Illinois has designated this statewide instructional improvement platform, including the SLI and the State's enhancements and additions, as the "Illinois Shared Learning Environment" (ISLE).

With this Plan, Illinois will extend ISLE to early learning through a pilot implementation in up to 10 Preschool for All sites. The objectives of this pilot are to:

- Demonstrate the feasibility and benefits of extending ISLE to early learning and development. Expected benefits include:
 - Minimizing the need for manual data entry for multiple web-based early learning applications
 - Allowing PreK data and information to remain with a child and be available to kindergarten teachers and administrators
 - Enabling broader communities of practice supported by ISLE technologies
- Establish an early learning application suite that can be made more broadly available to any PFA site (whether district or center based)
- Establish a foundation for ISLE in early learning that positions Illinois as a national leader and can be expanded

Pilot Scope

The pilot will include up to 10 Preschool for All sites that are administered by districts participating in Illinois' Race to the Top Phase 3 (RTTT3) grant. RTTT3 districts will be integrating with ISLE as part of their RTTT3 commitments, which will therefore decrease data integration costs.

A school district may apply for up to 2 sites. Recipients must participate in a cooperative model to identify application priorities and jointly source applications. The pilot will focus on providing applications for early learning teachers to positively impact instruction. The pilot sites will advise on priority expenditures for the application development, customization, or licensing portion of the budget.

Pilot sites will determine applications and integrate with ISLE for PreK purposes during the 14-15 school year, and be positioned to utilize ISLE applications during the 15-16 school year and beyond.

Possible Application Priorities

While the pilot sites will collaboratively determine application priorities, possible areas of focus include:

- Educator Portal
- Child Profile
- Web-based curricular and instructional supports (focus on integrating one or more widely used curricular and assessment systems)
- Content and resource discovery – tag and incorporate resources from Illinois Early Learning Project and I-TEACHe
- Intervention tracking
- Educator collaboration around learning goals
- Child learning portfolio
- Gateways to Opportunity professional development plans and tools

Input from Head Start/Early Head Start programs and child care programs will be sought as part of the application prioritization process.

Data Considerations

When implementing the pilot, the following data-related considerations must be addressed:

- The Ed Fi data model used for the SLC will need to be extended to include early learning elements
- Pilot sites will need support to implement a data transfer solution from local systems to ISLE that:
 - Automates data collection and validation activities
 - Facilitates high speed data collection, validation, and reporting services
 - Transforms data to Ed-Fi/SLC format, and transmits to SLC data store
 - Includes appropriate training of district data staff
- ISBE SIS/Part B data may need to be integrated to support applications

Activity (E)(2)-2.2 Rationale: State and philanthropic investments in a next-generation instructional improvement platform can transform how early learning data is used to improve child outcomes.

IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
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(1): Select PFA sites for implementation	July – Dec 2013	ISBE	
(2): Pilot sites determine priority applications, with input from Head Start/EHS and child care programs	Jan – August 2014	ISBE	
(3): Extension and enhancement of ISLE source systems; Pilot site data mapping and integration; Priority applications developed or customized	Aug. 2014 – June 2015 4	ISBE, ISLE contractors, pilot sites	
(4): Alpha release (testing of data loads, key user application)	July – August 2015	ISBE, ISLE contractors, pilot sites	
(5): Pilot site user training	August – September 2015	ISBE, ISLE contractors, pilot sites	
(6): Pilot implementation	September 15 – Dec. 2016 (2 school years)	ISBE, ISLE contractors, pilot sites	
(7): Extension beyond pilot	16-17 school year, as non-RTT-ELC resources permit	ISBE, ISLE contractors, pilot sites	

Priority	CPP #2	Page references from State’s FY11 application	233-235
<p>Please explain how your State will address this priority in its Phase 2 RTT-ELC application, and what modifications, if any, will be needed in light of the 50% funding level. Please refer to the relevant pages in the budget narrative submitted with this application.</p> <p>Illinois will be implementing Activity CPP-2.1—its plan to include all licensed child care centers, licensed day care homes (and licensed group day care homes), center-based Head Start and Early Head Start programs, Preschool for All, and early childhood special education classrooms—as described in Criterion B (2) above, with all such program enrolled by June 30, 2016.</p> <p>Currently Illinois’ licensing requirements for family child care homes exempt providers who serve three or fewer children, or children from a single household. In its Phase 1 proposal, Illinois outlined a plan for</p>			

developing a new licensing procedure for small family day care homes that serve only two or three unrelated children for a fee.

Our state has been moving ahead aggressively on efforts to implement more stringent health and safety requirements for license-exempt home child care providers (including relatives and those who provide care in the child's home) who receive Child Care Assistance payments. Background checks of non-relative providers and all their household members are required, as is an extensive self-certification (see Appendix CPP-2). While this is not as rigorous as our licensing procedure for homes serving four or more unrelated children, it does provide some meaningful level of regulation for these smaller providers.

Illinois' existing Quality Rating System includes a set of "training tiers" for license-exempt home providers (criteria included in Phase I Appendix B-1). Providers will continue to have access to this free training. Therefore, small family day care homes will continue to be able to participate in our QRIS without formal licensing.

As noted in our Phase 1 application, we have determined that less than one percent of children under age five who received CCAP funding are served in currently license-exempt homes that would have had to become licensed under the contemplated new small day care home rules. There are currently no organizations in our state who are advocating to expand licensure to cover homes serving two or three unrelated children.

The activities related to the goal of including small day care homes would require a very significant expenditure, both from ELC grant funds and other state funding. Our Phase 1 plan anticipated appropriations from the General Assembly to significantly expand funding for day care licensing to cover the cost of licensing and inspecting these small day care homes. However, due to our state's continuing budget crisis, day care licensing received a budget reduction in the FY13 budget, and future significant increases during the grant period appear unlikely at this time. In addition, because these activities would impact a relatively small number of Children with High Needs in our state, we do not plan to devote RTT-ELC Phase 2 funds to implement these activities. For all of these reasons, we will be significantly scaling back our scope of services for Activities CPP-1.1 through CPP-1.3. We will convene a stakeholder taskforce to determine the appropriate scope of regulation for small day care homes in the first half of 2013, and will proceed according to the task force's recommendations in light of the reduced funding for Phase 2.

PART 4: Tables and Performance Measures

Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should be updated with FY 2012 figures. Tables 6 through 13 may be updated only where significant changes have occurred.

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	69,367 / 162,506	42.7%
Toddlers ages 1 through 2	142,231 / 333,204	42.7%
Preschoolers ages 3 to kindergarten entry	181,419 / 425,009	42.7%
Total number of children, birth to kindergarten entry, from low-income families	393,017 / 920,719	42.7%
Illinois Early Childhood Asset Map (IECAM),2010 data Note: For children age 5 not yet in kindergarten, 1/2 the number of 5-year-olds was used. This number will vary depending on the month of the year from 1/12 of 5-year-olds to 12/12 of 5-year-olds. Thus the middle variation is used here.		

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special *populations' unique needs*. The State will describe such activities throughout its application.

Special populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays²	56,551*	6.1%
Are English learners³	100,894**	10.9%
Reside on “Indian Lands”	N/A	N/A
Are migrant⁴	517***	0.0%
Are homeless^{5,6}	12,867****	1.4%
Are in foster care⁷	5,925*****	0.0%
*Source: ISBE and IECAM 2011 data **Source: IECAM 2010 data ***Source: IL Dept. of Human Services Migrant & Seasonal Head Start program, 2011 data ****Source: <i>the National Center on Family Homelessness, America’s Youngest Outcasts: State Report Card on Child Homelessness</i> , 2009 data *****Sources: Department of Children and Family Services 9/22/2012 count		

² For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

³ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁴ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

⁵ The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

⁶ The FY11 application only included children that were reported by shelters as a part of the HUD Annual Assessment Report.

⁷ The FY11 application included children in relative placement and the case load for the entire year. This application includes children in foster care at a point in time.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool Specify: Preschool for All Source: ISBE 2012	N/A	N/A	78,607 ⁸	78,607
Early Head Start and Head Start⁹ Source: Program Information Report (PIR) from Head Start State Collaboration Office, 2011 data	2,205	5,970	42,277	50,452
Programs and services funded by IDEA Part C and Part B, section 619 Source: Early Intervention Active Cases as of 12/31/11* Source: ISBE 2011**	2,044*	17,580*	36,929**	56,553
Programs funded under Title I of ESEA Data Source and Year: 2011 CSPR 2.1.2.3 *unduplicated counts are not available for infants and toddlers	*	8,423*	20,516	28,939

⁸ For the purposes of this chart, “at risk” is defined as those children 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 carried out in conformance with Section 235.20(c)(5) of this Part) to be at risk of academic failure. (Section 2-3.71(a)(4.5) of the Illinois School Code).

⁹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<p>Programs receiving funds from the State's CCDF program</p> <p>Source: FY12 average monthly; CCTS & Site Administered Child Care Contract Reports</p> <p>*Birth to 14 months; **15-36 months; ***37 months-5 years</p>	14,399*	38,012**	62,777***	115,188
<p>Other</p> <p>Prevention Initiative, Healthy Families Initiative, Parents as Teachers and Nurse Family Partnership.</p> <p>Source: ISBE and IDHS (2012)</p> <p>*Prevention Initiative, an ISBE program, only has total 0-2 child count, so this number of 20,792 is evenly divided between the two categories.</p>	7,974*	8,698*	619	17,291

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 6 Fiscal Years					
	2008	2009	2010	2011	2012	2013 (Budgeted)
Supplemental State spending on Early Head Start and Head Start¹⁰	\$582,735	\$609,253	\$609,253	\$670,048	\$670,048	\$670,048
State-funded preschool Specify: Preschool for All	\$347,861,441	\$380,261,400	\$342,235,300	\$342,235,300	\$325,123,500	\$300,192,400
State contributions to IDEA Part C	\$71,641,100	\$79,077,200	\$76,709,000	\$67,038,100	\$75,941,900	\$75,941,900
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$17,650,452	\$17,369,463	\$17,369,463	\$17,369,453	\$17,377,791	\$17,308,047
Total State contributions to CCDF¹¹	\$130,270,940	\$128,944,623	\$129,865,148	\$128,650,878	\$128,132,211	\$128,132,211
State match to CCDF	Met	Met	Met	Met	Met	Will be met

¹⁰ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

¹¹ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 6 Fiscal Years					
	2008	2009	2010	2011	2012	2013 (Budgeted)
TANF spending on Early Learning and Development Programs¹²	\$168,034,659	\$137,298,713	\$130,323,875 *	\$132,499,051 *	\$132,400,000	\$132,400,000
Other State contributions Even Start Programs (Title 1)* *	\$3,479,163	\$3,479,163	\$2,582,905	\$2,511,754	0	0
Other State contributions Child Care GRF claimed for TANF MOE	\$211,712,541	\$296,548,091	\$298,000,497 ***	\$419,732,903 ***	\$419,700,000	\$ 419,700,000
Other State contributions Infant Mortality/Family Case Mgmt GRF	\$45,638,700	\$42,471,763	\$41,273,384	\$41,423,900	\$42,014,100	\$38,483,100
Other State contributions Healthy Families Illinois GRF	\$9,929,924	\$11,125,683	\$9,454,320	\$8,677,960	\$8,425,800	\$8,425,800
Other State contributions Parents Too Soon	\$7,112,612	\$7,378,512	\$7,070,812	\$7,094,612	\$6,870,300	\$6,870,300

¹² Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 6 Fiscal Years					
	2008	2009	2010	2011	2012	2013 (Budgeted)
Other State contributions Child Care GRF claimed for Title XX/SSB	\$1,200,000	\$1,200,000	\$1,214,075 ****	\$1,220,000 ****	\$1,200,000	\$1,200,000
Other State spending in Child Care not claimed as CCDF	\$60,685,429	\$32,928,013	\$27,281,817 +	\$39,561,611 +	\$45,200,000	\$45,200,000
Early Childhood Construction Grants				45,000,000 ++		
IDCFS spending (foster care, adoption, protective services, etc.)	\$80,098,651	\$86,082,412	\$86,465,202	\$86,717,508	\$87,200,780	\$88,072,788
Total State contributions:	\$1,155,898,347	\$1,224,774,289	\$1,170,455,051	\$1,340,151,072	\$1,290,256,430	\$1,262,596,594

The State's fiscal year 2012 ends June 30, 2013. Data is shown by FFY and FFY12 data is projected or only for portion of year.

*TANF claims were not final at the time of the FY11 application deadline (increase by \$77,295,119)

**Even Start has been discontinued for FY12 and future years.

***Corrections are due to changes in the TANF claim which was not final at the time the first round application was submitted (increased by \$164,195,686).

****Corrections are due to changes in the Title XX/SSBG claim which was not final at the time the first round application was submitted (increased by \$20,000).

+ Excess GRF child care spending claimable as child care or TANF or TANF MOE. Illinois satisfies the mandatory and matching requirements of CCDF first and uses excess spending to satisfy TANF requirements (increased by \$12,261,611).

++ Funds for the Early Childhood Construction Grants will be distributed over multiple years.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹³					
	2007	2008	2009 ¹⁴	2010	2011	2012
State-funded preschool Specify: Preschool for All Source: ISBE 2012 *At Risk Children ¹⁵	72,769*	79,649*	89,627	80,101	77,499	78,607
Early Head Start and Head Start¹⁶ (funded enrollment)	40,110	39,461	39,461	42,015	42,015	41,075
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	54,800	55,939	55,669	54,700	55,519	55,505
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	20,304	13,135	13,759	27,128	28,939	Not yet available
Programs receiving CCDF funds (average monthly served)	120,632	117,164	118,660	114,240	118,416	115,188
Other Prevention Initiative, Healthy Families Initiative, Parents as Teachers and Nurse Family Partnership Source: ISBE and IDHS 2012	19,483	21,894	22,891	22,650	20,811	19,481

¹³ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹⁴ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹⁵ For the purposes of this chart, “at risk” is defined as those children 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 carried out in conformance with Section 235.20(c)(5) of this Part) to be at risk of academic failure. (Section 2-3.71(a)(4.5) of the Illinois School Code).

¹⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards

No significant changes

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

No significant changes, except that the new QRIS system will be effective July, 2013 instead of July, 2012 as noted in the Phase 1 application.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

No significant changes, except that the new QRIS system will be effective July, 2013 instead of July, 2012 as noted in the Phase 1 application.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

No significant changes.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁷ currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
ECE Credential	Yes	1,855*	5.2%	Based on estimate of staff in licensed child care centers. 48% Increase since last year
Infant Toddler Credential	Yes	221*	2.3%	Based on estimate of staff serving infants and toddlers in licensed child care centers. 36% Increase since last year
Illinois Director Credential	Yes	500*	12.5%	Based on estimate of directors of licensed child care centers and PFA sites. 14% increase since last year
ISBE Type 04 Early Childhood Teacher Certification	Yes	758**	100%	Type 04 Early Childhood Teacher Certification required to work in State-funded preschool programs.
ECE Degrees and certificates awarded by institution of higher education in Illinois	Yes	2119	**	Illinois Board of Higher Education Website early Childhood Education and Teaching Degrees and Certificates conferred in 2010
*Total credentials awarded as of September 28, 2012. **Not able to track at this date.				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to EC Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to EC Educators	Number of EC Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/ Not Available)
Black Hawk College	3	YES
Richard J. Daley College	2	YES
Harold Washington College	2	YES
Elgin Community College	0	YES
Harper College	1	YES
Heartland Community College	2	YES
Highland Community College	2	YES
Illinois Valley Community College	3	YES
Joliet Junior College	0	YES
Lewis & Clark Community College	0	YES
Lincoln Land Community College	0	YES
John A. Logan College	0	YES
McHenry College	0	YES
Moraine Valley Community College	1	YES
Oakton Community College	11	YES
Rend Lake College	6	YES
Shawnee Community College	2	YES
Southeastern Illinois College	1	YES
Triton College	1	YES
Waubensee Community College	1	YES
Lincoln Christian University	4	YES
St. Augustine College	95	YES
Chicago State University	13	YES
Columbia College	14	YES
DePaul University	10	YES
Eastern Illinois University	60	YES
Erikson Institute	23	YES
Governors State University	18	YES
Illinois State University	72	YES
Kendall College	136	YES
National Louis University	38	YES
Northern Illinois University	51	YES
Southern Illinois University-	42	YES

Carbondale		
University of Illinois- Chicago	0	YES
Rockford College	0	YES
Olive Harvey College	0	NO
College of DuPage	0	NO
Kankakee Community College	2	NO
Lake Land College	0	NO
Rock Valley College	1	NO
Prairie State College	0	NO
Millikin University	31	NO
Roosevelt University	43	NO
Kennedy King College	2	NO
Danville College	0	NO
Illinois Central College	0	NO
Wabash Valley College	NA	NO
Kishwaukee College	0	NO
College of Lake County	11	NO
Morton College	0	NO
Parkland College	2	NO
Richland Community College	0	NO
Carl Sandburg College	0	NO
Sauk Valley College	1	NO
South Suburban College	5	NO
Southwestern Illinois College	4	NO
Spoon River College	2	NO
John Wood Community College	0	NO
Rasmussen College	0	NO
Bradley University	18	NO
Concordia University	14	NO
Dominican University	11	NO
Elmhurst Community College	9	NO
Greenville College	12	NO
Illinois College	5	NO
Judson University	4	NO
Loyola University- Chicago	0	NO
North Park University	5	NO
Northeastern University	31	NO
Olivet Nazarene University	5	NO
St. Xavier University	10	NO
Southern Illinois University- Edwardsville	27	NO
University of Illinois- Urbana/Champaign	24	NO
Western Illinois University	1	NO
Southern Illinois Collegiate Common Market	1	NO
Lincoln Christian University	3	NO
Ellis University	1180	NO

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment*
 * Assessment is currently being developed and implemented through a contract that began on June 15, 2012 and ends on June 30, 2017 (see (E)(1)). “Y” refers to requirements in the contract.

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to ELD Standards? (Y/N)	Y	Y	Y	Y	Y
Instrument(s) used? (Specify)	DRDP-SR	DRDP-SR	DRDP-SR	DRDP-SR	Y
Evidence of validity and reliability? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for English learners? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? (Y/N)	Y	Y	Y	Y	Y
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	15/16 School Year (SY)	15/16 (SY)	15/16 (SY)	15/16 (SY)	15/16 (SY)
Results included in Statewide Longitudinal Data System? (Y/N)	Y	Y	Y	Y	Y

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

No significant changes

The performance measures for Core Area B are required for all applicants.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool Specify: Preschool for All	1,400	0	0	700	50	1,400	100	1,400	100	1,400	100
Early Head Start and Head Start ¹⁸	720	25	3	360	50	720	100	720	100	720	100
Programs funded by IDEA, Part C ^a	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Programs funded by IDEA, Part B, section 619 ^b	See PFA line										
Programs funded under Title I of ESEA ^c	See PFA line										
Programs receiving from CCDF funds—licensed centers*	2,967	507	17	2,967	100	2,967	100	2,967	100	2,967	100

¹⁸ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System

Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target -end of calendar year 2014		Target-end of calendar year 2015		Target- end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
Programs receiving from CCDF funds—licensed family child care homes*	9,857	259	3	9,857	100	9,857	100	9,857	100	9,857	100

* Includes all licensed centers and family child care homes that serve children age five and under, not only those currently receiving CCAP funds. Center number also includes programs that only provide part-day services.

^aAll IDEA Part C services in Illinois are provided on a fee-for-service, individual basis. There are no classroom-based programs funded by the state to provide Part C services, and therefore there are no programs that it would be appropriate to include in the QRIS.

^bThe classrooms that will participate in the QRIS are included in the Preschool for All count above as they are blended classrooms providing an inclusive “least restrictive environment” for children with special needs

^cTitle I funds are used to expand Preschool for All in the Chicago Public Schools, and therefore these programs are counted in the Preschool for All count above

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	778	11,880	12,205	12,470	12,470
Center-Based Programs ^A					
Total Number of Center-Based Programs covered	519 ^b	3,857	4,182	4,477	4,477
Number of programs in Center-Based Tier 1	0	2,329	2,152	1,877	1,624
Number of programs in Tier 2	44	195	245	340	435
Number of programs in Tier 3	213	485	682	840	820
Number of programs in Tier 4	256	840	1,085	1,390	1,545
Number of programs in Tier 5 (all elements)	6	8	18	30	53
Licensed Family Child Care Home(FCC) Programs^c					
Total Number of FCC Programs covered	259	9,857	9,857	9,857	9,857

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Number of programs in FCC Tier 1	0	9,537	9,491	9,421	9,189
Number of programs in FCC Tier 2	21	35	40	70	110
Number of programs in FCC Tier 3	33	30	35	60	200
Number of programs in FCC Tier 4	200	250	285	300	350
Number of programs in FCC Tier 5	5	5	6	6	8
<p>^ACenter-based programs includes child care centers; sites/schools with Preschool for All and/or Part B classrooms and/or Title I funded preschool classrooms; and Head Start and Early Head Start centers. Centers that serve only children in kindergarten or older are not included. Note: some sites are funded by more than one of these funding streams, and our Phase 1 application performance measures did not adequately account for this. These targets are based on our best estimates of the total unduplicated number of sites; however, our current data systems currently do not allow for an exact unduplicated count.</p> <p>^bCurrently, only full-day centers are eligible for participation, but beginning July 1, 2013, all Head Start/Early Head Start and Preschool for All programs will be included in the center number.</p> <p>^cIncludes only FCCH that serve children ages birth through five.</p> <p>Licensed child care centers will be automatically enrolled in the QRIS by December 31, 2013.</p>					

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool Specify: Preschool for All ^a	81,189	N/A	N/A	30,446	38	40,933	50	55,817	69	62,583	77
Early Head Start and Head Start ¹⁹	37,572	N/A	N/A	9,696	26	19,756	53	27,876	74	30,906	82
Early Learning and Development Programs funded by IDEA, Part C	19,624	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Early Learning and Development Programs funded by IDEA, Part B, section 619 ²⁰	37,083	N/A	N/A	13,906	38	18,696	50	25,495	69	28,585	77
Early Learning and Development Programs funded under Title I of ESEA	Included in PFA										

¹⁹ Including Migrant and Tribal Head Start located in the State.

²⁰ Average for 4 years, 2007-2010; State does not anticipate an increase in the number to be served. Note: most are served in PFA classrooms.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2013		Target - end of calendar year 2014		Target-end of calendar year 2015		Target-end of calendar year 2016	
		#	%	#	%	#	%	#	%	#	%
Early Learning and Development Programs receiving funds from the State's CCDF program	115,188	15,059	13	18,946	16	20,115	17	21,839	19	25,063	22

The top tiers are Level 4 and Level 5 of the QRIS. NOTE: With the revised QRIS criteria, PFA and HS/EHS programs are not assumed to be at Level 4 or 5; thus, our target percentages have been lowered from our Phase 1 application. Number of children have been increased based on the increase in number of children served in Title 1 preschool programs.

Actual numbers are used for baseline data for children in CCDF programs.

^aEstimates are based on approximately 85% of children enrolled being Children with High Needs. Includes children served in Title 1 funded programs that meet the requirements of PFA.

NOTE: Some Children with High Needs are served by programs receiving in more than one of the above funding streams. Therefore the total number of Children with High Needs that will be enrolled in programs in the top tiers will be lower than the sum of the above columns. Our current data systems do not allow us to determine an unduplicated count.

There may be selection criteria in a State’s FY 2011 application that the State does not address in its Phase 2 application. For criteria addressed in a State’s Phase 2 application, the State must complete the performance measure tables or provide an attachment with the required performance measure information. The State may provide additional performance measures, baseline data, and targets for a criterion if it chooses. If a State does not have baseline data for a performance measure, the State should indicate that the data are not available and explain why.

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target – end of calendar year 2015
Total number of “aligned” institutions and providers	45 IHEs 5 PDPs	48 IHEs 7 PDPs	53 IHEs 8 PDPs	58 IHEs 9 PDPs	63 IHEs 10 PDPs
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	170	240	360	540	790
<p>IHE: Institution of Higher Learning</p> <p>PDP: Professional Development Provider</p> <p>Targets for number of aligned institutions have been lowered to reflect the less intense support for developing aligned coursework that will be provided in light of the 50% funding reduction.</p> <p>The baseline data is actual data collected by the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) who tracks this information.</p>					

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of EC Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets -- Number and percentage of EC Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
	Baseline (Today)		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 Illinois Director Credential (IDC) Level 1	244		48	20%	58	20%	80	23%	107	25%
IDC Level 2	187		37	20%	44	20%	53	20%	64	20%
IDC Level 3	115		5	5%	6	5%	6	5%	6	5%
Credential Type 2 ECE Credential Level 1	1532		612	40%	857	40%	1,200	40%	1,680	40%
ECE Level 2	107		54	51%	96	60%	154	60%	205	50%
ECE Level3	24		7	30%	9	30%	10	25	12	25%
ECE Level 4	111		61	55%	103	60%	165	60%	220	50%
ECE Level 5	139		69	50%	104	50%	172	55%	242	50%
ECE Level 6	In pilot phase		Pilot Complete 1		2	20%	2	20%	3	20%
Credential Type 3 Infant Toddler Credential (ITC) Level 2	107		32	30%	41	30%	72	40%	125	50%

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of EC Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets -- Number and percentage of EC Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
	Baseline (Today)	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016					
ITC Level 3	6	12	200%	14	83%	23	73%	37	68%	
ITC Level 4	49	14	30%	18	30%	23	29%	30	29%	
ITC Level 5	84	40	48%	42	34%	49	30%	60	28%	
ITC Level 6	In pilot phase	Pilot complete 10		2	20%	2	20%	3	20%	
Type 04 Early Childhood Teacher Certificate with Bilingual or ELS endorsement or approval.	342	17	5%	36	10%	73	20%	88	20%	

Note: Within the credentials, level 1 or the lowest number level is the lowest level of competency.

These projections/estimates are subject to change based on decisions underway in Illinois regarding Professional Educator Licensure age ranges.

Except where noted as "in pilot phase" the baseline data are actual. INCCRRA, as referenced above in Performance Measure (D)(2)(d)(1) tracks the information for credentials and ISBE tracks the information for Type 04 Early Childhood Certifications. Percentages are calculated based on the percentage increase in the total number of individuals with said credential/certification from one year to the next. Initial baseline percentages are not included.

PART 5: BUDGET

Budget Requirements: An eligible applicant may apply for up to 50 percent of the funds it requested in its FY 2011 RTT-ELC application. The following budget requirements apply to the Phase 2 RTT-ELC award process:

(a) Budget Narrative. Each eligible applicant must submit a detailed narrative and budget, using the format and instructions provided in the FY 2011 RTT-ELC application package, which describes the activities it has selected from its FY 2011 RTT-ELC application that it proposes to implement with a Phase 2 RTT-ELC award. This detailed narrative must include an explanation of why the eligible applicant has selected these activities and why the eligible applicant believes they will have the greatest impact on advancing its high-quality plan for early learning. The narrative must also explain where the applicant has made adjustments (such as, a reduction in the number of participating programs or areas of the State served, or the dedication of additional Federal, State, local, or private funds to support the plan) to ensure that the activities can be carried out successfully with the amount of funds available. In reviewing the narrative, we may request that the applicant submit revisions to address concerns related to feasibility or the strategic use of funds. (See the notice inviting applications for the FY 2011 RTT-ELC competition, published in the Federal Register on August 26, 2011 (76 FR 53564).)

(b) Applying as a Consortium. As discussed previously, we encourage eligible applicants to form consortia with each other or partner with currently funded FY 2011 RTT-ELC grantees in carrying out specific activities (such as validation of a State’s QRIS, implementation of longitudinal data systems, or development of a kindergarten entry assessment). Eligible applicants may apply individually or as members of a consortium (with other eligible applicants) under 34 CFR 75.127-129. A consortium can be formed only with other eligible applicants and requires a single application. A partnership can be described in the application of an individual State or a consortium and can include eligible applicants as well as currently-funded grantees. Each eligible applicant must propose activities consistent with its FY 2011 RTT-ELC application. Therefore, each eligible applicant that chooses to apply as a member of a consortium or to partner with a current RTT-ELC grantee in carrying out project activities must include in its revised budget narrative an explanation of how the activities to be undertaken by the consortium or partnership are consistent with the applicant’s FY 2011 RTT-ELC application and how the consortium or partnership will help the applicant implement its selected activities. It is important to note that an applicant may propose some activities that it would execute alone and others that it would execute as part of a consortium.

(c) Available Funds. The maximum amounts of funding for which each eligible applicant may apply are shown in the following table. The amounts in this table are based on the requirement that each eligible applicant may apply for up to half of the amount it requested in its FY 2011 RTT-ELC application.

State	Maximum Amount
Colorado	\$29,925,888
Illinois	\$34,798,696
New Mexico	\$25,000,000
Oregon	\$20,508,902
Wisconsin	\$22,701,389

Grant Period: The grant period for this award is December 31, 2012 through December 31, 2016.

BUDGET PART I: SUMMARY

BUDGET PART I -TABLES

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

<u>Budget Table I-1: Budget Summary by Budget Category</u> (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	161,106	204,909	211,055	217,387	794,457
2. Fringe Benefits	119,524	139,514	142,320	145,208	546,566
3. Travel	4,500	4,500	4,500	4,500	18,000
4. Equipment	0	0	0	0	0
5. Supplies	5,527	720	720	720	7,687
6. Contractual	1,526,500	3,140,000	4,975,000	1,942,500	11,584,000
7. Training Stipends	0	0	0	0	0
8. Other	2,938	3,521	3,521	3,521	13,502
9. Total Direct Costs (add lines 1-8)	1,820,095	3,493,164	5,337,116	2,313,836	12,964,212
10. Indirect Costs*	97,350	115,319	120,887	114,199	447,755
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	3,195,161	6,210,819	6,082,316	5,498,432	20,986,729
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	5,212,606	9,919,303	11,640,319	8,026,468	34,798,696
14. Funds from other sources used to support the State Plan	18,597,677	18,710,736	18,726,929	18,741,734	74,777,075
15. Total Statewide Budget (add lines 13-14)	23,810,282	28,630,039	30,367,248	26,768,201	109,575,771

Budget Table I-1: Budget Summary by Budget Category

(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
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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 localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies 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 Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

<u>Budget Table I-2: Budget Summary by Participating State Agency</u> (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
ISBE	5,078,377	6,950,536	9,102,548	6,274,034	27,405,494
IDHS	18,731,906	21,679,503	21,264,700	20,494,168	82,170,277
DCFS	0	0	0	0	0
Total Statewide Budget	23,810,282	28,630,039	30,367,248	26,768,201	109,575,771

Budget Table I-3: Budget Summary by Project--The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.

Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Core Personnel	569,945	649,283	669,704	690,436	2,579,367
Core Supports for Quality Improvement	13,101,277	13,932,708	14,053,535	13,763,957	54,851,477
Core Infrastructure for QRIS - Systems	339,549	483,372	403,970	390,540	1,617,431
Core Infrastructure for QRIS - Assessments	1,593,854	2,030,046	1,852,027	1,880,377	7,356,304
Public Awareness of QRIS	256,200	340,492	186,583	136,942	920,217
Evaluation of QRIS	0	254,100	1,754,100	504,100	2,512,300
Community Supports	100,000	200,000	200,000	200,000	700,000
Core Infrastructure for Gateways Registry	1,998,962	2,281,836	2,112,985	2,122,162	8,515,945
Professional Development	2,969,500	3,078,000	3,283,370	3,111,533	12,442,403
KIDS	2,010,496	1,970,601	2,044,656	1,755,156	7,780,909
Data Projects	520,500	1,484,600	1,584,600	373,000	3,962,700
Multi-State Partnership	0	75,000	75,000	0	150,000
Targeted High Need Community Improvements	250,000	1,750,000	2,046,719	1,740,000	5,786,719
TA	100,000	100,000	100,000	100,000	400,000
Total Statewide Budget	23,810,282	28,630,039	30,367,248	26,768,202	109,575,771

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;
- A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;
- For each project:
 - The designation of the selection criterion or competitive preference priority the project addresses;
 - An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and
- Any information pertinent to understanding the proposed budget for each project.

The State's budget is structured to foster cross-agency collaboration and assist the Participating State Agencies in carrying out the State Plan to achieve the State's overall goals for improving child outcomes and closing the school readiness gap. The Illinois State Board of Education (ISBE) and the Illinois Department of Human Services (IDHS) will be responsible for administering the grant funds. The Illinois Department of Children and Family Services (IDCFS) will also participate in implementing the activities described in the grant; however, the agency will not receive any grant funding because the activities can be accomplished within existing resources. The Illinois Early Learning Challenge Intergovernmental (IELC) Agreement, set forth in Appendix (A)(3)-1, binds ISBE, IDHS, IDCFS, the Early Learning Council, and the Governor's Office of Early Childhood Development (OECD) to the implementation of the State Plan. The ELC Agreement contains Scopes of Work detailing the specific project responsibilities for each party. Additionally, pursuant to the ELC Agreement, ISBE, IDHS, and IDCFS, have each agreed to abide by their respective agency's budget included in this Section of the State Plan.

The State's budget is organized into thirteen projects (not including technical assistance) which align to specific application criteria and generally involve multiple of the Participating State Agencies responsible for administering the grant funds. Rather than using the selection criteria, in this phase each category heading describes the work activities that will be accomplished within the time of the grant.

The projects in this Plan build on existing structures and support systems and therefore will utilize existing management plans and practices. Additional descriptions on how each project is funded and what will be included in the funding are provided in Budget Part II. A chart providing additional information on the budget criteria is provided below. All of the grant activities will be coordinated by the OECD.

These projects when taken together continue to constitute a coherent reform agenda that is aligned to the State's three strategic reform priorities included in phase 1: (1) deepening the integration of state supports to create a unified framework for all early learning and development systems; (2) connecting the most at-risk children with the services and supports they need; and (3) increasing the quality of both learning environments and the instruction in early learning and development programs.

We have described in detail the modifications we are making to our proposed activities in the narratives for each Criterion. Therefore, in the budget narrative below, we do not provide specific rationales for where our Phase 2 budget request differs from our Phase 1 budget request, but rather present details on how we have derived our cost estimates for completing the activities and implementation steps outlined in the Criteria above.

Budget Project	Selection Criteria	Project Components	Primary Agency or Agencies Responsible for Hiring, Procurement, and Fiscal
Core Personnel	(A)(3)	OECD Staff and Contractors	ISBE and IDHS
Core Infrastructure for QRIS-Systems	(B)(1) & (B)(2)	Data Tracking System (DTP) Enhancements	IDHS
		Online QRIS Application Portal	
		App Development	
Core Infrastructure for QRIS-Assessments	(B)(3)	QRIS-Level 4 & 5 Assessments	IDHS
Public Awareness	(B)(3)	QRIS Level Website	IDHS
		QRIS Public Awareness Campaign	ISBE
Core Supports for Quality Improvement	(B)(4)	QRIS Trainings	IDHS
		Support for Quality Specialists	IDHS
		Coaching Levels 2 and 3	IDHS
		Good to Great	ISBE

Budget Project	Selection Criteria	Project Components	Primary Agency or Agencies Responsible for Hiring, Procurement, and Fiscal
Community Supports	(B)(4)	Community Collaboration Development	IDHS
Targeted High Need Community Improvements	(B)(4)	Targeted Community Investments	ISBE and IDHS
Multi-State Partnership	(B)(4)	Tool Development	IDHS
Evaluation of QRIS	(B)(5)	Child Outcomes Study	ISBE
Core Infrastructure for Gateways Registry	(D)(2)	System Capacity Building	IDHS
		Web Interfaces	
		App Creation	
		Data Exchange	
Professional Development	(D)(2)	ESL/Bilingual Scholarships	IDHS
		Online Professional Development Plan	
		Faculty Trainings	
KIDS	(E)(1)	Contractual Staff	ISBE
		Reliability Study	ISBE
Data Projects	(E)(2)	IDHS Data Integration	IDHS
		Illinois Head Start Data Cooperative	IDHS
		ISLE Early Learning Extensions	IDHS
		ISBE Data Integration	ISBE

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.
- Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency’s budget totals for each budget category for each year of the grant.

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) ISBE					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	1,526,500	2,640,000	4,475,000	1,942,500	10,584,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,526,500	2,640,000	4,475,000	1,942,500	10,584,000
10. Indirect Costs*	49,200	53,300	57,400	53,300	213,200
11. Funds to be distributed to localities, Early Learning Intermediary	125,000	750,000	1,046,719	740,000	2,661,719

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
ISBE

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Organizations, Participating Programs and other partners.					
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	1,800,700	3,543,300	5,679,119	2,835,800	13,858,919
14. Funds from other sources used to support the State Plan	3,277,677	3,407,236	3,423,429	3,438,234	13,546,575
15. Total Budget (add lines 13-14)	5,078,377	6,950,536	9,102,548	6,274,034	27,405,494

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 localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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 Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
IDHS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	161,106	204,909	211,055	217,387	794,457
2. Fringe Benefits	119,524	139,514	142,320	145,208	546,566
3. Travel	4,500	4,500	4,500	4,500	18,000
4. Equipment					0
5. Supplies	5,527	720	720	720	7,687
6. Contractual	0	500,000	500,000	0	1,000,000
7. Training Stipends	0	0	0	0	0
8. Other	2,938	3,521	3,521	3,521	13,502
9. Total Direct Costs (add lines 1-8)	293,595	853,164	862,116	371,336	2,380,212
10. Indirect Costs*	48,150	62,019	63,487	60,899	234,555
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	3,070,161	5,460,819	5,035,597	4,758,432	18,325,010
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	3,411,906	6,376,003	5,961,200	5,190,668	20,939,777
14. Funds from other sources used to support the State Plan	15,320,000	15,303,500	15,303,500	15,303,500	61,230,500
15. Total Budget (add lines 13-14)	18,731,906	21,679,503	21,264,700	20,494,168	82,170,277

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

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
IDHS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
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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 localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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

Describe, in the text box below, the Participating State Agency's budget, including--

- How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;
- For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:
 - An explanation of the Participating *State Agency's roles and responsibilities*
 - An explanation of how the proposed project annual budget was derived
- A detailed explanation of each budget category line item, including the information below.

Illinois State Board of Education (ISBE)

ISBE's plan for organizing its operations and managing the grant funds under the State Plan is described in the Illinois Early Learning Challenge Intergovernmental Agreement (see *Appendix A(3)-1*) As outlined in the Participating State Agency Project Table above, ISBE will be allocating grant funds to the following projects:

- Core Personnel and Supports
- Core Support for Program Improvement
- Public Awareness of QRIS
- Evaluation of QRIS
- Professional Development
- KIDS
- Data Projects

Each of the proposed budgets were developed by ISBE staff who will be involved with their administration based on costs incurred for similar types of agreements and projects and/or analysis of the scope involved.

1) Personnel: \$0

2) Fringe Benefits: \$0

3) Travel: \$0

4) Equipment: \$0

5) Supplies: \$0

6) Contractual: \$10,584,000

ISBE will procure the following contracts according to Illinois’ procedures for procurement in accordance with 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Public Awareness of QRIS					
The Public Awareness for the QRIS is a vital the system’s success. Below are specific contract deliverables that will be included in the Request for Proposals. Costs estimates are based on previous procurements for similar services both in Illinois and neighboring states.					
Description	Deliverable Overview				
Marketing plan and materials	Develop branding, marketing plan, material design, and marketing services				
Media placement & public awareness	Media placement, outreach to media, develop press materials, etc.				
Public Awareness of QRIS: Total estimated cost for procurement:	Year 1	Year 2	Year 3	Year 4	Total
	\$206,500	\$290,000	\$170,000	\$120,000	\$786,500

Core Supports for Program Improvement					
Below is the specific contact deliverable that will be included in the Request for Proposals.					
Description	Deliverable Overview				
Support for programs in targeted Concentrated High Need Communities	Provide support (e.g., intensive coaching for teachers and program leaders) to programs seeking Level 5 quality awards				
Technical assistance around “Good to Great” strategies	Develop resource materials, trainings, model approaches, etc. for programs throughout the state seeking Level 5 quality awards				
Core Supports for Program Improvement: Total estimated cost for procurement:	Year 1	Year 2	Year 3	Year 4	Total
	\$250,000	\$500,000	\$750,000	\$500,000	\$2,000,000

Evaluation of QRIS

In order to ensure that the QRIS level criteria accurately delineate quality features that are related to child outcomes and closing the achievement gap, Illinois will administer an RFP to conduct a validation and outcomes study. The cost estimate for this study is based on the Preschool for All evaluation ISBE procured in 2008. Below is the specific contact deliverable that will be included in the Request for Proposals.

Description	Deliverable Overview	Year 1	Year 2	Year 3	Year 4	Total
Child Outcomes Study	Study of gains made by children in programs at various levels of the QRIS	\$0	\$250,000	\$1,750,000	\$500,000	\$2,500,000
Evaluation of QRIS: Total estimated cost for procurement:		\$0	\$250,000	\$1,750,000	\$500,000	\$2,500,000

Data Project: ISBE will procure two separate projects for activities within the Data Projects section. Each of the projects are listed separately below. Multiple contracts may be issued for each project based on input from ISBE procurement.

Data Projects-ISLE

Below are specific contact deliverables that will be included in the Request for Proposals. ISBE is estimating that the project will require a consulting group to provide a pilot coordinator, data integration specialist, trainers and training materials, application development skills and licensing expertise.

Deliverable Overview

Extend ISLE to early learning through a pilot implementation in up to 10 Preschool for All sites					
Determine application priorities					
Develop and provide trainings on the ISBE					
Implement data transfer solution between ISLE and ISBE SIS					
Data Projects-ISLE: Total estimated cost for procurement	Year 1	Year 2	Year 3	Year 4	Total
	\$200,000	\$585,000	\$710,000	\$177,500	\$1,672,500

Data Projects-ISBE Integration

Below are specific contact deliverables that will be included in the Request for Proposals. Estimations were based on a consulting group performing the project management and business analyst functions for 4 years, with cost estimates based on current costs for similar projects.

Deliverable Overview

Fully automate the integration of data from ISBE’s licensure system to establish a Registry profile for educators.

Integrate program level and workforce data.

As resources permit beyond the completion of the above two projects, support ISBE participation in other Race to the Top Early Learning Challenge data integration projects, including the Illinois Head Start Data Cooperative and implementation of the recommendations of the OECD consultant.

Data Projects- ISBE Integration: Total estimated cost for procurement	Year 1	Year 2	Year 3	Year 4	Total
	\$175,000	\$350,000	\$350,000	\$175,000	\$1,050,000

Core Personnel and Supports

ISBE will hire two consultants that will work with the OECD and lead coordination on workforce development and data and outcomes. The scopes of work can be found in Appendix (A)(3)-1.

Description	Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Workforce Development Policy Director (Contractor)	Yearly Expenses: salary/benefits (10 months in year 1), travel, and supplies	\$120,000	\$125,000	\$130,000	\$135,000	\$480,000
Data and Outcomes Manager (Contractor)	Yearly Expenses: salary/benefits (10 months in year 1), travel, and supplies	\$100,000	\$105,000	\$110,000	\$115,000	\$400,000
Core Personnel: Contractual Staff Total:		\$220,000	\$230,000	\$240,000	\$250,000	\$940,000

KIDS						
ISBE will hire two consultants to implement the KIDS system. The full scope of work for these consultants is located in Appendix (E)(1)-1.						
Description	Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Technical Consultant- Work to incorporate KIDS data into existing systems well as communicate with teachers and parents about the KIDS system	Yearly Expenses: salary/benefits (10 months in year 1), travel, and supplies	\$100,000	\$102,500	\$105,000	\$110,000	\$417,500
Training Consultant- Coordinate with KIDS developer to create trainings and plan for sustainability of trainings as well as communicate with teachers and parents about the KIDS system.	Yearly Expenses: salary/benefits (10 months in year 1), travel, and supplies	\$100,000	\$102,500	\$105,000	\$110,000	\$417,500
KIDS: Contractual Staff Total:		\$200,000	\$205,000	\$210,000	\$220,000	\$835,000

8) Other: \$0

9) Total Direct Costs: \$10,584,000

Year 1	Year 2	Year 3	Year 4	Total
\$1,526,500	\$2,640,000	\$4,475,000	\$1,942,500	\$10,584,000

10) Indirect Costs: \$213,200

An indirect rate of 16.4% (the lowest amongst the Participating State Agencies) is applied to the first \$25,000 of all contracts set forth in Line 6 of the ISBE Budget Table II-1. In addition, this indirect rate is applied to other permissible costs set forth in Line 1-5 of the Budget Table II-1.

Year 1	Year 2	Year 3	Year 4	Total
\$49,200	\$53,300	\$57,400	\$53,300	\$213,200

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Targeted Concentrated High Need Communities					
As described in the Executive Summary, targeted Concentrated High Need Communities will determine (in consultation with OECD) the targeted strategies that will have the greatest impact on increasing the number and percentage of Children with High Needs in their community that are enrolled in high quality ELD Programs. This flexible pool of resources will support implementation of these local plans.					
Depending upon the strategies chosen, funds may be granted to the local CCR&R, school district(s), or other intermediary organizations to accomplish the specific deliverables identified.					
Note: Resources for the Targeted Concentrated High Need Communities are included in both the ISBE and IDHS budgets. Depending upon the strategies selected, funds may be moved from one agency to the other to facilitate efficient distribution of the funds.					
	Year 1	Year 2	Year 3	Year 4	Total
Targeted High Need Community Total:	\$125,000	\$750,000	\$1,046,719	\$740,000	\$2,661,719

12) Funds set aside for participation in grantee technical assistance: \$400,000

\$400,000 is set aside for ISBE technical assistance.

13) Total Funds Requested: \$13,858,919

Year 1	Year 2	Year 3	Year 4	Total
\$1,800,700	\$3,543,300	\$5,679,119	\$2,835,800	\$13,858,919

13) Other Funds Allocated to the State Plan-\$13,546,575

Project Title	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
QRIS- Assessments (3-4 Year Olds)	\$841,981	\$858,935	\$875,173	\$890,378	\$3,466,467
QRIS- Assessments (0-3 Year Olds)	\$412,500	\$525,000	\$525,000	\$525,000	\$1,987,500
Professional Development	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
KIDS	\$1,523,196	\$1,523,301	\$1,523,256	\$1,522,856	\$6,092,609
ISBE Total	\$3,277,677	\$3,407,236	\$3,423,429	\$3,438,234	\$13,546,575

- ISBE currently spends over \$800,000/year for monitoring Preschool for All programs. Under this Plan’s budget, \$800,000/year of State funds will be used to establish the integrated QRIS monitoring process. *[Core Infrastructure for QRIS-Assessments]*
- ISBE has budgeted funds for monitoring of Prevention Initiative Programs that will average over \$500,000 per year. *[Core Infrastructure for QRIS-Assessments]*
- In recent years, ISBE has allocated a portion of State Early Childhood Block Grant funds for Gateways to Opportunity scholarships to support Preschool for All educators seeking to obtain new credentials and endorsements. Under this Plan’s budget, \$2 million in State funds will be used to promote EC Educators career enhancement through the Gateways to Opportunity Scholarship Fund, with a focus on supporting educators to obtain English as a Second Language (ESL) or bilingual approval or endorsement. *[Professional Development]*
- ISBE has entered into a contract with West-Ed to implement the KIDS system and the contract through FY17 is \$6,092,609. *[KIDS]*

14) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

Year 1	Year 2	Year 3	Year 4	Total
\$5,078,377	\$6,950,536	\$9,102,548	\$6,274,034	\$27,405,494

Illinois Department of Human Services (IDHS)

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) IDHS					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	161,106	204,909	211,055	217,387	794,457
2. Fringe Benefits	119,524	139,514	142,320	145,208	546,566
3. Travel	4,500	4,500	4,500	4,500	18,000
4. Equipment					0
5. Supplies	5,527	720	720	720	7,687
6. Contractual	0	500,000	500,000	0	1,000,000
7. Training Stipends	0	0	0	0	0
8. Other	2,938	3,521	3,521	3,521	13,502
9. Total Direct Costs (add lines 1-8)	293,595	853,164	862,116	371,336	2,380,212
10. Indirect Costs*	48,150	62,019	63,487	60,899	234,555
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	3,070,161	5,460,819	5,035,597	4,758,432	18,325,010
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	3,411,906	6,376,003	5,961,200	5,190,668	20,939,777
14. Funds from other sources used to support the State Plan	15,320,000	15,303,500	15,303,500	15,303,500	61,230,500
15. Total Budget (add lines 13-14)	18,731,906	21,679,503	21,264,700	20,494,168	82,170,277

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
IDHS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
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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 localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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 Table II-2: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
IDHS

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Core Personnel	341,745	411,083	421,504	432,236	1,606,567
Core Supports for Quality Improvement	12,847,177	13,428,608	13,299,435	13,259,857	52,835,077
Core Infrastructure for QRIS - Systems	339,549	483,372	403,970	390,540	1,617,431
Core Infrastructure for QRIS - Assessments	339,373	646,111	451,854	464,999	1,902,337
Public Awareness of QRIS	45,600	46,392	12,483	12,842	117,317
Evaluation of QRIS	0	0	0	0	0
Community Supports	100,000	200,000	200,000	200,000	700,000
Core Infrastructure for Gateways Registry	1,998,962	2,281,836	2,112,985	2,122,162	8,515,945
Professional Development	\$2,469,500	\$2,578,000	\$2,783,370	\$2,611,533	10,442,403
KIDS	0	0	0	0	0
Data Projects	125,000	529,100	504,100	0	1,158,200
Multi-State Partnership	0	75,000	75,000	0	150,000
Targeted High Need Community Improvements	125,000	1,000,000	1,000,000	1,000,000	3,125,000
TA	0	0	0	0	0
Total Statewide Budget	18,731,906	21,679,503	21,264,700	20,494,168	82,170,277

DHS will be allocating grant funds to the following projects:

- Core Personnel and Supports
- Core Supports for Program Improvement
- Core Infrastructure for QRIS-Systems
- Core Infrastructure for QRIS-Assessments
- Public Awareness of QRIS
- Community Supports
- Core Infrastructure for Gateways Registry
- Professional Development
- Data Projects
- Multi-State Partnership
- Targeted High Need Community Initiatives

Each of the proposed budgets were developed by DHS staff who will be involved with their administration based on costs incurred for similar types of agreements and projects and/or analysis of the scope involved.

1) Personnel: \$794,457

Core Personnel and Supports							
ISBE and DHS will hire the OECD team positions focused on interagency work as described in (A)(3)-1.2. IDHS will fund and the OECD Director will manage the following positions and the position descriptions are provided in Appendix (A)(3)-1.							
Position Title Description	% FTE	Assumption	Salary Year 1	Salary Year 2	Salary Year 3	Salary Year 4	Total
OECD Director	100%	Will begin in month 2 of Year 1. Assumes a 3% increase each year.	\$102,483	\$115,000	\$118,449	\$122,003	\$457,935
Grant Administration and Budget Development Manager	100%	Will begin in month 5 of Year 1. Assumes a 3% increase each year.	\$58,623	\$89,909	\$92,606	\$95,384	\$336,522
Total Core Personnel and Supports: Personnel Total			\$161,106	\$204,909	\$211,055	\$217,387	\$794,457

2) Fringe Benefits: \$546,566

Core Personnel and Supports							
Fringe was calculated based on Illinois State Employee requirements. Annually: FICA 1.54%, Insurance \$28,000, Retirement 30% of Salary							
Position Title	% FTE	Assumption	Fringe Year 1	Fringe Year 2	Fringe Year 3	Fringe Year 4	Total
OECD Director	100%	Will begin in month 2 of Year 1	\$69,770	\$75,482	\$77,057	\$78,678	\$300,987
Grant Administration and Budget Development Manager	100%	Will begin in month 5 of Year 1	\$49,754	\$64,032	\$65,263	\$66,530	\$245,579
Core Personnel and Supports: Fringe Total:			\$119,524	\$139,514	\$142,320	\$145,208	\$546,566

3) Travel: \$18,000

Core Personnel and Supports							
Travel Costs were based on instate travel between Chicago, Springfield, Bloomington and statewide. The Governor’s Office and State Agencies have offices in Chicago and Springfield and travel is required in order to attend meetings and coordinate with staff in both locations. Additionally INCCRRA is located in Bloomington and many of the core responsibilities of the OECD staff require coordinating with INCCRRA. Below are the assumed costs to travel to Springfield, Bloomington, and throughout the state to meeting the requirements of the grant. Springfield: \$175 per trip (1 night) for Amtrak ticket and lodging Bloomington: 140 per trip for mileage at .55 per mile or \$60 per day for ZipCar rental Parking in Chicago: \$10-\$30 per day parking							
Position Title	Goal of Travel	Assumption	Travel Year 1	Travel Year 2	Travel Year 3	Travel Year 4	Total
OECD Director	To coordinate and manage staff in Springfield and INCCRRA in Bloomington, and lead Committee ELC meetings	Annual: Springfield: 12 trips Bloomington /state travel: 6 trips Chicago Parking: 4 times	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Grant Administration and Budget Development Manager	To coordinate with staff in Springfield and INCCRRA in Bloomington, and attend Committee ELC meetings	Annual: Springfield: 6 trips Bloomington /state travel: 6 trips Chicago Parking: 2 times	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000

Core Personnel and Supports: Travel Total:	\$4,500	\$4,500	\$4,500	\$4,500	\$18,000
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4) Equipment: \$0

5) Supplies: \$7,687

Core Personnel and Supports			
Position Title	Type of Supply		Total Cost
OECD Director	Office Supplies	Paper, ink, pens, notepads, etc. (\$209 for year 1 and \$30 per month for years 2-4)	\$3,379
	Laptop	This position will be traveling and will need a computer for their work station	\$700
	Cell Phone	Cell phone for traveling and to review emails	\$150
Grant Administration and Budget Development Manager	Office Supplies	Paper, ink, pens, notepads, etc. (\$209 for year 1 and \$30 per month for years 2-4)	\$2,753
	iPad	This position will be traveling and will need a device to take notes and send emails	\$705
Core Personnel and Supports: Supplies Total:			\$7,687

6) Contractual: \$1,000,000

DHS will competitively procure the following contracts.

Data Projects-DHS Alignment
<p>The OECD is currently working with a contractor to recommend data integrations. Based on the recommendations the OECD may determine that the work that needs to get done is ISBE work instead of DHS. If that occurs the OECD will request to move all of a portion of this contract from DHS to ISBE.</p> <p>Below are specific contact deliverables that will be included in the Request for Proposals.</p>
Deliverable Overview

Implement the recommendations of the OECD data consultant, with a focus on linking information contained within IDHS and ISBE systems to inform policy and practice. This funding will be applied to services performed during the RTT-ELC grant period, and which may include:

5. Indexing the identifier elements needed to support matching of ISBE and IDHS data;
6. Applying the WDQI matching rules, as appropriate, to IDHS data;
7. Designing the web service extractions from IDHS systems needed to support matching with ISBE data; and
8. Piloting and implementing matching of IDHS and ISBE data.

The scope of work will be adjusted to match the resources available.

	Year 1	Year 2	Year 3	Year 4	Total
Data Projects-DHS Alignment: Total estimated cost for procurement		\$500,000	\$500,000		\$1,000,000

8) Other: \$13,502

Communication Fees: \$9,502

Core Personnel and Supports			
Position Title	Type of Fee	Cost per month	Total Cost
OECD Director	iPad Monthly Fee	\$42 (47 months with 3% increase each year)	\$2,019
	Phone	\$60 (47 months with 3% increase each year)	\$2,885
Grant Administration and Budget Development Manager	iPad Monthly Fee	\$42 (44 months with 3% increase each year)	\$1,893
	Phone	\$60 (44 month with 3% increase each year s)	\$2,705
Core Personnel and Supports: Communication Fees			\$9,502

Meetings: \$4,000

The OECD will need to rent rooms for large meetings and anticipates spending \$1,000 per year of the grant.

9) Total Direct Costs: \$2,380,212

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

Year 1	Year 2	Year 3	Year 4	Total
\$293,595	\$853,164.44	\$862,116.44	\$371,336.44	\$2,380,212

10) Indirect Costs: \$234,555

An indirect rate of 16.4% (the lowest amongst the Participating State Agencies) is applied to the first \$25,000 of all contracts set forth in Line 6 of the ISBE Budget Table II-1. In addition, this indirect rate is applied to other permissible costs set forth in Line 1-5 of the Budget Table II-1.

Year 1	Year 2	Year 3	Year 4	Total
\$48,150	\$62,019	\$63,487	\$60,899	\$234,555

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

IDHS will grant funds to the following organizations to build on and extend work that the organizations are currently performing for the state.

- Illinois Network of Child Care Research and Referral Agencies (INCCRRA)
- Local Child Care Resource and Referral Agencies
- Illinois Head Start Association
- Illinois Resource Center
- Illinois Action for Children
- McCormick Institute, National Louis University
- Chicago Public Schools

The Illinois Network of Child Care Research and Referral Agencies (INCCRRA) is the current manager of the state’s child care resource and referral, Quality Rating and Improvement System,

and Gateways professional development registry data systems. With the reduced funding in Phase 2 Illinois will streamline as many projects as possible to reduce costs.

IDHS will amend its current contracts with INCCRRA to support that work described below. By utilizing this method of contracting the state will not need to build new systems and infrastructure. The chart below represents the deliverables that will be added to INCCRRA’s contract separated by application section. All deliverables include INCCRRA’s state-approved indirect rate of 14%.

Core Supports for Quality Improvement						
Description	Justification	Year 1	Year 2	Year 3	Year 4	Total
Personnel: Develop trainings, materials, webinars, and process QRIS awards.	5 FTE (3.5 years): 1 FTE- Online Learning/Webinar Support, 1FTE Curriculum Coordination/ Project Specialist, 1 FTE Data Entry/Administrative Support 1 FTE-QRIS Staff Support, 1FTE QRIS Staff Lead Counselor	\$156,900	\$240,250	\$246,450	\$252,800	\$896,400

Core Supports for Quality Improvement						
Description	Justification	Year 1	Year 2	Year 3	Year 4	Total
Trainings: Host Local trainings, Train the Trainers, and Webinars for ECE providers, DCFS licensers, and trainers.	<u>Local Trainings</u> : \$50 per attendee for trainer fee and materials <u>Train the Trainer</u> : \$200 per attendee for presenter fee, materials, travel, and meals <u>Webinar</u> : \$6,000 to develop and host and \$3,000 to translate	\$77,250	\$205,000	\$142,500	\$131,500	\$556,250
Consultant: Onsite mentoring to support programs achieve accreditation	\$100 per hour for mentoring	\$10,000	\$20,000	\$25,000	\$30,000	\$85,000
Equipment: Technology supports to allow QRIS specialist to enter information while onsite.	\$650 per tablet/keypad dock and \$70 per month for cellular internet service.	\$47,080	\$36,960	\$36,960	\$0	\$121,000
Indirect:	14%	\$40,772	\$70,309	\$63,127	\$58,002	\$232,210
Core Supports for Quality Improvement: Total:		\$332,002	\$572,519	\$514,037	\$472,302	\$1,890,860

Core Infrastructure for QRIS-Systems						
Description	Justification	Year 1	Year 2	Year 3	Year 4	Total
DTP: Core infrastructure supports to the Data Tracking System (DTP) so that the system can process online QRIS applications, exchanges with different data systems such as the DCFS licensing data base, and track assessments.	8 FTE (over 4 Years): 2.75 Programmers, 2.75 Data Specialists, and 2.5 Joomla Specialists. Software: Annual license fees for software such as Branagh Consultants: Experts to assist with server maintenance and website design.	\$141,210	\$339,020	\$254,200	\$273,655	\$1,008,085
Online Enhancements : Creation of an online portal for Quality Improvement Planning, QRIS online application.	4.25 FTE (over 4 Years): 1.5 Programmers, .75 Data Specialists, and 2.0 Joomla Specialists. Consultants: Expert to develop online application.	\$156,640	\$84,990	\$39,150	\$40,095	\$320,875
App: Develop a smart phone app that will allow QRIS Specialists to enter data about their consultation activities.	0.5 FTE (over 4 Years): 0.5 Programmers, Consultants: Expert to develop android app.	\$0	\$0	\$61,010	\$28,830	\$89,840
Indirect	14%	\$41,699	\$59,362	\$41,610	\$47,960	\$198,631
Core Infrastructure for QRIS-Systems Total:		\$339,549	\$483,372	\$403,970	\$390,540	\$1,617,431

Core Infrastructure for Gateways Registry						
Description	Justification	Year 1	Year 2	Year 3	Year 4	Total
Capacity Building: Increase the infrastructure and efficiencies to comply with the changes to the QRIS	7.5 FTE (over 4 Years): 2 FTE Registry Support Staff, 3 FTE Credential Counselors, 2.5 Transcript Review	\$201,100	\$342,750	\$352,250	\$361,800	\$1,257,900
Web Interfaces: Build online portals for program directors and DCFS staff. Develop online registration for trainings.	2.0 FTE (over 4 Years): 1 FTE Programmer, 1 FTE Joomla Programmer Consultants: Experts to build the portals (\$150 per hour) Webinars: DCFS and program directors (\$3 per participant)	\$48,970	\$118,730	\$3,000	\$1,500	\$172,200
App: Develop a smart phone app that will allow for the expansion and efficiency of Registry-verified conferences.	0.25 FTE (over 1 Year): 0.25 FTE Programmer Consultant: Expert to develop Android platform Printing: Information cards (\$.15 per card and banner)		\$41,885			
Data Exchange: Develop the capacity to exchange data with ISBE.	0.5 FTE (over 1 Year): 0.5 FTE Programmer, 0.5 FTE Data Specialist	\$5,160				
Indirect	14%	\$35,732	\$70,471	\$49,735	\$50,862	\$166,306
Core Infrastructure for Gateways Registry Total:		\$290,962	\$573,836	\$404,985	\$414,162	\$1,683,945

Professional Development						
Description	Justification	Year 1	Year 2	Year 3	Year 4	Total
PDI: Develop an online Professional Development Plan	1.5 FTE (over 1 year): 0.5 FTE Programmer, 1.0 FTE Joomla Programmer Webinars: \$3 per participant			\$70,500	\$29,415	\$99,915
Scholarships: ESL/ bilingual Endorsement		\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
Indirect (PDI Only)	14 %			\$9,870	\$4,118	\$13,988
Professional Development Total:		\$125,000	\$125,000	\$205,370	\$158,533	\$613,903
Public Awareness						
Development of online referral system including QRIS ratings	.25 FTE: 0.25 FTE Data Specialist Contractual: \$150 per hour Webinar: \$3 per person	\$39,216	\$39,897	\$10,735	\$11,044	\$39,216
Indirect:	14%	\$6,384	\$6,495	\$1,748	\$1,798	\$6,384
Public Awareness Total:		\$45,600	\$46,392	\$12,483	\$12,842	\$117,317
Total		\$1,133,113	\$1,801,119	\$1,540,845	\$1,448,379	\$5,923,456

- Local Child Care Resource and Referral Agencies

Core Supports for Quality Improvement						
16 FTE Quality Specialists will be hired throughout the state at different CCR&Rs to provide quality improvement coaching and early childhood programs.						
Personnel: Funding for staff and/or consultants to complete assessments for Level 3 early learning programs	16 FTE: CCR&R Staff	\$867,704	\$1,139,528	\$1,131,478	\$1,128,320	\$4,267,030
Total:		\$867,704	\$1,139,528	\$1,131,478	\$1,128,320	\$4,267,030

- Illinois Head Start Association

Data Projects-Head Start Integration Illinois Head Start Association will create the common data file and integrate the data with existing

state funded databases.						
Description	Deliverable Overview	Year 1	Year 2	Year 3	Year 4	Total
Create a common data file containing child-level demographic and developmental data and program site (grantee) information on all Head Start and Early Head Start programs in the State.						
Support the integration of Head Start and Early Head Start data with agency-maintained early childhood systems						
		Year 1	Year 2	Year 3	Year 4	Total
Data Projects-DHS Alignment: Total estimated cost for procurement		\$125,000	\$25,000			\$150,000

- Illinois Resource Center and/or other intermediary organizations

Professional Development						
Develop rigorous coursework and training curricula in areas of critical need, and provide resources and support to IHE faculty and training institute staff on incorporating current best practices and research in their coursework/trainings.						
Description	Deliverable Overview	Year 1	Year 2	Year 3	Year 4	Total
Create trainings/courses in assessment, early math & ELL Support	Create webinar series, training curricula, college level course curricula/resource materials; provide training to trainers & IHE faculty on topics	\$125,000	\$250,000	\$375,000	\$250,000	\$1,000,000
Professional Development: Total estimated cost for procurement		\$125,000	\$250,000	\$375,000	\$250,000	\$1,000,000

- Illinois Action for Children or other intermediary organization.

Community Supports (CCSD)					
Description	Deliverable Overview				
Statewide Plan	Plan for coordinated support for community systems development (to be developed in partnership with relevant IELC committees and all state agencies that current fund community systems work in early childhood)				
Community Collaborations	Training and technical assistance for community-level collaborations focused on universal screening, getting children into high quality settings, and supporting program improvements				
Connections between part-day programs and family child care	Training and technical assistance for creating more linked programs in communities of highest need				
Technical Assistance	Provide training, technical assistance, and tools for communities focused on engaging “hard to reach” families.				
	Year 1	Year 2	Year 3	Year 4	Total
Community Connections: Total estimated cost for procurement	\$100,000	\$200,000	\$200,000	\$200,000	\$700,000

- McCormick Institute, National Louis University

Core Infrastructure for QRIS- Assessments						
Description	Deliverable Overview	Year 1	Year 2	Year 3	Year 4	Total
Additional Assessments for Programs seeking Level 4 & 5 in QRIS	Complete assessments using ERS, CLASS, PAS & BAS with highly reliable assessors	\$215,436	\$401,500	\$406,669	\$418,499	\$1,442,103
Indirect	10%	\$23,937	\$44,611	\$45,185	\$46,500	\$160,234

Core Infrastructure for QRIS- Assessments: Total		\$239,373	\$446,111	\$451,854	\$464,999	\$1,602,337
Core Supports for Program Improvement						
Description	Deliverable Overview	Year 1	Year 2	Year 3	Year 4	Total
Training & Support for Quality Specialists	Provide training and TA for Quality Specialists in all CCR&Rs on instruments and coaching for program improvement	\$229,474	\$291,655	\$235,278	\$240,061	\$996,468
Indirect	10%	\$25,497	\$32,406	\$26,142	\$26,673	\$110,719
Core Supports for Program Improvement: Total		\$239,373	\$254,971	\$324,061	\$261,420	\$1,107,187

- Chicago Public Schools

Core Infrastructure for QRIS- Assessments						
Description	Deliverable Overview	Year 1	Year 2	Year 3	Year 4	Total
Additional Assessments for CPS funded Programs	Complete CLASS assessments of all CPS-funded PFA programs with highly reliable assessors	\$100,000	\$200,000			\$300,000
Professional Development: Total		\$100,000	\$200,000			\$300,000

Multi-State Partnership: \$150,000

IDHS will partner with North Carolina, Delaware, and New Mexico on the development of a new instrument for rating program quality. Illinois' investment will pay for our participation in the large-scale pilot study of the new instrument.

Targeted High Need Communities					
As described in the Executive Summary, targeted Concentrated High Need Communities will determine (in consultation with OECD) the targeted strategies that will have the greatest impact on increasing the number and percentage of Children with High Needs in their community that are enrolled in high quality ELD Programs. This flexible pool of resources will support implementation of these local plans.					
Depending upon the strategies chosen, funds may be granted to the local CCR&R, school district(s), or other intermediary organizations to accomplish the specific deliverables identified.					
Note: Resources for the Targeted Concentrated High Need Communities are included in both the ISBE and IDHS budgets. Depending upon the strategies selected, funds may be moved from one agency to the other to facilitate efficient distribution of the funds.					
	Year 1	Year 2	Year 3	Year 4	Total
Targeted High Need Community Total:	\$125,000	\$1,000,000	\$1,000,000	\$1,000,000	\$3,125,000

12) Funds set aside for participation in grantee technical assistance \$0

13) Total Funds Requested: \$20,939,777

Year 1	Year 2	Year 3	Year 4	Total
\$3,411,906	\$6,376,002.50	\$5,961,200.32	\$5,190,667.86	\$20,939,777

13) Other Funds Allocated to the State Plan

Project Title	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Core Supports	\$11,392,500	\$11,392,500	\$11,392,500	\$11,392,500	\$45,570,000

Project Title	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
for Quality Improvement*					
Professional Development*	\$2,219,500	\$2,203,000	\$2,203,000	\$2,203,000	\$8,828,500
Core Infrastructure for Gateways Registry*	\$1,708,000	\$1,708,000	\$1,708,000	\$1,708,000	\$6,832,000
DHS Total	\$15,320,000	\$15,303,500	\$15,303,500	\$15,303,500	\$61,230,500
<i>*Includes federal funds through CCDF.</i>					

- IDHS currently spends over \$11 million/year on the Quality Counts – Quality Rating System (QC-QRS). These funds support the infrastructure of the QC-QRS, Mental Health Consultants, Child Care Nurse Consultants, Infant Toddler Specialists and program improvement grants. These initiatives will be re-focused to support the newly created Quality Rating and Improvement System (QRIS). *[Core Supports for Program Improvement]*
- Over the past several years, IDHS has been supporting Gateways Credential Development and related supports for child care practitioners seeking credentials and degrees in early childhood education or child development. Currently, this allocation is just over \$2.2 million. IDHS will continue to support the credential development and the eligibility guidelines for programs such as the Gateways Scholarship Program will focus on credentials and degrees necessary to move programs from adequate to good and good to great. *[Professional Development]*
- IDHS currently spends just over \$1.7 million on activities related to the Gateways to Opportunity Registry, including administrative costs and providing statewide training through the local CCR&Rs and other contractors. This support will continue as it expands as outlined in (D)(2). *[Core Infrastructure for Gateways Registry]*

14) Total Budget: \$82,170,277

Year 1	Year 2	Year 3	Year 4	Total
\$18,731,906	\$21,679,503	\$21,264,700	\$20,494,168	\$82,170,277

BUDGET: 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 X
NO O

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

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 6/30/2012 To: 9/30/2012*

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

*ISBE is currently working with the Department of Education to determine a new Indirect Cost Rate. From 9/30/2012 until the new rate is approved ISBE is allowed to continue to use the previously approved rate.

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.