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State of Illinois

Race to the Top - Early Learning Challenge
Application for Initial Funding

From Birth to Kindergarten and Beyond

Appendix Volume I



Office of Governor Pat Quinn
October 19, 2011

CFDA Number 84.412

State of Illinois
Race to the Top - Early Learning Challenge
Application for Initial Funding

Appendix Volume I

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Application Glossary

All Kids: Illinois Health Insurance program for children, administered by the Illinois Department of Healthcare and Family Services.

All Our Kids (AOK) Networks: Community Collaborations formed and administered through a coordinated effort among the Illinois Department of Human Services, Maternal & Infant Health Bureau; the Illinois State Board of Education; local health departments and agencies; and community organizations serving young children and their families. In 2011, there are AOK Networks in 12 neighborhood, cities, and counties statewide. (A)(1), (A)(2), (C)(4)

Associate of Arts in Teaching (AAT): Degree approved by the Illinois Community College Board in 2005 in order to attract more students into high-need disciplines, including early childhood education. A teacher with an AAT has coursework equivalent to that of a student entering junior year at a 4-year university. (D)(1), (D)(2)

B-8 Interagency Implementation Center (B-8 Center): The governance structure for the implementation of the Early Learning Challenge Grant, led by the Director of the Governor's Office of Early Childhood Development with deputy leadership from the Illinois State Board of Education, Illinois Department of Human Services, and Illinois Department of Children and Family Services. (A)(3)

Budgeting for Results (B4R): Budgeting method established by the Governor's Office of Management and Budget that requires each State agency to develop outcomes-oriented performance measures across all programs. (A)(1), (A)(4)

Business Administration Scale (BAS): Measure of quality features for Family Child Care. (B)(3)

Caregiver Connections: Mental health consultation program for Early Childhood Educators to support social-emotional development in children; administered through the Child Care Resource & Referral system. (A)(1), (B)(4)

Career Lattice: Framework through which a series of credentials that reflect the knowledge, skills and competencies early childhood educators should have at various levels of professionalization are organized into leveled benchmarks and content area. (D)(1)

Center-Based Prevention Initiative: An adaptation of the Early Head Start center-based model funded through the Early Childhood Block Grant. (A)(1)

Chapin Hall: A research and policy center at the University of Chicago, focused on a mission of improving the well-being of children and youth, families, and their communities.

Chicago Public Schools (CPS): Head Start and Preschool for All grantee for much of the City of Chicago.

Child and Family Connections (CFC): Statewide offices (funded by the Illinois Department of Human Services and implemented in a variety of community-based settings) which are

responsible for referring children to Part C and ensuring appropriate supports are provided to families.

Child Care Advisory Council: Advisory board to the Secretary of the Department of Human Services on policy and issues that impact the Child Care Program.

Child Care Assistance Program (CCAP): Administered by the Illinois Department of Human Services (blending CCDF, TANF, and state funds) CCAP provides low-income, working families with reimbursement for all forms of legal care, including centers, licensed family child care homes, and legally license-exempt care. Families are required to cost-share on a sliding scale based on family size, income and number of children in care. (A)(1), (A)(4)

Child Care Resource & Referral (CCR&R): Agencies contracted by the Illinois Department of Human Services to provide in each Service Delivery Area: consumer education and referrals; training and assistance to providers; maintain child care database, and; administer the CCAP program. There are currently 16 CCR&Rs in Illinois.

Classroom Assessment Scoring System (CLASS): Measure of Teacher-Child interaction used in Quality Counts TQRIS at highest Star Levels. (B)(3)

Collaboration Model: Braiding/combining CCAP funding with Head Start/Early Head Start and/or Preschool for All/Prevention Initiative in a single program. (B)(4)

Community Collaborations: In the Early Learning Challenge Grant, Community Collaboration is defined as a local partnership of Early Learning and Development programs operating under a statewide accountability framework with support from the State. (A)(2)

Community Connections Preschool: Model developed by Illinois Action for Children to connect Children with High Needs in home-based child care with part-day classroom-based preschool programs. (B)(4)

Concentrated High Need Communities (CHNC): Neighborhoods, cities, townships, or counties identified using ten indicators. Methodology in Appendix (A)(2)-2.

Consortium for Community Systems Development (CCSD): Organizational structure to implement a systemic approach to supporting local collaboration across the wide range of early childhood programs and services based on the State's community collaboration model. (A)(3)

Consortium for Early Learning Research (CELR): Organizational structure to oversee and coordinate the three comprehensive research-based evaluations in the Early Learning Challenge. (A)(3), (B)(5)

Consortium for Workforce Development (CWD): Organizational structure to establish a coordinated statewide early childhood educator support system designed to assist educators to advance through the State's workforce knowledge and competency framework, and build professional development systems needed to strengthen the quality of instruction across all program types. (A)(2), (D)(1), (D)(2)

Data for Community Systems Project (DCSP): Integrates the Early Intervention redesign, SPD, and GP3S to review a family's needs, identify providers in the community that are available to provide services, refer families for services, provide parental consent and track the disposition of referrals and monitor outcomes of services. (E)(2)

Data Tracking Program (DTP): Database administered by INCRRA that includes information on child care centers, licensed and license-exempt centers, and detailed data on staff qualification, assessment scores, and other information from programs enrolled in Quality Counts. (E)(2)

Early Childhood Block Grant (ECBG): Funding stream of the Illinois State Board of Education that includes Preschool for All and the Prevention Initiative.

EC Educator: Early Childhood Educator, as defined in the Funding Opportunity Announcement.

Early Intervention: Illinois' Part C program, administered by the Illinois Department of Human Services. Services for children from birth to age 3 with developmental delays or disabilities are coordinated through 25 Child and Family Connections offices statewide.

Early Learning Challenge Leadership Team: A group of key decision-makers from both the public and private sector, to provide guidance and oversight for the implementation of this Plan including, Early Learning Council Co-Chairs, who also co-chair the Leadership Team; the State Superintendent of Education, the Secretary of IDHS, the Director of IDCFS, and the Illinois Head Start State Collaborative Director. (A)(3)

Early Learning Challenge Outcomes Measurement System: A system that will incorporate all of the federally required and State-developed performance measures specified through the state Plan, and will also include supplemental indicators each agency has developed as part of the State's Budgeting for Results process. (A)(3)

Early Learning Council (Council): Created in 2003 to guide the State's administration of a high quality, accessible, and comprehensive statewide early learning system. Established by statute, the Council is comprised of gubernatorial and legislative appointees representing a broad range of constituencies including schools, child care centers and homes, Head Start, higher education, state, local, and federal government agencies, the General Assembly, business, law enforcement, foundations, and parents.

Early Learning Quality Consortia: The governance structure to provide high-quality, coordinated and consistent support for the implementation of this Plan's key reforms (1) Consortium for Workforce Development; (2) Quality Counts Consortium; (3) Consortium for Community Systems Development; (4) Consortium for Early Learning Research. (A)(3)

Early Learning and Development Standards (ELD): Originally developed by the Illinois State Board of Education to reflect what children should know and be able to do by the time of kindergarten entry. Recently revised to enhance usefulness across a wide range of settings and to include developmental benchmarks by age. (C)(1)

ELD Program: Early Learning and Development Program as defined in the Funding Opportunity Announcement.

Environmental Rating Scales (ERS): Measures of classroom environment used in Quality Counts TQRIS; Includes ECERS, ITERS, and FDCERS.

Erikson Institute: A Chicago-based graduate school in child development and early childhood education.

External Advisory Committee: Committee to be convened by ISBE and IDHS to advise the State on the development of a comprehensive framework for evaluating the TQRIS. (B)(5)

Family Advocacy Centers: Community based centers in 22 high need communities funded by the Illinois Department of Children and Family Services to provide parenting support and connection to resources to fragile families. (C)(4)

Family Case Management Program: Administered by the Illinois Department of Human Services using Title V/Maternal Child Health Block Grant funds and implemented through local health departments, community-based agencies and federally qualified health centers, this program's goal is to connect pregnant women and infants with access to primary health care. (A)(3)

Families of Children with High Needs: Low-income families, families that speak a language other than English at home, single parent families, homeless families, families where the parent and/or child has a mental or physical disability, families with a teen parent, and families involved with the Child Welfare system.

Gateways to Opportunity: Statewide professional development support system, administered by the Illinois Network of Child Care Resource & Referral Agencies. (INCCRRA)

Gateways to Opportunity Statewide Online Training Calendar (Calendar): A repository for information on numerous early childhood training opportunities throughout the State. (D)(2)

Gateways to Opportunity Registry (Registry): The collection of early childhood workforce data and all practitioners are required to participate. (D)(2), (E)(2)

Great START (Strategy To Attract and Retain Teachers): Administered by Gateways to Opportunity and created in 2000, pays wage supplements to practitioners in licensed centers and homes, who complete or continue higher education and remain at the same program.

Guiding People, Providers and Parents through Systems (GP3s): Database in development by Project Launch/Westside AOK Network to provide real time information on the availability of services, allows the tracking and disposition of referrals, a history of services offered and provided to families, and a process for monitoring outcomes. (E)(2)

Healthy Families Illinois: A voluntary home visitation program, administered by the Illinois Department of Human Services, that works with expectant and new parents who may be at risk

for problems in parenting, including child abuse/neglect. It works to strengthen the parent/child relationship, promote positive parenting and healthy child growth and development. (C)(4)

I-TEACHE: a tool to assist teachers in collecting and organizing information about children's demonstration of specific benchmarks using handheld computers such as i-pod Touches and smart phones. (D)(2)

Illinois Board of Higher Education (IBHE): Approves all new units of instruction, research, and public service, as well as new academic administrative units, for public colleges and universities in the state.

Illinois Birth to the Three Training Institute (IBTI): A unified training and technical support system for all home visitors funded through ISBE and IDHS and administered by the Ounce of Prevention Fund. (D)(2)

Illinois Birth to Five Program Standards: Common quality criteria framework for all Early Learning and Development programs. (B)(1)

Illinois Children's Mental Health Partnership (ICMHP): a cross-systems public-private initiative with the charge of implementing a statewide mental health plan for children from birth to age 18. (A)(1)

Illinois Common Identifier Project: Multi-agency initiative to integrate student data (with a unique identifier) to a broader array of data on children and families for analytical, program administration, research, and user application purposes. (E)(1)

Illinois Community College Board (ICCB): State coordinating board for administration of the Public Community College Act.

Illinois Department of Children and Families (IDCFS): The State's child care licensing agency, and the agency that administers and supervises Child Welfare and Community-Based Child Abuse Prevention.

Illinois Department of Healthcare and Family Services (IHFS): State agency responsible for administration of publicly funded health insurance (Medicaid, All Kids) and child support services.

Illinois Department of Human Services (IDHS): The state agency that administers and supervises CCDF, part C of IDEA programs, the Head Start State Collaboration Grant, the Title V Maternal and Child Care Block Grant, home visiting programs through Healthy Families Illinois and Parents Too Soon, and the State's Temporary Assistance for Needy Families (TANF) program.

Illinois Director Credential (IDC): Gateways administered credential for early childhood administrators in Illinois. (D)(1)

Illinois Early Childhood Asset Map (IECAM): An innovative web based Geographical Information System that informs the distribution of Preschool for All, Prevention Initiative, and other early learning funding based on supply and demand data.

Illinois Early Learning Challenge Intergovernmental Agreement (IELC Agreement): Terms and conditions agreed upon by participating state agencies, the Illinois Early Learning Council, and the Governor's Office to implement the Early Learning Challenge and more generally align State systems. (A)(3), Appendix (A)(3)-1.

Illinois Early Learning Project: Located at the University of Illinois the Project is funded by ISBE to select and create high-quality resources that respond to the early learning information needs of parents and educators in the State, including all types of early learning and development programs.

Illinois Head Start Data Cooperative (ILHSDC): 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. (E)(2)

Illinois Network of Child Care Resource and Referral Agencies (INCCRRA): Umbrella agency for all Child Care Resource & Referral Agencies and Current Administrator of Gateways to Opportunities and the Quality Rating System.

Illinois Resource Center (IRC): Training organization, funded by the Illinois State Board of Education to provide training and professional development statewide to teachers and administrators, including those in ISBE-funded early childhood programs.

Illinois Salary and Staffing Survey of Licensed Child Care Facilities (Survey): Statutorily required biannual survey of the workforce in licensed child care facilities. (D)(2)

Illinois Shared Learning Environment (ISLE): An open-source system that will enable Illinois 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. (E)(2)

Illinois State Board of Education (ISBE): The Lead Agency for this application, the education agency, and the agency that administers and supervises section 619 of part B of IDEA programs, State funded preschool, home visiting and other birth to three programs funded through the Early Childhood Block Grant, Title I of ESEA, and the Child and Adult Care Food Program.

Institute for Excellence in Early Childhood Teaching and Leading: Professional development provider focusing on standards-driven instruction and effective use of assessments. (C)(2)

ISBE Student Information System (ISBE SIS): A state-level student information system through which extensive data is collected on all participants in ISBE programs. (E)(2)

Kindergarten Individual Development Survey (KIDS): A developmentally appropriate process of utilizing teacher observational assessments repeated over time in natural, comfortable settings to yield the most valid, authentic information about young children. (E)(1)

Low Income: Defined as family income less than 200% of the Federal poverty rate.

McCormick Center for Early Childhood Leadership (at National-Louis University): Illinois organization that provides training, program evaluation, and research on program administration. Currently provides quality assurance monitoring for IDHS and ISBE of early learning and development programs participating in the QRIS. (B)(3)

Office of Early Childhood Development (OECD): Created in the Governor's Office in 2009, the OECD is working to promote the quality and comprehensiveness of our state early childhood system by overseeing state agencies' implementation of birth to five policies and programs, advocating for early childhood within the Governor's Office, and overseeing and supporting the work of the Council.

P-20 Council: Created by statute in 2008 to work towards a seamless and sustainable statewide system of quality education and support from birth through adulthood. (A)(1), (E)(2)

Parents Too Soon: Voluntary home visiting program funded by IDHS and focused on teen parents. (A)(1)

Partnership for Assessment of Readiness for College and Careers (PARCC): Multi-state assessment consortia funded through the RTTT Assessment Competition; Illinois is one of 11 governing states. (E)(1)

Path to NAEYC Accreditation (PATH): A fee-for-service project which provides 13 months of intensive onsite training and mentoring services to assist early education programs achieve NAEYC accreditation. (B)(4)

Policy & Implementation Advisory Group: Advisory body to the Early Learning Challenge Leadership Team, to be comprised of public and private sector representatives statewide. (A)(3)

Preschool for All (PFA): Preschool program for 3, 4, and 5 year olds in schools and community based agencies funded through the Early Childhood Block Grant (ISBE). Superseded the "At Risk" PreK program in 2006. (A)(1)

Prevention Initiative: The birth to three set aside of the ECBG administered by ISBE, enabling school districts and community based organizations to provide parenting education and parent-child interaction activities for children from birth to age 3. (A)(1)

Primary Care Case Management (PCCM): Illinois Health Connect (IHC) is the statewide PCCM of the Illinois Department of Healthcare and Family Services and is the health plan available to most persons covered by an HFS medical program (including All Kids). (C)(2)

Professional Development Advisors (PDAs): Administered by Gateways to Opportunities to provide free assistance to early care and education practitioners plan and achieve career goals. (D)(2)

Professional Development Advisory Committee (PDAC): 100+ member committee comprised of state agencies, practitioners, and educators charged with coordination and support for a statewide professional development system. (D)(1)

Professional Development Record (PDR): A permanent record maintained in the Registry of each member's education, credentials and all Registry trainings attended used for licensing verification by IDCFS. (D)(2)

Program Administration Scale (PAS): Measure of center-based program quality used in Quality Counts TQRIS. (B)(3)

Quality Counts (QRS): Illinois' initial quality rating system developed through IDHS and administered by INCCRRA to support continuous quality improvement and developed tiered reimbursement for Child Care Assistance Program providers. (B)(1)

Quality Counts TQRIS: Illinois' revised system for quality rating and improvement. (B)(1)

Quality Counts Consortium (QCI): Integrated administration of State's TQRIS. (A)(3)

Roadmap to Quality: An integration of supports that that will more effectively support early learning programs in moving to higher Star Levels of quality. (B)(4)

Spanish Language Proficiency Assessment System (SALSA): U.S. Department of Education funded project to develop a practical, relatable, and valid assessment tool for Spanish-speaking children in K-2. (E)(1)

STAR Net: Support, training, and technical assistance network for parents and educators, with an emphasis on children with special needs, funded through ISBE. (D)(2)

State Fiscal Year (SFY): July 1 to June 30.

Statewide Accreditation Mentoring (SAM): An accrediting program funded by IDHS and provides support and assistance to child care/early education programs in center or home-based settings achieve those accreditations that are recognized in Quality Counts.

Statewide Longitudinal Data System (SLDS): The State's longitudinal education data system. (A)(1), (E)(2)

Statewide Provider Database (SPD): Online database administered by IDCFS with comprehensive information on service agencies and programs throughout the state of Illinois for use by caseworkers and community partners to identify and locate appropriate services for families. (C)(4), (E)(2)

Strengthening Families Illinois (SFI): A structure and system for encouraging family involvement and strengthening and supporting families in any early childhood setting throughout the system. (C)(4), Appendix (C)(4)-1

Strong Foundations: Systems coordination project for home visiting, managed by OECD. (A)(1), (C)(4)

Sunshine Accountability Website: Website that contains all IDCFS child care licensing violation information.

World-Class Instructional Design and Assessment (WIDA) Consortium: Supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. (E)(1)

Appendix (A)(1)-1

Information on the Early Learning Council and Directory of Membership

1. Early Learning Council

In 2003, the Illinois General Assembly founded the Early Learning Council to guide the development of a statewide early childhood education and care system to ensure that young children at risk for school failure and their families experience high-quality programming and services necessary for children's healthy development. Members of the Council are appointed by the Governor and the membership reflects the strong tradition in Illinois of public/private partnerships including having private and public co-chairs of the Council and interagency coordination. The Council includes the chief administrators of the Illinois State Board of Education, Department of Human Services, Department of Children and Family Services, Department of Public Health, Department of Healthcare and Family Services, Board of Higher Education and the Illinois Community College Board. By having the leaders in the public sector and private sector at the table, policy can be created and implemented in a coordinated and quality manner.

The Governor created the Office of Early Childhood Development (OECD) within the Governor's Office in 2009. The role of the OECD is to strengthen Illinois' efforts by providing oversight and coordination to establish a comprehensive, statewide system of early childhood care and education.

The Early Learning Council has eleven standing committees made up of experts in each area from both the private and public sector. These committees focus on achieving the Council's four overarching goals to: (1) increase participation of underserved populations in high-quality early childhood education and care programs; (2) increase coordination across programs, services and administrating agencies; (3) develop a comprehensive data system; and (4) advance the professional development system.

Significantly, the Council was instrumental in designing the plan leading to the passage of the Preschool for All legislation in 2006, which rendered Illinois the first state in the nation to offer all three and four-year-olds the opportunity to participate in voluntary, state-funded high-quality preschool, while also expanding high-quality educational opportunities for at-risk infants and toddlers. The Council has also made recommendations that have created opportunities for strengthening the quality of Illinois' early childhood programs for children from birth to age five, continued to build a well-qualified workforce, and enhanced accountability through investments in quality assurance. Most recently the Council advocated for the creation of the Early Childhood Construction Grant (ECCG) Program. The Legislature passed and Governor Quinn signed into law \$45 million in capitol building funds to build early learning centers in the highest need communities in the State - the first program of its kind in the nation.

These committees have been essential in drafting the Early Learning Challenge application providing opportunities for dialogue around proposed policy initiatives. In addition, the Executive Committee of the Council met weekly during the application process to discuss and

approve each of the policy proposals. The Early Learning Challenge builds on this existing, tested infrastructure and will utilize the structure as a main component in the governance.

Last Name	First name	Organization	Role
Althoff	Pamela	Illinois General Assembly	
Arntson	Martha	Child Care Network of Evanston	Local Community Collaborations
Baas	Lori A.	Christopher House	Early Childhood Education and Development Service Provider
Bowman	Barbara	Chicago Public Schools	Location Education Agencies
Capito	Jeanna	Positive Parenting Dupage	Parenting Support
Caron	Mary Ellen	The Hope Institute	
Carpenter	Tim	Fight Crime: Invest in Kids	Law Enforcement
Chavez	Ellen	Casa Central	
Conover	Craig	Illinois Department of Public Health	Director- Illinois Department of Public Health
Davis	George	City of Rockford	Early Childhood and Development
Fitzgerald	Daniel	Department of Children and Family Services	Department of Children and Family Services
Fleming	Jana E.	Erikson Institute	
Gieseke	Gaylord	Voices for Illinois Children	Child Advocacy
Glink	Phyllis	Irving Harris Foundation	
Gully	Janet	Department of Human Services	IDEA Part C
Hall	Vinni	Illinois State Board of Education	State Board of Education
Hamos	Julie	Illinois Department of Healthcare and Family Services	Director- Illinois Department of Healthcare and Family Services
Harris	Gloria	COFI- Parent	Parent
Harston	Ava	Illinois Federation of Teachers	Labor
Herrera	Harriette	DePaul	Higher Education
Hou	Grace	Illinois Department of Human Services	Illinois Department of Human Services
Jones	Colleen	Metro Family AEYC	Parenting Support
Koch	Christopher	Illinois State Board of Education	Superintendent- Illinois State Board of Education
Konieczki	Karla	Illinois Education Association	Labor
Lilly	Camille	Illinois General Assembly	
Logan	Suzanne	Kangaroo Corner	Early Childhood Education and Development Service Provider
Madson	Sarah	Woodland Heights Early Learners Center - U46	Early Childhood Education and Development Service Provider
Martin	Teresa	Walsh School	
Maruna	Janet	INCCRRA	Childcare/ Early Childhood Education and Development Provider

McHugh	Mark	One Hope United	Early Childhood Education and Development Service Provider
Meisner-Bertauski	Debbie	Illinois Board of Higher Education	IL Board of Higher Education
Meyer	Harriet	Early Learning Council Co-Chair	Co-Chair
Moenster	Janice	Children's Home + Aid	Early Childhood Education and Development Service Provider
Morrison-Frichtl	Lauri	Illinois Head Start Association	Head Start
Neri	Joe	IFF	
Newberry Schwartz	Carolyn	The Collaboration for Early Childhood Care & Education	Local Community Collaborations
Nichols	Beatrice	City of Chicago	Early Intervention
Nylander	Donna	Valley View Early Childhood Center	Early Childhood Education and Development Service Provider
Ortega-Piron	D. Jean	Illinois Department of Children and Family Services	Director- Illinois Department of Children and Family Services
Obrzut	Geoffrey	Illinois Community College Board	Higher Education
Palmer	Andrea	Illinois Head Start Association	Maternal and Child Health
Parr	Chuck	IL Head Start Association Board President and Head Start Director	Head Start
Puente	Sylvia	Latino Policy Forum	Child Advocacy
Quigg	Claudia	Baby TALK	Maternal and Child Health
Quinn	Barbara	Illinois Congress of Parents and teachers	
Rauner	Diana	Ounce of Prevention Fund	Head Start
Regenstein	Elliot	Education Counsel, LLC	
Reid	George	Higher Education Board	Higher Education
Reising Rechner	Pam	Illinois State Board of Education	IDEA Part B
Rich	Vanessa	City of Chicago Deputy Commissioner over Head Start and Child Care	Head Start
Roth	Pam	Illinois General Assembly	
Ruther	Gina	Illinois Department of Human Services	State Head Start Collaboration Office
Ryg	Kathleen	Voices for Illinois Children	Child Advocacy
Saddler	Michelle	Illinois Department of Human Services	Secretary-Department of Human Services
Saterfield	Linda	Illinois Department of Human Services	Illinois Department of Human Services
Scott	Jodi	ROE 27	
Seibert	Byrnn	SEIU	Labor

Slaughter	Sara	McCormick Foundation	
Smith	Julie	Office of the Governor	Co-Chair
Solis	Luz Maria	Early Childhood Programs	Local Education Agency
Talan	Teri	National Louis University	Higher Education
Torres	Martin	Latino Policy Forum	Child Advocacy
Villano	Kathleen	ECBG Program Director- Schaumburg schools	Local Education Agency
Vitale	Joan	Voices for Illinois Children	Child Advocacy
Walker- Kendrick	Judith	Chicago Coalition of Site- Administered Child Care Programs	Childcare/ Early Childhood Education and Development Provider
Whelan	Maria	Illinois Action for Children	Child Advocacy
Williams	Granada	Associate Head Start State Collaboration Director, IL Head Start Association	Head Start
Wolfe	Cass	Infant Welfare Society of Evanston	Early Childhood Education and Development Service Provider
Yanguas	Josie	The Center Web	
Yarbrough	Karen W.	Ounce of Prevention Fund	
Zumwalt	Cindy	Illinois State Board of Education	Illinois State Board of Education

Appendix (A)(1)-2

Information on the P-20 Council and Directory of Membership

2. Illinois P-20 Council

Established by statute in 2008, the P-20 Council brings together a variety of stakeholders to collectively identify strategies for developing a seamless and sustainable high quality education system from birth through higher education into careers. The ‘p’ stands for pre-school while the ‘20’ represents graduate and professional education or the “20th grade”. The overarching goal of the P-20 Council is to increase the proportion of Illinoisans with post-secondary degrees or high quality credentials from 40% to 60% by 2025.

The Council boasts a diverse membership that includes state agencies, educators, school administrators, local government representatives, advocacy organizations, employers, the philanthropic community, parents and lawmakers which submit their collective recommendations on ways to better support an effective and comprehensive education system to the Governor and the General Assembly each year.

There are five committees of the Council which address specific areas of education as well as two special committees which ensure the coordination and alignment of P-20 initiatives. Membership of the regular committees is open to the public in order to provide an avenue for input from an even broader base of stakeholders. For example, the Data, Assessment and Accountability Committee has undertaken such projects as the school report card redesign in partnership with the Family, Youth, and Community Engagement (FYCE) Committee, the subgroup responsible for sharing the work of the Council across the State as well as providing opportunities for dialogue with the public about policies and practices for increasing family and community involvement to better meet the needs of students. The Teacher and Leadership Effectiveness Committee focuses on ways to strengthen the pipeline of educators and administrators from recruitment to preparation and certification to evaluation, professional development, and retention to ensure a well-qualified, culturally competent workforce. The School, College, and Career Readiness Committee, charged with identifying the skills, resources, and collaborations necessary for equipping Illinoisans to be competitive in a global economy, is developing an initiative that partners community colleges and their students with local businesses to prepare students for entering growing STEM sectors through a combination of coursework and apprenticeship opportunities. Meanwhile, the Finance and Governance Committee is in the process of developing a set of recommendations for securing sustainable funding for the education system and an accompanying governing structure which increases efficiency and assures quality education and student success.

In addition to the subject area committees, there is a Joint Education Leadership Committee (JELC), which is chaired by the Lieutenant Governor and primarily consists of state agency directors, charged with overseeing the alignment and implementation of P-20 initiatives. Lastly, the Coordinating Committee is comprised of co-chairs of the five core committees in order to identify opportunities for leveraging resources and streamlining the work of Council and its committees.

The first annual P-20 report was released January 2011 and features ten recommendations to the Governor and General Assembly for making progress towards the goal of improving the educational attainment of Illinoisans. The FYCE Committee held workshops across the State to share the report with community groups, parents, and local schools as well as provide a forum for discussion at the community level. JELC has also produced an implementation matrix to monitor progress on these recommendations. The Council has also launched a new website which not only makes its work more accessible but provides an additional opportunity for public feedback as well as a platform for sharing other helpful resources and information about educational initiatives, policy and best practices, and emerging research.

In addition to the previously mentioned projects, over the past three years the Council has played an active role in the development of the governing structure of Illinois' Longitudinal Data System, a comprehensive data system which will monitor growth as students progress through the education system into the workforce, the Learning & Performance Management System, a cloud based instructional improvement platform with e-learning resources and instructional support services, and the statewide kindergarten readiness assessment among other projects.

P-20 Council Members

Name	Council Affiliation	Professional Affiliation
Miguel del Valle	Chairman	P-20 Council
Lizanne DeStefano	Coordinator	University of Illinois – Champaign/Urbana
Josh Anderson	Teacher & Leader Effectiveness Co-chair	Teach for America
Dr. Karen Hunter Anderson	Joint Education Leadership Committee	Illinois Community College Board
Perry Buckley	Member	Illinois Federation of Teachers
Ron Bullock	Member	Bison Gear
Dr. Tom Choice	Member	Kishwaukee College
Rep. Barbara Flynn Currie	Member	Illinois General Assembly
Dr. Ray Hancock	Finance & Governance Co- chair	Illinois Community College Foundation
Fr. Dennis Holtschneider	Member	DePaul University
Dr. Erika Hunt	Teacher & Leader Effectiveness Co-chair	Illinois State University
Sen. Christine Johnson	Member	Illinois General Assembly
Dr. Elaine Johnson	Joint Education Leadership Committee	Illinois Community College Board
Dr. Michael Johnson	Member	Illinois Assoc. of School Boards
Joyce Karon	Member	Barrington CUSD

Debra Kasperski	Member	National Board Resource Center
Dr. Brenda Klostermann	Joint Education Leadership Committee	Illinois Education Research Council
Dr. Christopher Koch	Ex-Officio - Joint Education Leadership Committee	Illinois State Board of Education
Maggie Laslo	Member	Service Employees International Union
Sen. Kimberly Lightford	Member	Illinois General Assembly
John Luczak	Member	Joyce Foundation
Jean-Claude Brizard	Member	Chicago Public Schools
Dr. Glenn "Max" McGee	Ex-Officio – Joint Education Leadership Committee; Data, Assessment, & Accountability Co-Chair	Illinois Mathematics & Science Academy
Deborah Meisner-Bertauski	Joint Education Leadership Committee	Illinois Board of Higher Education
Cordelia Meyer	Member	Commercial Club of Chicago
Rep. Jerry Mitchell	Member	Illinois General Assembly
Susan Morrison	Joint Education Leadership Committee	Illinois State Board of Education
Dr. Gary Niehaus	Member	McLean County Unit School District
Geoff Obrzut	Ex-Officio – Joint Education Leadership Committee	Illinois Community College Board
Jeffrey Owens	Member	Advanced Technology Services, Inc.
Sharon Thomas Parrott	School, College, & Career Readiness Co-chair	DeVry, Inc.
Cynthia Plouche	Member	Williams Capital Management
Dr. Glenn Poshard	Member	Southern Illinois University
Laurel Prussing	Finance & Governance Co-chair	City of Urbana
Diana Rauner	Ex-Officio – Joint Education Leadership Committee	Ounce of Prevention Fund
Dr. George Reid	Ex-Officio – Joint Education Leadership Committee	Illinois Board of Higher Education
Warren Ribley	Ex-Officio – Joint Education Leadership Committee	Illinois Dept. of Commerce & Economic Opportunity
John Rico	School, College, & Career Readiness Co-chair	Rico Computer Enterprises
Kathy Ryg	Family, Youth, & Community Engagement Co-chair	Voices for Illinois Children
John Sinsheimer	Ex-Officio – Joint Education Leadership Committee	Illinois Student Assistance Commission

Julie Smith	Joint Education Leadership Committee	Illinois Governor's Office
Audrey Soglin	Member	Illinois Education Association
Robin Steans	Data, Assessment, & Accountability Co-chair	Advance Illinois
Rick Stephens	Member	Boeing Corporation
Debra Strauss	Family, Youth, & Community Engagement Co-chair	Illinois Parent Teacher Association
Jason Tyszko	Joint Education Leadership Committee	Illinois Dept. of Commerce & Economic Opportunity

** Ex-officio status denotes that the person is a required member by virtue of their position.*

Appendix (A)(1)-3

Description of Community Connections Model

3. Community Connections Birth to Five

The Community Connections approach links home-based care providers with more formal educational settings in order to enhance children's school readiness. Three- and four-year-old children participate in Community Connections Preschool, younger children participate in Community Connections for Toddlers and Twos, and the quality of care in the home-based setting is improved for all children birth to five.

Community Connections Preschool

Linking home-based child care and classroom-based preschool

Community Connections Preschool, developed by Illinois Action for Children, connects Children with High Needs in home-based child care with part-day classroom-based preschool programs. In Illinois, 67% of low-income single mothers with children under six work non-traditional hours.¹ While flexible, home-based child care is essential for these families' employment, the enrolled children are rarely able to attend classroom-based school readiness programs. In an analysis of selected communities of concentrated poverty, Illinois Action for Children has found that up to 25% of preschool-age children are being cared for in home-based settings and therefore do not participate in state prekindergarten or Head Start classrooms.²

Community Connections Preschool is a mixed-approach model that improves the quality of home-based child care while adding a classroom experience to the children's day. Three- and four-year-old children in child care homes are transported to a half-day state prekindergarten or Head Start classroom four or five days per week as schedules permit. In addition, a certified preschool teacher (either the child's classroom teacher or an assigned itinerant teacher) visits the care providers to coordinate curricular activities, bringing materials and resources to the home environment. This teacher also addresses the needs of any infants and toddlers in care, and guides the provider to give them extra attention during the half-day periods when preschoolers are away at class.

Community Connections Preschool currently serves at-risk children in ten low- to moderate-income areas, with dedicated funding from the Illinois State Board of Education. A recently completed evaluation by Child Trends and the National Center for Children in Poverty documented success in serving children who would not otherwise have experienced a school readiness program.

Illinois intends to bring this program to Communities Of Concentrated Need (specific high-poverty communities where formal Community Collaborations will operate at the local level), thereby removing the largest obstacle to preschool participation in those communities, while

¹ *Working Later in Illinois: Work Schedules, Incomes and Parents' Access to Child Care*, Illinois Action for Children, 2006.
http://www.actforchildren.org/content_assets/MDP_ResearchPublications_PDFs_WorkScheds.pdf

² Illinois Action for Children estimate based on 2006 population and program data.

moving a large number of home-based Early Learning and Development Programs to higher QRIS levels.

Community Connections for Toddlers & Twos

Early learning throughout the community

First piloted through a federal Early Learning Opportunities Act grant, Community Connections for Toddlers & Twos organizes child-serving organizations in each community to provide language development and other school-readiness experiences for children from home-based child care settings. An outreach component identifies home-based providers, includes them in program planning, and offers them on-going support for quality improvement through the Quality Rating and Improvement System (QRIS) and other resources.

Participating child-serving organizations typically include public libraries (story hours, etc.), parks (caregiver/child activity sessions), schools and child care centers (parent-caregiver-toddler room). Also participating might be medical clinics, food stores, and other settings. A museum, art center, or theater program might provide activity sessions at a neighborhood location.

In Illinois' Communities Of Concentrated Need, the Community Collaborations will conduct outreach, maintain program schedules, and facilitate planning meetings.

Statewide Support System

In order to bring both Community Connections models to Communities of Concentrated Need, the following supports will be available:

- *Orientation* to the models in order to inform the Collaborations' goal-setting processes
- *Training* on the service models for participating organizations
- *Support* through a web-based resource library, coaching and phone consultation
- *Data tracking* to monitor implementation progress and program impacts at the community, provider, parent, and child levels.
- *External evaluation* to inform implementation and document whether program goals are achieved

Appendix (A)(1)-4

Home Visiting Summary

Implementing Home Visiting Programs

Since 1984, Illinois has invested in home visiting as a strength-based, family-centered strategy for reducing child abuse and neglect and giving at-risk children the best chance for success in school and in life. Over the past 25 years, State funding for early childhood has increased significantly from \$12 million to over \$340 million, providing more vulnerable children in poverty with access to much-needed services. At the same time, the statutorily mandated set-aside for infants and toddlers has increased to 14%, resulting in over \$40 million for evidence-based home visiting programs. Several statewide agencies and organizations support over 300 evidence-based home visiting programs that are providing long-term, intensive services to approximately 20,000 at-risk families annually. The following chart illustrates the models currently implemented in Illinois with their respective funding sources:

Evidence-Based Home Visiting Model	Funding Source
Healthy Families Illinois (HFI)	Illinois Department of Human Services (DHS); Illinois State Board of Education (ISBE)
Parents as Teachers (PAT)	DHS; ISBE
Nurse-Family Partnership (NFP)	DHS; ISBE; local funds
Early Head Start (EHS)	U.S. Department of Health and Human Services

Illinois is renowned for its development and implementation of innovative program strategies. For example, Illinois' groundbreaking doula program – formed in collaboration with the Ounce of Prevention Fund – has been successfully embedded in several home visiting program models (HFI, PAT, NFP) over the past decade. Significantly, Illinois' network of community-based doula-home visiting programs was the first in the country to serve teen parents with public funding sources, including ISBE and DHS. In addition, the Erikson Institute's Fussy Baby Network (FBN) – a child abuse prevention model – was developed in Illinois as a valuable addition to existing home visiting programs, such as HFI, that now serves over 600 families in the greater Chicago area.

Illinois' strong commitment to ensuring program quality is evidenced by its investment in professional development within the home visitation system. DHS and ISBE also provide financial support to the Ounce of Prevention Fund to operate the Illinois Birth-to-Three Institute (IBTI), which trains local staff from all State-funded home visiting programs. Home visitors in Illinois have access to over 170 days of training in more than 50 topic areas each year.

Integrating Home Visiting into Early Childhood Systems

In 2003, the General Assembly established the Illinois Early Learning Council (ELC) to enhance, coordinate and expand programs and services for children ages birth to five within a comprehensive statewide system. In 2008, the ELC established the Home Visiting Task Force (HVTF) to support the development of a coordinated, high-quality home visitation system that reaches all at-risk children under five in Illinois. The HVTF includes representatives from national home visiting models, statewide administering agencies, program providers, researchers, parents, and advocates. To advance the goals of the HVTF, work groups populated with subject

matter experts have developed recommendations in the areas of monitoring and data collection, training and technical assistance, and research and evaluation of evidence-based home visiting programs. The collaborative relationship between the HVTF and the ELC ensures that the State's evolving home visitation system is embedded within the larger early childhood system. In 2009, the Governor established an Office of Early Childhood Development (OECD) at the recommendation of the ELC. The OECD coordinates the work of the ELC and ensures the alignment of early childhood initiatives across systems including those that ensure the comprehensiveness of the State's home visitation programs.

Promoting Effective Policy to Support Home Visiting Programs

In 2008, Illinois was named one of 17 grantees to receive a "Supporting Evidence-Based Home Visitation Programs to Prevent Child Maltreatment" (EBHV) grant from the Children's Bureau. The project is a collaborative effort among State agencies to enhance existing infrastructure and create an integrated statewide system by coordinating resource allocation, community-capacity building, training, data collection, monitoring and technical assistance. The HVTF serves as an advisory body for the EBHV grant, and, through targeted work groups, has: (1) developed recommendations for an enhanced and coordinated system for monitoring evidence-based home visiting programs, including program self-assessment, on-site monitoring visits, and coordinated data collection, across funding streams and program models; (2) developed two toolkits and a technical assistance plan to support communities' selection of an appropriate evidence-based home visiting model and integration of home visiting models within local early childhood systems; and (3) ensured that home visitors receive appropriate training to work effectively with high-risk families, specifically those affected by domestic violence, substance abuse, parental developmental delay and mental illness. The HVTF will ensure that the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHVP) will build upon the infrastructure supports developed through the original EBHV grant.

In 2009, new federal funding for early childhood state advisory councils allowed the ELC to advance several key priorities, including recommendations developed by the HVTF. Evidence-based home visiting programs will receive funding to complete their national model's commendation/credentialing process and several high-needs communities that have prioritized home visiting services will receive training and technical assistance around supporting evidence-based home visiting models and integrating them into early childhood systems.

Evaluating Programs to Improve the Quality of Home Visiting and Early Childhood Systems

In 2005, a statewide evaluation of HFI was conducted by an independent evaluator using multiple assessment methods. Participants included a geographically and racially/ethnically diverse mix of predominantly young mothers who were parenting their first child. Key findings indicate that HFI services are associated with the promotion of optimal parent-child interactions in the first months of life. Caregivers exhibited significant improvement in their ability to promote their children's social, emotional, and cognitive growth during the first six months of life. Importantly, parents with the highest risk for problems in parenting actually exhibited the greatest improvements, including lower levels of distress, fewer rigid parenting beliefs, and greater ego strength, during the first two years of life. In addition to the statewide evaluation, several smaller studies with individual sites have evaluated specific enhancements, including the

impact of doula services on maternal depression and the effect of cross-training between home visiting programs and domestic violence service providers.

Improving Outcomes

Illinois' home visiting programs have demonstrated strong outcomes across multiple domains, including the parent-child relationship, and children's health and development:

- Over 68% of mothers scored higher on a measure of maternal efficacy after program participation than they did at enrollment.³
- Over 65% of fathers of children were involved with their children on at least a weekly basis.¹
- A 2005 HFI evaluation found that families enrolled in home visiting programs were 4.2 times less likely to have a confirmed case of child maltreatment during the child's first year of life than comparison families.⁴
- 89% of children were up-to-date with required immunizations, higher than the national average.¹
- 99% of participants have a medical home.¹
- 85% of children under age two received at least one well-child visit in the previous year.¹
- 97.7% of children received at least one developmental screening in the past year, compared to 65.4% of children enrolled in basic case management services.¹
- The breastfeeding initiation rate for African American teens was 53% compared to 20% nationally.¹
- The breastfeeding initiation rate for Hispanic teens was 91% compared to 66% nationally.¹

Serving High-Risk Populations

Historically, both program model design and Illinois state statute have required that home visiting programs engage and serve the highest-risk populations. One hundred percent of families currently served are at risk due to a variety of characteristics including, but not limited to: teen parents, low educational attainment, low income, children with disabilities, limited English proficiency, and families with a history of child abuse or neglect. To ensure that services are targeted to the most at risk families, programs define an at risk target population (e.g., low-income, first-time teen parents) and establish referral agreements with population-based services (WIC, Family Case Management, high schools, etc.) that interact with that population. For HFI programs, risk of child maltreatment is assessed using the Family Stress Checklist; PAT programs review factors that put the child at risk of academic failure.

³ Ounce of Prevention Fund, Parents Too Soon Programs FY2010 Annual Report

⁴ Healthy Families Illinois: Evaluation Findings

Appendix (A)(1)-5

Birth to Three Training Institute Description

Ounce of Prevention Fund Illinois Birth to Three Institute

The Ounce of Prevention Fund is a private, nonprofit organization whose mission is to invest in the healthy development of babies, children, adolescents, and families.

The Ounce's **Illinois Birth to Three Institute (IBTI)** provides 32 community-based home visiting programs with support in the following areas:

- Program development
- Funding
- Ongoing, multilevel training
- Technical assistance
- Training consultation
- Advocacy

The 52 programs involved with the Ounce in turn offer an array of services to:

- **Pregnant teens**
- **Young parenting families**

All families involved in services receive:

- **Intensive home visiting services**
- **Relationship-based interactions**
- **Opportunities to discover strengths in themselves and their children**
- **Information on child growth and development**

And many receive:

- **Parent support groups**
- **Doula services**
- **Video intervention**
- **Prenatal activities to promote bonding**

The primary focus of the work in IBTI is to support positive parent-child relationships and the healthy social and emotional development of young infants and children. This is accomplished by emphasizing:

- **Reflective practice**
 - Stepping back from the work to explore and expand on thoughts, feelings, and actions
 - Encouraging open communication in a trusting environment

- The parallel process
 - Ounce-IBTI staff build relationships with program staff to help them develop trusting relationships with parents
 - Community-based staff build relationships with parents to help them develop healthy relationships with their children
 - Parents develop relationships with children to promote healthy growth and development
- **Strength-based work**
 - **OPF staff work from the premise that all parents and families have dreams for their children's future**
 - **All families have strengths and deserve the opportunity to discover and explore them**

IBTI provides a wide range of multi-level training for direct service staff, program supervisors, administrators, and fiscal officers. The training ranges from basic to advanced, home visiting to group, and supervisory to administrative. It includes an extensive range of topics relevant to all aspects of program services with a focus on promoting healthy relationships between children, parents, and program staff.

Some examples of IBTI direct service strategies offered to programs include:

- C-B FANA
The Community-Based Family Administered Neonatal Activities is a set of prenatal and postnatal activities designed to help young parents turn a 'me' thing into a 'we' thing by building a warm, responsive, and enjoyable relationship from the inside outside.
- Doula Services
Doulas provide specialized home visits in the last trimester, at labor and delivery, and during the first months after birth to help support the new family. Doulas nurture new mothers so they are better able to nurture their newborns.
- Video Intervention Training
Direct service paraprofessionals learn to make, watch, and talk about parent-child interactions captured during routine activities in order to help parents use their 'real eyes' to realize how they want to be with their children.
- Heart to Heart
Designed as a curriculum to prevent child sexual abuse, Heart to Heart is a special series of group meetings that teaches young parents about childhood sexual abuse and helps them protect their young children.
- Infant Mental Health (IMH) Learning Group
IMH LG is a multi-disciplinary group including IMH clinicians, program supervisors, and program staff designed to infuse the practices and principles of IMH into community-based programs.

Appendix (A)(1)-6

NACCRA Report (highlighting DCFS licensing requirements) [Appendix should include cite of report, cover page, and relevant excerpts]

7. We Can Do Better: Child Care Center and Small Family Child Care Home Standards and Oversight

NACCRRRA reviewed state child care center policies and regulations and ranked the 50 states, the District of Columbia, and the U.S. Department of Defense (DoD) based on a set of key benchmarks. The results are shown on state scorecards and underscore the need to improve child care regulations across the nation.

Illinois was ranked 4th based on the key benchmarks used by NACCRRRA
Information to Follow

We Can Do Better: 2011 Update: NACCRRA's Ranking of State Child Care Center Regulation and Oversight

More than 11 million children younger than age 5 spend an average of 35 hours a week in some type of child care setting.

Child care is an essential part of today's economy. Parents cannot work without child care. While parents work, children need to be in a safe setting that promotes their healthy development.

The Child Care and Development Block Grant (CCDBG), the federal law that allocates funds to states for child care, contains no minimum protections for children. As a result, state laws vary greatly.

We Can Do Better: 2011 Update is the third in a series of reports beginning in 2007 that scores and ranks the states on their child care center program requirements and oversight.

State child care licensing requirements govern health, safety and learning opportunities for children. State oversight requirements monitor compliance with state policies.

In 2011, NACCRRA again scored the states, including the District of Columbia and the Department of Defense (DoD) on 10 program requirements and five oversight benchmarks. NACCRRA's update found that states have made progress but more progress is needed.

Total Scores and Rankings for Child Care Center Program Requirements and Oversight Top 10 and Bottom 10 States

Top 10 Best Overall			Bottom 10 Worst Overall		
State	Score	Rank	State	Score	Rank
Department of Defense	129	1	Alaska	72	43
Oklahoma	114	2	Colorado	72	43
District of Columbia	111	3	Alabama	71	45
Illinois	109	4	Missouri	68	46
Massachusetts	106	5	Arkansas	66	47
Florida	105	6	Kansas	64	48
New York	105	6	Nebraska	61	49
Washington	105	6	California	58	50
Rhode Island	104	9	Louisiana	44	51
Tennessee	103	10	Idaho	17	52
Total possible score is 150					

Key Findings

In most states, current state child care center program requirements and oversight do little to protect the health and safety of children or to promote school success.

The average score in 2011 was 87 out of a possible 150 points (compared to 70 in 2007 and 83 in 2009). While this shows improvement among the states, an 87 equates to a score of 58 percent, a failing grade in any classroom in America.

Using a standard grading scale, no state earned an **A**. The Department of Defense earned a **B**, and four states earned a **C**. Twenty-one states earned a **D**. Half of the states (26 states) earned a failing grade.

- Ten states require a comprehensive background check (using fingerprints to check state and federal criminal records, checking the child abuse registry, and checking the sex offender registry).
- Twenty states conduct inspections of centers once a year or less frequently.
- Initial training and on-going training for child care staff, minimum education requirements for staff and center directors and required age appropriate program activities for children vary greatly among the states and overall are weak.
- Twenty-six states require regular inspection reports and substantiated complaint reports to be posted on the internet so that parents can make informed choices among child care settings in their community.

No Cost or Low Cost Steps to Promote Child Care Safety

There are several no-cost or low-cost areas that states could improve to protect the safety of children:

Child Abuse Registry Crosscheck: Each state defines child abuse and what is required for a child abuse case to be substantiated. States should check the child abuse registry before granting a license to child care providers or allowing individuals to work in a child care center. The information is already available to some agencies in the state. At a minimum, there should be a crosscheck of records to promote the safety of children.

Posting Inspection Reports on the Internet: Although the frequency may vary, states conduct routine inspections and inspections based on complaints. States should post this information on the state's website for parents to have the information they need to select safe child care for their children.

Safe Sleeping Practices for Infants: All states should require safe sleeping practices for infants. This requirement could be built into a state's orientation training or initial training at little cost.

NACCRRA RECOMMENDATIONS

CONGRESS should strengthen the Child Care and Development Block Grant (CCDBG) to:

- Require accountability for the expenditure of federal funds.
- Require background checks, based on fingerprints, for all child care center employees.
- Require states to establish minimum health and safety requirements and enforce them through regular unannounced inspections.
- Require all child care staff to have at least 40 hours of initial training (including CPR, first aid and other basic safety and health training in addition to child development) and 24 hours of annual training.
- Authorize the U.S. Department of Health and Human Services to withhold funding from states that do not require minimum protections for children and that do not conduct regular unannounced inspections of child care settings.
- Increase the quality set-aside to 12 percent, gradually increasing it to 25 percent, on par with Head Start.

Federal funds should be spent in an accountable manner. States should take responsibility for ensuring that children are protected and in a setting promoting healthy development when they are not in the care of their parents.

Appendix (A)(1)-7

Summary of Proposed DCFS Regulations

89 III. Adm. Code 406 and 408

The amendments require all new day care home applicants and assistants starting on July 1, 2012 to be registered in the “Gateways to Opportunity Registry.” The amendments also require that by July 1, 2012 all currently licensed home caregivers and assistants be registered in the Gateways to Opportunity Registry. The registry allows child care providers to receive resources and tools to improve the quality and accountability for early care and education.

These amendments also allow the Department to automatically enroll, at the time of initial licensure, new day care providers, and at renewal, currently licensed providers to the Tiered Quality Rating and Improvement System administered jointly by the State Board of Education and the Department of Human Services.

89 III. Adm. Code 407

The amendments allow the Department to automatically enroll, at time of initial licensure, new day care providers and, at renewal, currently licensed providers to the Tiered Quality Rating and Improvement System administered jointly by the State Board of Education and the Department of Human Services. The amendments also requires day care providers and staff to register in the “Gateways to Opportunity Registry” to the same program in order for them to receive resources and tools to drive quality and accountability for early care and education.

Appendix (A)(2)-1

Description of SAC Grant RFP to Pilot Approaches Recommended by the Early Learning Council's Hard to Reach Subcommittee

1. State Advisory Council- Hard to Reach Grant

There are many children in Illinois that are at high risk for school failure and are eligible for high quality early learning, but their families are not using the care available. The goal of the Hard to Reach grant is to target these hard to reach families with innovative approaches for getting the children enrolled and participating regularly in high quality early learning programs. Families may be hard to reach or reluctant to engage in high quality early learning for many reasons. This grant provides an opportunity to test and evaluate some promising theories for solutions.

The Illinois Early Learning Council (ELC) received funding through the federal American Recovery and Reinvestment Act to work with early childhood education and care programs and community organizations to develop and implement innovative models to engage these hard to reach families.

Applicants are asked to present bold, creative, and innovative ideas to pilot strategies to enroll and retain the hardest to reach children in high quality care. These ideas may include testing policy changes, but must provide evidence that the proper waivers have been attained or have a plan for attaining those waivers. The chosen pilots will coordinate with the University of Illinois Urbana-Champaign to collect data and the university will provide the Council with an evaluation of each pilot program.

For the purposes of this grant “High Quality Early Learning” is defined as:

- Preschool for All
- Quality Counts rated child care centers or family child care homes
- Head Start
- NAEYC, NAC, NECPA, COA, or NAFCC accredited child care programs
- Centers recognized by the Department of Defense
- Home Visiting Programs

Grants will be awarded to up to 6 applicants. There is \$300,000 for this total project and the review team will determine the recipients and amount of the grants and they may, at the discretion of the Governor’s Office of Early Childhood Development, have the opportunity to renew grants for up to 6 additional months. The review team will be made up of members of the ELC’s Oversight and Coordination Committee, Governor’s Office of Early Childhood Development and the Department of Human Services.

The University of Illinois will serve as the evaluator of this project and they will be looking at 8 goals: (1) specific activities and strategies employed to engage hard-to-reach children and families; (2) number of children from the target group enrolled and served; (3) success of methods used for finding and collecting information on hard-to-reach children and families; (4) average length of families’ stay in the program; (5) reasons as identified by families for leaving

the program; (6) cost effectiveness of chosen activities; (7) collaborative relationships created that improved services for hard-to-reach children; and (8) lessons learned and modifications required for continued success. In addition the evaluator will look at the sustainability of the program and the provide recommendations on replication and policy changes that may be necessary.

Applications are due October 31st.

Appendix (A)(2)-2

Description of Concentrated High Need County Composite Index and County Locations

At the request of the Governor's Office of Early Childhood Development (OECD), IECAM at the University of Illinois, Urbana-Champaign and Chapin Hall at the University of Chicago compiled several indicators of high need and high risk for children under the age of six to develop a "Concentrated High Need County Composite Index." The composite index defines high need across the following domains: demographics, poverty and financial assistance, employment, early childhood care and education, school readiness and education, health, child welfare and housing, which included approximately 50 individual indicators. Data sources included raw administrative data from various state and local agencies and published reports of data summaries.

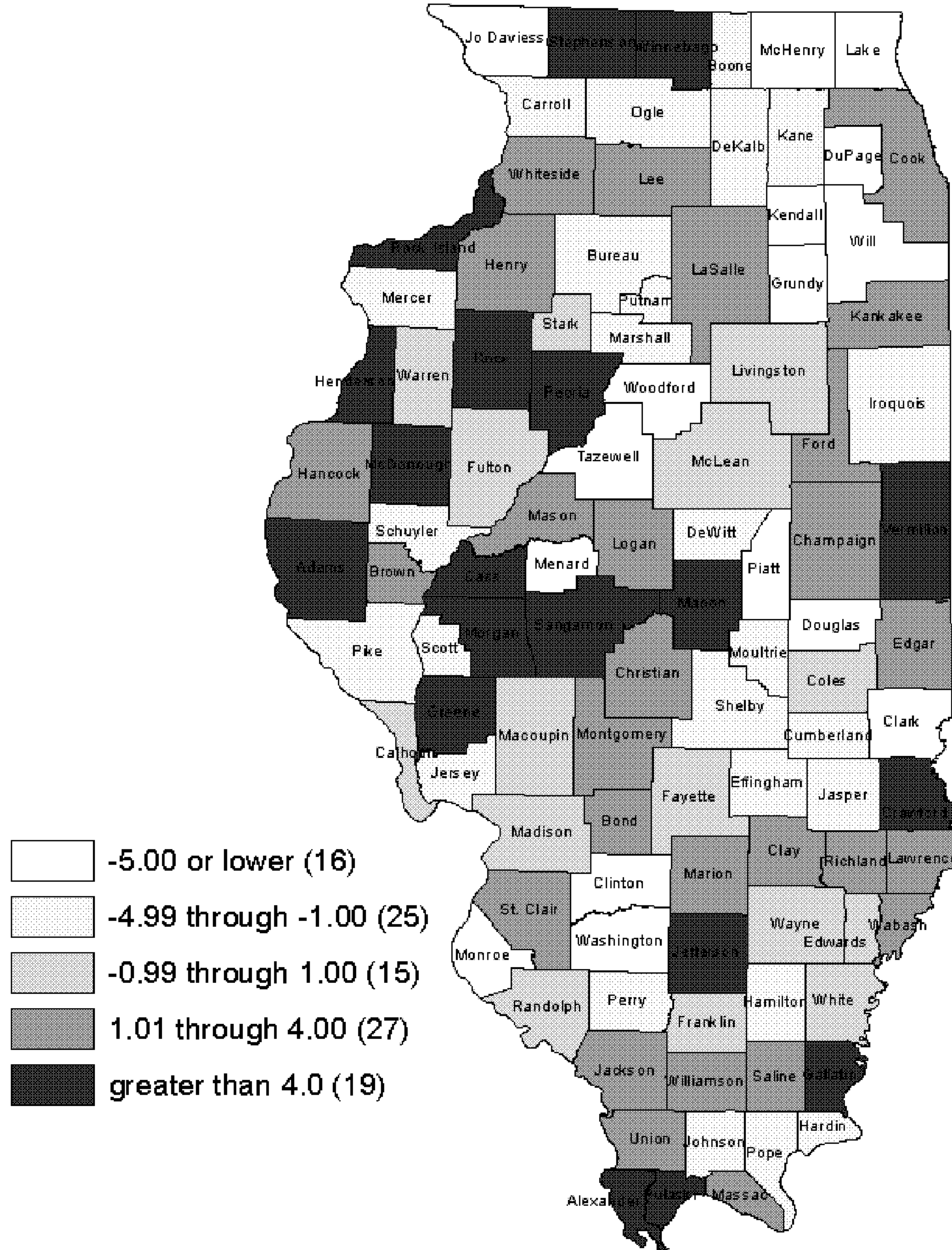
For the composite index, IECAM and Chapin Hall first identified indicators from each domain that could potentially be associated with high need or risk. In this larger list, there were indicators both, within and across domains which were associated with each other, which is particularly prevalent among risk indicators. The next step was to reduce the number of indicators and to identify a set with the fewest indicators that expressed the maximum amount of variability between the counties. An indicator was excluded if it was highly correlated with at least one other indicator and if it did not contribute independently to the magnitude of the total score or if it did not have an impact on the variation among the counties. This process resulted in ten indicators that make up the composite index (all percents of children):

1. under 185% FPL,
2. of minority (non-white) race/ethnicity,
3. with single parent,
4. victims of abuse/neglect,
5. low birth weight,
6. elevated blood lead level,
7. ages 3-5 who are homeless,
8. ages 3-5 in HS or PFA,
9. multi-system families, and
10. teen birth rate.

Each of the rates or percents was transformed into a standardized score, and the composite index is the total of the ten scores. On this scale, the lower the score, higher the risk or need. Counties of concentrated high need based on this index are identified on the following map.

While this index gives an overview of the concentration of need within a county and the variability between counties, the State recognizes it overlooks smaller areas of high need within this larger region. For several indicators that are available for smaller geographic units such as townships, cities or even census tracts, we observe high variability within counties, which is not reflected when the data are presented at higher levels of aggregation. For the Early Learning Challenge Plan's community collaboration strategy, the State will partner with Chapin Hall and IECAM to identify cohesive geographic units that are considered a "community" for purpose of service planning and delivery, and utilize a composite index such as the one created for counties to establish a standard measure of "concentrated high need."

Index of risk factors
 (185% FPL, minority race/ethnicity, single parent,
 teen birth, abuse/neglect, LBW, BLL, 3-5 homeless,
 3-5 in HS + PFA, multi-system family)
 for counties in Illinois



Appendix (A)(2)-3

Community Systems Logic Model

PROGRAM AREA		ACTIVITIES		OUTCOMES		
				Short Term Results	Intermediate Results	Long Term Results
State Level Systems Coordination & Development integrated through Consortium for Community Systems Development (CCSD)	State Level Policy and Resource Coordination,	-Establish accountability system for community collaborations -Coordinate cross-system programs & grant-funded initiatives & align state-level policies -Identify, blend, and designate funds for local collaborations	-Integrate state-level referral, tracking, and program information systems -Implement cross-system evaluation protocol & community scorecard	Community collaborations are effective, efficient, and sustainable	Each Collaboration partner organization is a point of entry into a system of services (A2)	Children arrive at kindergarten safe, healthy, eager to learn and ready to succeed (A2)
	State Level Data for Community Systems			-Community Collaboration partners have access to information to identify resources and service gaps -Families of Children with High Needs are supported through follow-up	Children with Highest Needs are participating in highest quality programs and services (B4)	Local communities have "ownership" of kindergarten readiness through collaborations supported by local and statewide resources (A3)
	Customized Support and Assistance for Local Collaborations	-Provide outreach and training (broadly across the state) and customized training and TA (to identified CHNCs) to develop local collaborative infrastructure -Train on topics as identified needs emerge from communities		-Broad range of ELDS professionals have capacity for making appropriate referrals and ensuring follow-up (D2) -Community Collaborations move along developmental continuum	Programs are fully enrolled and obstacles to participation are removed (B4)	
Community Level Systems Development and Coordination	Local Service Coordination managed by Lead Entity in Concentrated High Need Community (CHNC)	-Coordinate and convene across wide range of stakeholders -Develop local, collaborative process for outreach, family risk assessment, developmental screening, referral, follow-up -Facilitate local strategic partnerships to address unmet needs (e.g., implement Community Connections model (B)(4))		-CHNCs have multiple points of entry for family risk assessment screening -Children with High Needs receive periodic developmental screening and are referred to appropriate services -Collaborative strategies implemented to increase participation of highest need children in highest quality programs	Data system generates relevant, & accessible information to support continuous improvement and decision making (E2)	
	Family Engagement	-Build community level partnerships to ensure all families have access to education and resources -Establish or link to SFI Learning Networks to build organizational capacity for collaboration partners to engage families -Develop cadres of parent leaders		-More parents are engaged with each other and with resources -Families understand options within ELDS and use available resources -Parents are leaders in their families and in their communities	Parents' personal webs of support are larger and stronger (C4)	

Appendix (A)(3)-1

Illinois Early Learning Challenge Intergovernmental Agreement

EXECUTION VERSION

ILLINOIS EARLY LEARNING CHALLENGE

INTERGOVERNMENTAL AGREEMENT

This INTERGOVERNMENTAL AGREEMENT (this "Agreement") is entered into as of the Effective Date by and between the following entities:

1. Illinois State Board of Education, as the State of Illinois education agency, and as the agency that administers and supervises section 619 of part B of IDEA programs, State funded preschool, home visiting and other birth to three programs funded through the Early Childhood Block Grant, Title I of ESEA, the Child and Adult Care Food Program (the "Lead Agency");
2. Illinois Department of Human Services, as the agency that administers and supervises CCDF, part C of IDEA programs, the Head Start State Collaboration Grant, the Title V Maternal and Child Care Block Grant, home visiting programs through Healthy Families Illinois and Parents Too Soon, and the State's Temporary Assistance for Needy Families (TANF) program ("IDHS");
3. Illinois Department of Children and Family Services, as the State's child care licensing agency, and the agency that administers and supervises Child Welfare and Community-Based Child Abuse Prevention ("IDCFS");
4. Illinois Early Learning Council, as the State Advisory Council on Early Childhood Education and Care (the "Council") (IDHS, IDCFS and the Council, collectively, the "Participating State Agencies" and each a "Participating State Agency"); and
5. the Governor's Office of Early Childhood Development, as the executive office responsible for promoting quality, consistency, and alignment within the State's early childhood system ("OECD")

(the Lead Agency, Participating State Agencies, and OECD, collectively the "Parties" and each a "Party") under the authority of the Intergovernmental Cooperation Act (5 ILCS 220/1 et. seq.), the intergovernmental cooperation provisions of Article VII, Section 10 of the Illinois Constitution of 1970, and other authority as provided by law. In consideration of the mutual covenants set forth below, the Parties agree as follows:

I. PURPOSE

The purpose of this Agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities of the Parties in support of the State of Illinois (the "State") in its implementation of an approved Race to the Top-Early Learning Challenge grant application (the "State Plan").

II. ASSURANCES

The Lead Agency and each of the Participating State Agencies hereby certifies and represents that it:

- A. Agrees to be the Lead Agency or a Participating State Agency, as applicable, and will implement those portions of the State Plan indicated in the Preliminary Scopes of Work, Exhibits I-IV, respectively (each, a "Scope of Work"), if the State Plan is funded;

- B.** Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit S I-IV, respectively:
1. The Illinois Early Learning and Development Standards, as set forth in the Appendices of the State Plan, subject to any adopted modifications;
 2. The Illinois Birth to Five Program Standards, as set forth in the Appendices of the State Plan, subject to any adopted modifications;
 3. The Quality Counts Tiered Quality Rating and Improvement System, as described in Criterion (B)(1) and the Appendices of the State Plan, subject to any adopted modifications; and
 4. Illinois' Workforce Knowledge and Competency Framework and progression of credentials, as described in Criterion (D)(1) of the State Plan, subject to any adopted modifications; and
- C.** Will provide a Final Scope of Work only if the State Plan is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and, as applicable, will describe the Lead Agency's and the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel (the "Lead Agency Plan" or the "Participating State Agency Plan", as applicable) in a manner that is consistent with its Scope of Work, with the Budget included in Section VIII of the State Plan (including existing funds, if any, that the Party is using for activities and services that help achieve the outcomes of the State Plan).

Each Party hereby certifies and represents that it:

- D.** Has all requisite power and authority to execute and fulfill the Terms of this Agreement;
- E.** Is familiar with the State Plan and is supportive of and committed to working on all applicable portions of the State Plan; and
- F.** Will comply with all of the Terms of the Race to the Top-Early Learning Challenge Grant, this Agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

III. RESPONSIBILITIES OF THE PARTIES

- A. Participating State Agency and OECD Responsibilities.** In assisting the Lead Agency in implementing the tasks and activities described in the State Plan, each Participating State Agency and OECD will, in addition to any other responsibilities set forth in this Agreement:
1. Implement the Scope of Work as identified in Exhibit II-IV of this Agreement, respectively;
 2. Abide by the governance structure outlined in the State Plan and set forth in this Agreement;
 3. Abide by the Participating State Agency's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the State Plan);
 4. Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

5. Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned or developed using Federal funds awarded under the RTT-ELC grant;
6. Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7. Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. Lead Agency Responsibilities. In implementing the tasks and activities described in the State Plan, the Lead Agency will:

1. Implement the Lead Agency Scope of Work as identified in Exhibit I of this Agreement;
2. Work collaboratively with, and support the Participating State Agencies in carrying out the Scopes of Work, as identified in Exhibit II-IV of this Agreement, respectively;
3. Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agencies in the State Plan during the course of the project period and in accordance with the Participating State Agencies Scope of Works, as identified in Exhibit II-IV, respectively, and in accordance with the Participating State Agencies Budgets, as identified in Section VIII of the State Plan;
4. Provide feedback on the Participating State Agencies' and OECD's status updates, any interim reports, and project plans and products;
5. Keep the Participating State Agencies and OECD informed of the status of the State Plan and seek input from the other Parties, where applicable, through the governance structure outlined in the State Plan and as set forth in this Agreement;
6. Facilitate coordination across all Parties to the extent necessary to implement the State Plan; and
7. Identify sources of technical assistance for the State Plan.

IV. GOVERNANCE STRUCTURE

A. The Leadership Team. In order to provide guidance and oversight for the implementation of the State Plan, the Lead Agency, Participating State Agencies and the OECD hereby establish the Early Learning Challenge Leadership Team ("Leadership Team") consisting of the following members:

1. A "Core Leadership Group" that includes:
 - i. The Council's Co-Chairs, who shall also serve as Co-Chairs of the Leadership Team;
 - ii. the State Superintendent of Education;
 - iii. the Secretary of IDHS;
 - iv. the Director of DCFS; and
 - v. the Illinois Head Start State Collaboration Office Director.
2. A "Policy & Implementation Advisory Member Group" that includes:
 - i. The City of Chicago Office of the Mayor, Deputy Chief of Staff for Education;
 - ii. A representative of suburban concentrated high need communities (as identified in the State Plan), nominated and appointed by the Council;

- iii. A representative of concentrated high need communities outside of the greater Chicago metropolitan area (as identified in the State Plan), nominated and appointed by the Council;
 - iv. A private sector representative from the nonprofit sector, nominated and appointed by the Council with input from the Illinois P-20 Council;
 - v. A private sector representative from the business sector, nominated and appointed by the Council with input from the State's P-20 Council;
 - vi. A philanthropic community representative, nominated and appointed by the Council;
 - vii. A representative of community colleges, appointed by the President of the Illinois Community College Board; and
 - viii. A representative of institutions of higher education other than community colleges, appointed by the Executive Director of the Illinois Board of Higher Education.
3. The OECD Director, who will staff the Leadership Team and serve as the conduit to the Center, as hereinafter defined.

The Leadership Team shall meet monthly to make decisions regarding the implementation of and to oversee progress across all areas of the State Plan.

B. The Birth to 8 Interagency Implementation Center. In order to assign primary responsibility for the implementation of the activities set forth in the State Plan as well as the directives of the Leadership Team, the Lead Agency, Participating State Agencies and the OECD hereby establish the Birth to 8 Interagency Implementation Center (the "Center"). The OECD Director shall serve as the head of the Center, with deputy leadership provided by: the Lead Agency's Early Childhood Education Division Administrator, the Director of the Office of Child and Family Policy of IDCFS and the Associate Director of the Office of Early Childhood of IDHS (collectively, the "Interagency Team"). The Interagency Team shall be supported by six Directors, assigned to the Center by the Lead Agency or Participating State Agencies as identified below promptly following the funding of the State Plan. The position descriptions for each of the Directors will be developed in consultation with the Core Leadership Group.

- 1. Data and Performance Management Director: This Director will be assigned to the Center by the Lead Agency, and is responsible for managing the Outcomes Measurement System, as hereinafter defined, and integrating data sources needed for successful implementation of the State Plan. Additionally, this Director will oversee the contract with the Consortium for Early Learning Research, as hereinafter defined.
- 2. Community Collaborations Director: This Director will be assigned to the Center by IDHS, and is responsible for managing and overseeing the activities of community collaborations as described throughout the State Plan, as well as for overseeing the contract with the Consortium for Community Systems Development, as hereinafter defined.
- 3. Quality Counts (TQRIS) Director: This Director will be assigned to the Center by IDHS, and is responsible for managing and overseeing the expansion and administration of the Quality Counts TQRIS System and overseeing the contract with the Quality Counts Consortium, as hereinafter defined.
- 4. Child Care Licensing Director: This Director will be assigned to the Center by IDCFS, and is responsible for ensuring that state child care licensing requirements are frequently updated to reflect knowledge of best practice in child development, and that licensing processes and requirements are aligned to the requirements and objectives of the State Plan.

5. Workforce Development Director: This Director will be assigned to the Center by the Lead Agency, and is responsible for coordinating the workforce development activities described across the State Plan with programs and policies administered by the Lead Agency for early elementary grades and certification, and by the Illinois Board of higher Education and Community College Board for educator preparation. Additionally, this Director will oversee the contract with the Consortium for Workforce Development, as hereinafter defined.
6. KIDS Director: This Director will be assigned to the Center by the Lead Agency, and is responsible for administering the implementation of the Kindergarten Individual Development Survey, as described in the State Plan.

The Center will develop a plan for "business process" integration across the Parties to facilitate collaboration and address coordinated procurement and contracting processes, common performance dashboard systems, aligned early learning regulatory and legislative activities and cross-agency information technology systems. This "business process" integration plan will be presented to the Leadership Team and the Early Learning Council for comment and approval by no later than July 1, 2012.

C. The Consortia. In order to provide high-quality, coordinated and consistent support for the implementation of the State Plan's key reforms while utilizing the State's strong network of public-private partnerships in the area of early childhood education, the Lead Agency, Participating State Agencies and the OECD have agreed to develop the following four (4) Early Childhood Quality Consortia, as further described in the State Plan:

1. Consortium for Workforce Development;
2. Quality Counts Consortium;
3. Consortium for Community Systems Development; and
4. Consortium for Early Learning Research.

Each Consortium will be managed by the Center through a State contract with a lead entity, which must be a nonprofit corporation or institution of higher education with a proven track record of providing high-quality support in the area of focus. In consultation with the Leadership Team and Interagency Team, ISBE will procure and enter into the contracts with the lead entity for the Consortium for Workforce Development and the Consortium for Early Learning Research. In consultation with the Leadership Team and Interagency Team, IDHS will procure and enter into the contracts with the lead entity for the Quality Counts Consortium and Consortium for Community Systems Development. The lead entity will have the responsibility for developing and implementing an alignment plan to coordinate work across existing agreements, developing outcomes metrics for the particular area for inclusion in the Outcomes Measurement System (as hereinafter defined), managing a steering committee with representation from each of the primary service providers in the area of focus and other appropriate stakeholders, advising the Center and the Leadership Team on the integration of service delivery mechanisms for future procurements, and, where appropriate, developing new services to address gaps in the current early learning system of support.

V. ACTIVITIES AND FUNCTIONS

A. Outcomes Measurement System. The Leadership Team will develop an Early Learning Challenge Outcomes Measurement System (the "Outcomes Measurement System") to track both process and outcome indicators over the Term of this Agreement to assess the progress of the State, the Parties, communities and programs in meeting the key goals, addressing objectives, and

undertaking activities outlined in the State Plan. The Outcomes Measurement System will incorporate all of the federally required and State-developed performance measures specified through the State Plan, as well as supplemental indicators the Lead Agency and each Participating State Agency has developed as part of the State's Budgeting for Results ("B4R") process, as further described in the State Plan. The Center will also use the Outcomes Measurement System to measure progress toward State Plan implementation and achievement of the State's early learning reform objectives. In order to increase accountability across the Parties, the Governor's Deputy Chief of Staff for Education, the Lead Agency, IDCFS and IDHS agree to base the annual performance evaluations of the OECD Director and deputy leadership positions within the Center in substantial part on progress toward and achievement of interagency outcomes defined within the Outcomes Measurement System. Additionally, the six (6) Directors assigned to the Center, as described above, will also be held accountable for successful interagency outcomes within their area of responsibilities.

- B. Budgets.** The Parties agree to establish, commencing with the budget for the fiscal year beginning July 1, 2012, a coordinated and consolidated early learning budget proposal (the "Early Learning Budget"), which shall build upon the B4R process and, once established, the Outcomes Measurement System. This Early Learning Budget shall identify operational redundancies, better align existing programs and jointly consider the need for new programs in furtherance of the reform agenda set forth in the State Plan. The Leadership Team shall use the Early Learning Budget to make recommendations to the Governor, legislature and the private sector on the resources necessary to implement and sustain the State Plan.
- C. Reporting and Liaison with the Council and Illinois P-20 Council.** The Parties, through the Leadership Team Co-Chairs, shall regularly report to the Council and Illinois P-20 Council on the status of the implementation of the State Plan. The Leadership Team shall appoint one of its private sector advisory members as the Leadership Team's liaison with the Illinois P-20 Council.
- D. Public Reporting and Accountability.** The Leadership Team will oversee a system of public reporting on the State Plan's implementation that is aligned with and contains metrics from the P-20 Council's redesigned district- and school-report cards. This public reporting will also include data from the Outcomes Measurement System. The Lead Agency and IDHS will, in consultation with the Leadership Team and the Illinois P-20 Council, evaluate and, to the extent permissible under state law, incorporate metrics relating to kindergarten readiness and High Need Children experiencing high quality early learning and development programs into an integrated early learning/K-12 accountability system based on outcomes.
- E. Data Sharing, Governance, and Access.**
1. Agreement to Enter Into Data Sharing Arrangements. The Lead Agency and the Participating State Agencies agree to enter into the necessary arrangements to share data among the Parties and with external entities (each, a "Data Sharing Arrangement") in accordance with the P-20 Longitudinal Education Data system Act (105 ILCS 13/1 et. seq.), the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and all other applicable federal and state privacy protection laws, in order to carry out the State Plan including, without limitation, the evaluations and data system enhancements and integrations described in Exhibits I through IV of this Agreement.
 2. Data Governance Among the Parties: To oversee and administer the Data Sharing Arrangements necessary to carry out the State Plan, the Data and Performance Management Director, in consultation with the Leadership Team, shall establish an Early Learning Data Review Committee ("ELDRC") that includes at least one representative from each of the

- Parties. The ELDRC will review and provide recommendations on the approval or disapproval of all contractual arrangements involving the use of data from more than one Party to carry out the State Plan and Data Access Proposals, as defined below.
3. Data Access Proposal and Data Access Agreement Required: Prior to undertaking any audit, evaluation, or research activity involving the use of personally identifiable information on children or families participating in early learning and development programs ("PII") from more than one Party, a Data Access Proposal, as defined below, must be submitted to the ELDRC, reviewed by the ELDRC, and approved by the Data Approval Representatives, in accordance with this Section V.E, and (ii) a Data Access Agreement, as defined in Section V.E.5 below, must be approved and executed in accordance with this Section.
 4. Data Access Proposal: Any Party initiating a Data Sharing Arrangement that involves PII from more than one Party for an audit, evaluation, or research activity must develop a "Data Access Proposal" that includes information addressing all of the required terms of a Data Access Agreement as set forth in Section V.E.5, below. In addition, a governmental entity, institution of higher learning, or research organization (as defined in Section 5 of the P-20 Longitudinal Education Data System Act) (each, an "External Researcher") may initiate a Data Access Proposal to perform research and evaluation activities that align to the goals and objectives of the State Plan, provided any such proposal shall be submitted and reviewed in accordance with the "Instructions for Researchers Requesting Access to Personally Identifiable Information" adopted by the Lead Agency and available on its website. Each Data Access Proposal shall be submitted to the ELDRC for review and comment, even if the proposal does not seek to access data from all Parties. The ELDRC may develop standards and criteria for the review and approval of Data Access Proposals, and may consult with institutional researchers and others with experience conducting technical studies and reports to assist with a proposal's review. The ELDRC will have 10 business days to review and comment on a Data Access Proposal before it may be approved; however, unless an expedited review process is requested by a Party, a 30 day review period will be provided for any Data Access Proposal submitted by an External Researcher. Any member of the ELDRC may request additional information from an individuals or organizations filing a Data Access Proposal. Data Access Proposals must be approved by the chief executive and chief legal officer (each, an "Approval Representative") of each Party providing data that will be accessed through the Data Access Proposal.
 5. Data Access Agreement: Following the approval of a Data Access Proposal, each Party providing data for such proposal and any External Researcher, if applicable, will enter into an agreement on a form approved by the ELDRC (a "Data Access Agreement") that includes and addresses all of the following:
 - a. The specific purpose or purposes of the Data Access Agreement, including the audit, evaluation, or research questions to be addressed.
 - b. An assurance that the audit, evaluation, or research will be conducted in a manner that does not permit the personal identification of family members or children by individuals other than the External Researcher or Party performing the audit, evaluation, or research (including by any subcontractors not approved to access such data under the Data Access Agreement).
 - c. The data elements and format for data sharing, along with an identification of each Party responsible for providing each data element.
 - d. Provisions for oversight and control over the transfer and merge of all PII (including transfers and merges involving subcontractors).
 - e. A description of the data security measures in place to properly protect the data once it has been transferred (including subcontractors' data security measures).
 - f. The schedule for the audit, evaluation, or research to be performed under the Data Access Agreement.

- g. The anticipated outcomes of the audit, evaluation, or research (e.g., reports, studies, publications). The description of anticipated outcomes must indicate whether the results will be made public, and if not, the identity of all parties with whom the results will be shared. If information is to be made public or shared, the description must also contain provisions on how the information will be provided prior to its disclosure for review by the ELDRC (for a review period not to exceed 60 days).
- h. Provisions for the return or destruction of PII used in the Data Access Agreement once that data is no longer needed for the purposes of the Data Access Agreement.
- i. The proposed termination date for the Data Access Agreement.
- j. Incorporation of the Data Access, Use, and Security restrictions set forth in Exhibit V.

Data Access Agreements with External Researchers shall be substantially in the form of the sample "Data Share and Use Agreement" included as Appendix 5 to the "Instructions for Researchers Requesting Access to Personally Identifiable Information" adopted by the Lead Agency, unless a different form of agreement is approved by the ELDRC. Each Data Access Agreement must be executed by the Approval Representative of each Party providing PII that will be accessed through the Data Access Agreement and an authorized representative of any External Researcher included as a party to such agreement. Any amendments to a Data Access Agreement that require the release of additional PII must be submitted to all Parties through the Data Access Proposal process, as set forth in Section V.E.4, and agreed to in writing signed by all parties to that agreement.

- 6. The Lead Agency has adopted "Data Access and Use Policy and Procedures" which fully address the requirements for a data transparency policy set forth in the Race to the Top-Early Learning Challenge Application. By no later than July 1, 2012, IDHS and IDCFS agree to adopt similar policy and procedures for early learning data maintained by each agency, and post the adopted policy and procedures on a relevant and accessible location on each agency's website.

VI. DISPUTE RESOLUTION AND FAILURES TO PERFORM

- A. **Dispute Resolution.** The Core Leadership Group of the Leadership Team shall be responsible for resolving any disputes that may arise during the Term of this Agreement, including disagreements between the Participating State Agencies or the Lead Agency and any Participating State Agency. The OECD Director shall be responsible for bringing any disputes to the attention of the Core Leadership Group. If the Core Leadership Group is unable to resolve any such dispute or disagreement through a collaborative process, the Governor's Deputy Chief of Staff for Education, as one of the Council's Co-Chairs, shall make the final decision on said dispute or disagreement, which shall be binding on the Core Leadership Group, the Lead Agency, and the Participating State Agencies.
- B. **Failures to Perform.** If a Party determines that another Party is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements of this Agreement or the State Plan, notice must be provided to the non-performing Party with a copy to the Core Leadership Group. The failure to perform shall be treated as a dispute and addressed pursuant to paragraph A of this Section. If the failure to perform continues notwithstanding the decision of the Governor's Deputy Chief of Staff for Education, a Party may petition the Office of the Attorney General to institute such enforcement measures as are available under law.

VII. TERM AND TERMINATION

This Agreement shall be effective, beginning with the date of the last signature hereon (the "Effective Date") and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period (the "Term"), unless otherwise agreed by the Parties. If a Race to the Top-Early Learning Challenge grant is not received by the State, the Parties will in good faith negotiate an amendment to this Agreement that incorporates the commitments and agreements made in Sections IV and V with such modifications as may be necessary to account for available and anticipated State resources.

VIII. GENERAL PROVISIONS

- A. Amendment.** This Agreement may be amended only by written agreement signed by each of the Parties, and, if a Race to the Top- Early Learning Challenge grant is received by the State, in consultation with the United States Department of Education.
- B. Notices.** All notices or other correspondence required to be given pursuant to this Agreement shall be sent by regular or electronic mail to the following persons:
1. Lead Agency: its Superintendent;
 2. IDHS: its Secretary;
 3. IDCFS: its Director;
 4. Early Learning Council: its Co-Chairs; and
 5. OECD: its Director.
- C. Entirety.** This Agreement constitutes the entire Agreement among the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made by any Party.
- D. Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois.
- E. Severability.** In case of any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall be not affected.
- F. Counterparts.** This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.
- G. Exhibits.** The Exhibits attached to this Agreement are hereby incorporated into this Agreement by this reference and expressly made a part of this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year written below.

LEAD AGENCY: ILLINOIS STATE BOARD OF EDUCATION By: <u>Christopher Koch</u> Name: <u>Christopher A. Koch, Ed.D.</u> Title: <u>State Superintendent of Education</u> Date: <u>October 18, 2011</u>	OFFICE OF THE GOVERNOR: By: <u>Julie M. Smith</u> Name: <u>JULIE SMITH</u> Title: <u>DEPUTY CHIEF of STAFF</u> Date: <u>Oct 18, 2011</u>
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PARTICIPATING STATE AGENCIES ILLINOIS DEPARTMENT OF HUMAN SERVICES By: <u>Michelle R.B. Paddler</u> Name: <u>Michelle R.B. Paddler</u> Title: <u>Secretary</u> Date: <u>October 17, 2011</u>	 ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES By: <u>D. Jean Ortega-Piron</u> Name: <u>D. Jean Ortega-Piron</u> Title: <u>Acting Director</u> Date: <u>October 18, 2011</u>
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ILLINOIS EARLY LEARNING COUNCIL By: <u>Julie Smith</u> Name: <u>JULIE SMITH</u> Title: <u>CO-CHAIR ELC</u> Date: <u>Oct 18, 2011</u>	
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EXHIBIT I – LEAD AGENCY SCOPE OF WORK

ILLINOIS STATE BOARD OF EDUCATION

The Lead Agency hereby agrees to participate in the State Plan and more specifically commits to undertake the tasks and activities described in detail below. These commitments are in addition to those set forth in the terms of the Agreement.

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(B)(1)	ISBE Early Childhood Division	Utilize the Illinois Birth to Five Program Standards for the approval and monitoring of all ISBE-funded early learning and development programs, including Prevention Initiative, Preschool for All, and Part B of Section 619 of IDEA
	ISBE General Counsel ISBE Early Childhood Division	Administer and complete the state regulatory process to include the Illinois Birth to Five Program Standards in Title 23 of the Illinois Administrative Code and require all Preschool for All programs to participate in TQRIS
	ISBE Early Childhood Division NLU IRC	Participate in the "5-Star" subcommittee to define the roadmap for moving programs from good to great
	ISBE Early Childhood Division IRC STARNET	Disseminate information to all Preschool for All programs about the new system of Star Levels and the program types now eligible to participate in TQRIS.
(B)(2)	ISBE Early Childhood Division	Enroll all Preschool for All Programs in TQRIS
	ISBE Early Childhood Division	Strongly prioritize full-day, year round programs in future competitions for expanded Preschool for All funding
	ISBE Early Childhood Division ISBE School Business Services Division	Coordinate with the Illinois Capital Development Board on the allocation of early childhood facility capital funds to prioritize funding for providers who demonstrate the ability to provide a high quality early learning and development program for Children with High Needs
(B)(3)	ISBE Early Childhood Division NLU	Align Preschool for All and TQRIS monitoring processes and coordinate all future Preschool for All monitoring contracts with IDHS to provide a single, integrated monitoring process for Quality Counts that serves as the compliance process for State-funded preschool
	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Administer external contract(s) for Quality Counts to ensure assessor training and reliability, data entry and management, and monitoring frequency in accordance with the State Plan

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(B)(4)	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Administer external contract(s) to provide support for development of professional learning communities in Preschool for All and Head Start programs and for training and support of "coaches" that provide individualized high-quality professional development to teachers
	ISBE Early Childhood Division	Support implementation of the State Advisory Council "Hard to Reach" projects.
	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Administer external contract(s) to provide technical assistance to communities to establish connections between part-day preschool programs and home child care providers
	ISBE Early Childhood Division	Provide budget flexibility to Preschool for All grantees to implement professional learning communities and to provide coaching to teachers to enhance instructional quality
	ISBE Early Childhood Division	Target any expansion funding for Preschool for All to those communities with the largest number of unserved Children with High Needs
(B)(5)	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Procure the TQRIS validation study and child outcomes study contract(s) (may be with the same or different evaluators)
	ISBE Early Childhood Division ISBE Data Analysis & Progress Reporting	Jointly administer the TQRIS validation study and child outcomes study with DHS
	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Procure and administer the Consortium for Early Childhood Research contract, subject to coordination with and oversight by the Council, the Leadership Team, and the Center.
(C)(1)	ISBE General Counsel ISBE Early Childhood Division	Administer and complete the state regulatory process to include the Illinois Early Learning & Development Standards in Title 23 of the Illinois Administrative Code
	ISBE Early Childhood Division	Participate in the workgroup to develop age-specific benchmarks, resource documents, and web-based supports for the roll-out of the Illinois Early Learning & Development Standards
	ISBE Early Childhood Division IRC	Update I-TEACHe assessment supports to reflect new Standards
	ISBE Early Childhood Division IRC Ounce	Revise and implement educator training programs that address the new Standards

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(C)(2)	ISBE Early Childhood Division	Identify screening and assessment instruments that meet rule requirements for validity and reliability
	ISBE Early Childhood Division NLU	Add the CLASS instrument to monitoring protocol for PFA
	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Contract with an institution of higher education and/or training organization to develop training and coursework on the use of formative assessments to guide intentional early childhood instruction
	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Procure and administer a contract for the Institute for Excellence in Early Childhood Teaching and Learning, as described in the State Plan
(C)(4)	ISBE Early Childhood Division	Incorporate the State Plan's model for local community collaborations in all agency program requirements relating to early childhood collaboration structures.
	ISBE Early Childhood Division	Cooperate with the Consortium for Community Systems to support local community collaborations by (i) aligning and integrating State funding streams and support structures, (ii) sharing data on screening, referrals, and services to the extent permitted by applicable privacy protection laws, and (iii) developing accountability metrics and reports for local collaborations.
(D)(1)	ISBE Early Childhood Division ISBE Educator Certification Division	Cooperate in the development of new credentials and address alignment with State certification policies and procedures.
	ISBE General Counsel ISBE Early Childhood Division NLU Director of Public Information	Administer and complete the state regulatory process to adopt the Council's recommendations for the Director's Credential for center-based Preschool for All programs; cooperate with marketing and outreach relating to the new Director Credential requirement.
(D)(2)	ISBE General Counsel ISBE Early Childhood Division ISBE Educator Certification Division Director of Public Information	Cooperate and support registration of all required early childhood educators in the Gateways to Opportunity Registry; administer and complete the state regulatory process to include non-certified teaching aides in the Registry, cooperate with marketing and outreach relating to the expansion of Registry members.
	ISBE Early Childhood Division IRC STARNET; Ounce	Cooperate and work with INCCRRA to include agency-based or sponsored trainings on the Gateways Statewide Online Training Calendar.
	ISBE Early Childhood Division IRC STARNET Ounce	Cooperate and work with INCCRRA and organizations through the Consortium for Workforce Development in the development of increased and more effective specialized trainings in critical areas of need as identified in the State Plan.

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(D)(2) (cont'd)	ISBE Early Childhood Division	Cooperate with INCCRRA in marketing and outreach relating to the expanded Gateways Scholarship Program for the Bilingual/ESL endorsement.
	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Procure and administer the Consortium for Workforce Development contract, subject to coordination with and oversight by the Council, the Leadership Team, and the Center.
(E)(1)	ISBE Early Childhood Division ISBE Fiscal And Procurement Division	Procure and administer the KIDS process in accordance with the State Plan.
	ISBE Early Childhood Division	Oversee the KIDS Implementation Committee.
	ISBE General Counsel ISBE Early Childhood Division	Administer and complete the state regulatory process to required for statewide implementation of KIDS by the 2014-15 school year.
	ISBE Early Childhood Division	Contract for and administer a statewide communications campaign for KIDS.
	ISBE Fiscal And Procurement Division	Contract for a research-based validation of KIDS.
	ISBE Superintendent	Coordinate with the P-20 Council to include kindergarten readiness indicators on district/school-level report cards
(E)(2)	ISBE Data Systems ISBE Technology Support ISBE SIS ISBE Early Childhood Division	Share data to enable the enhancements to the "primary systems" for Children & Families, Workforce, and Programs, as described in the State Plan
	ISBE Data Systems ISBE Technology Support ISBE SIS ISBE Early Childhood Division	Perform the necessary data sharing and matching activities necessary to support the Illinois Common Identifier Project; manage the integration of early learning and development data into the Common Identifier Project.
	ISBE Data Systems ISBE Technology Support ISBE SIS ISBE Early Childhood Division	Use an extension of the Common Education Data Standards for applicable data within all early childhood systems
	ISBE Data Systems ISBE Technology Support ISBE SIS ISBE Early Childhood Division	Enter into data sharing arrangements with the Illinois Head Start Data Cooperative, as described in the State Plan
	ISBE Data Systems ISBE Technology Support ISBE SIS ISBE Early Childhood Division	Enable the availability of appropriate data for the Data for Community Systems project and the Illinois Shared Learning Environment; administer the extension of the Illinois Shared Learning Environment to early learning.

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
Comp. Preference Priority 2	ISBE Early Childhood Division	Support inclusion of IDCFS licensing costs for small day care homes in the Coordinated Early Learning Budget Proposal


October 18, 2011

 Signature (Authorized Representative of Lead Agency) Date

[Not Applicable: ISBE is the Lead Agency]

 Signature (Authorized Representative of Participating State Agency) Date

EXHIBIT II – PARTICIPATING STATE AGENCY SCOPE OF WORK

ILLINOIS DEPARTMENT OF HUMAN SERVICES

The Participating State Agency hereby agrees to participate in the State Plan and more specifically commits to undertake the tasks and activities described in detail below. These commitments are in addition to those set forth in the terms of the Agreement.

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(B)(1)	DHS Office of Early Childhood	Utilize the Illinois Birth to Five Program Standards for the approval and monitoring of all IDHS-funded early learning and development programs, including MIECHV programs, Healthy Families Illinois, Parents Too Soon, and non-relative care through the Child Care Assistance Program
	DHS Office of Early Childhood Head Start State Collab Office Child Care Advisory Council INCCRRA NLU	Participate in the "5-Star" subcommittee to define the roadmap for moving programs from good to great.
	DHS Office of Early Childhood Head Start State Collab Office CCR&R agencies INCCRRA	Prepare and disseminate information to all child care, Head Start, and Early Head Start programs about the new system of Star Levels and the program types now eligible to participate in TQRIS.
	DHS Office of Early Childhood	Coordinate all future TQRIS monitoring contracts with IBHE to provide an integrated monitoring system
	DHS Office of Early Childhood	Procure and administer the Consortium for Quality Improvement contract, subject to coordination with and oversight by the Council, the Leadership Team, and the Center.
(B)(2)	DHS Office of Early Childhood INCCRRA CCR&R agencies	Intensively market Quality Counts to all child care providers to encourage early enrollment in the system.
	Head Start State Collab Office DHS Office of Early Childhood INCCRRA	Coordinate with the Illinois Head Start Association to enroll all Head Start/Early Head Start Programs in TQRIS
	DHS Office of Early Childhood	Implement CCAP reimbursement policies to incent quality for low-income families in accordance with the State Plan
	DHS Office of Early Childhood	Implement CCAP eligibility policies to support children's continuous enrollment in high-quality early learning programs

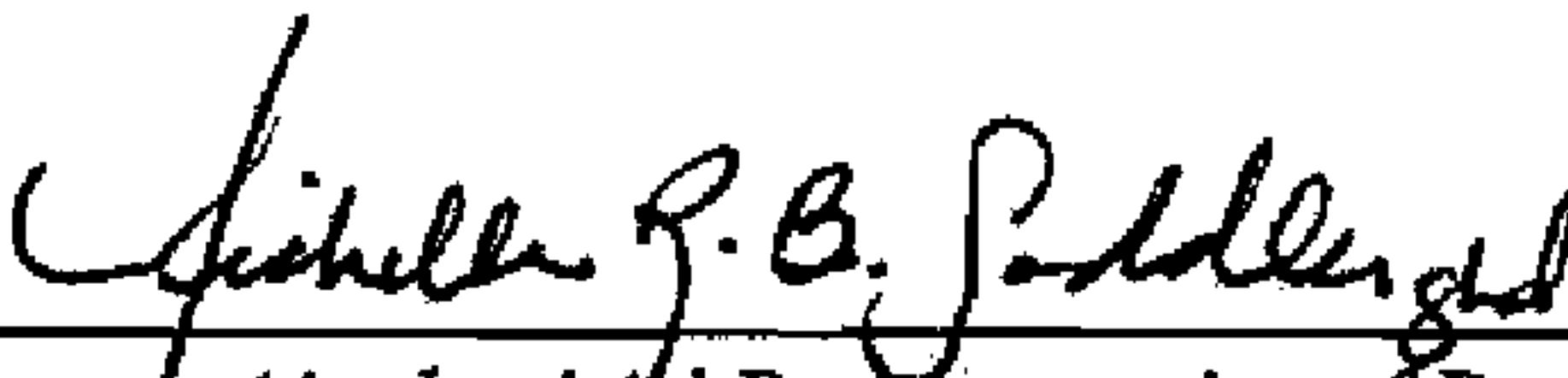
Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(B)(3)	DHS Office of Early Childhood	Align Preschool for All and TQRIS monitoring processes and coordinate all future Preschool for All monitoring contracts with ISBE to provide a single, integrated monitoring process for Quality Counts that serves as the compliance process for State-funded preschool
	DHS Office of Early Childhood	Administer external contract(s) for Quality Counts to ensure assessor training and reliability, data entry and management, and monitoring frequency in accordance with the State Plan.
	DHS Office of Early Childhood	Administer external contract(s) for public awareness campaign to promote Quality Counts, including development of website that integrates Star Level rating information and licensing history information
(B)(4)	DHS Office of Early Childhood	Administer external contract(s) for providing support to programs seeking to attain a higher Star Level rating in Quality Counts
		Support implementation of the State Advisory Council "Hard to Reach" projects.
(B)(5)	DHS Office of Early Childhood	Jointly administer the TQRIS validation study with ISBE
(C)(1)	DHS Office of Early Childhood INCCRRA Head Start State Collab Office	Participate in the workgroup to develop age-specific benchmarks, resource documents, and web-based supports for the roll-out of the Illinois Early Learning & Development Standards
	DHS Office of Early Childhood INCCRRA CCR&R agencies PDAC	Revise and implement educator training programs that address the new Standards
(C)(2)	DHS Office of Early Childhood INCCRRA PDAC	Where appropriate, align training activities with evidence-based professional development approach developed by the Institute for Excellence in Early Childhood Teaching and Leading
(C)(4)	DHS Office of Early Childhood INCCRRA PDAC	Partner with the Institute for Excellence in Early Childhood Teaching and Leading to design a Relationship-Based Professional Development ("Coaching") Credential
	DHS Office of Early Childhood	Incorporate the State Plan's model for local community collaborations in all agency program requirements relating to early childhood collaboration structures
	DHS Office of Early Childhood	Cooperate with CCSD to support local community collaborations by (i) aligning and integrating State funding streams and support structures, (ii) sharing data on screening, referrals, and services to the extent permitted by applicable laws, and (iii) developing accountability metrics and reports for local collaborations

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(C)(4) (cont'd)	DHS Office of Early Childhood	Procure and administer the Consortium for Community Systems Development contract, subject to coordination with and oversight by the Council, the Leadership Team, and the Center
(D)(1)	DHS Office of Early Childhood INCCRRA PDAC Head Start State Collab	Cooperate in the development of new credentials and address alignment with Gateways to Opportunity and Great START policies and procedures
	DHS Office of Early Childhood INCCRRA PDAC	Cooperate in the incorporation of TQRIS training into the Gateways System
	DHS Office of Early Childhood INCCRRA	Cooperate with marketing and outreach relating to the new Director Credential requirement
(D)(2)	DHS Office of Early Childhood INCCRRA	Cooperate and support registration of all required early childhood educators in the Gateways to Opportunity Registry; cooperate with marketing and outreach relating to the expansion of Registry members
	DHS Office of Early Childhood INCCRRA	Cooperate and work with INCCRRA to include agency-based or sponsored trainings on the Gateways Statewide Online Training Calendar
	DHS Office of Early Childhood INCCRRA PDAC	Cooperate and work with INCCRRA in expanding the Professional Advisement Program to provide increased advisors to the early childhood workforce
	DHS Office of Early Childhood INCCRRA PDAC	Cooperate and work with INCCRRA and organizations through the Consortium for Workforce Development in the development of increased and more effective specialized trainings in critical areas of need as identified in the State Plan
	DHS Office of Early Childhood INCCRRA	Contract with INCCRRA to collect adequate and high quality data from the Gateways Registry to enhance and strengthen the Illinois Salary and Staffing Survey of Licensed Child Care Facilities
(E)(1)	DHS Office of Early Childhood DHS MIS	Cooperate and work with ISBE and the KIDS vendor to incorporate use of the Preschool to Kindergarten Feedback Report in preschool director professional development activities
(E)(2)	DHS Office of Early Childhood DHS MIS	Share data to enable the enhancements to the "primary systems" for Children & Families, Workforce, and Programs, as described in the State Plan
	DHS Office of Early Childhood DHS MIS	Perform the necessary data sharing and matching activities necessary to support the Illinois Common Identifier Project

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(E)(2) (cont'd)	DHS Office of Early Childhood DHS MIS	Apply Common Education Data Standards when applicable pursuant to the State Plan
	DHS Office of Early Childhood DHS MIS	Enter into data sharing arrangements with the Illinois Head Start Data Cooperative, as described in the State Plan
	DHS Office of Early Childhood DHS MIS	Enable the availability of appropriate data for the Data for Community Systems project and the Illinois Shared Learning Environment; administer the Data for Community Systems Project
Comp. Preference Priority 2		Support inclusion of IDCFS licensing costs for small day care homes in the Coordinated Early Learning Budget Proposal


October 18, 2011

Signature (Authorized Representative of Lead Agency) Date


10/17/11

Signature (Authorized Representative of Participating State Agency) Date

EXHIBIT III – PARTICIPATING STATE AGENCY SCOPE OF WORK

ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES

The Participating State Agency hereby agrees to participate in the State Plan and more specifically commits to undertake the tasks and activities described in detail below. These commitments are in addition to those set forth in the terms of the Agreement.

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(B)(1)	Division of Monitoring	Participate in the "5-Star" subcommittee to define the roadmap for moving programs from good to great
	Division of Monitoring	Assist ISBE and DHS to disseminate information to all licensed early learning and development programs about the new system of Star Levels and the program types now eligible to participate in TQRIS
	Division of Monitoring Office of Child and Family Policy	Administer and complete the state regulatory process to include all licensed day care center homes and day care homes within TQRIS in Title 89 of the Illinois Administrative Code
(B)(2)	Division of Monitoring	Commencing July 1, 2012, automatically enroll licensed day care centers and day care homes in Quality Counts upon initial licensure or renewal.
(B)(3)	Division of Monitoring Office of Information Technology	Coordinate with IDHS in development of public website that includes licensing history information with Quality Counts Star Level ratings
(B)(4)		None
(B)(5)		None
(C)(1)	Division of Monitoring	Coordinate with ISBE to provide orientation on the Illinois Early Learning & Development Standards to all child care license recipients
	Division of Monitoring	Participate in the workgroup to develop age-specific benchmarks, resource documents, and web-based supports for the roll-out of the Illinois Early Learning & Development Standards
(C)(2)		None
(C)(4)	Division of Monitoring	Incorporate the State Plan's model for local community collaborations, as described under Criterion (A)(2), in all agency program requirements relating to early childhood collaboration structures
		Administer Strengthening Families Illinois expansion and development of parent leadership training component for Community Collaborations. Align Family Advocacy Center activities with Community Collaborations where applicable
(D)(1)	Division of Monitoring	Cooperate in the development of new credentials and address alignment with State licensing requirements and procedures

Selection Criterion	Participating Agency Division, Office, Board or Advisory Council	Type of Participation
(D)(1) (cont'd)	Division of Monitoring Office of Child and Family Policy	Administer and complete the state regulatory process to adopt the Council's recommendations for the Director's Credential for licensed day care centers
(D)(2)	Division of Monitoring	Cooperate and support registration of all required early childhood educators in the Gateways to Opportunity Registry
	Division of Monitoring	Cooperate and work with INCCRRA to include agency-based or sponsored trainings on the Gateways Statewide Online Training Calendar
(E)(1)		None.
(E)(2)	Division of Monitoring	Share data to enable the enhancements to the "primary systems" for Children & Families, Workforce, and Programs, as described in the State Plan
	Division of Monitoring	Perform the necessary data sharing and matching activities necessary to support the Illinois Common Identifier Project
	Division of Monitoring	Use an extension of the Common Education Data Standards for applicable data within all early childhood systems
	Division of Monitoring Office of Legal Services	Enter into data sharing arrangements with the Illinois Head Start Data Cooperative, as described in the State Plan
	Division of Monitoring	Enable the availability of appropriate data for the Data for Community Systems project and the Illinois Shared Learning Environment
Comp. Preference Priority 2	Division of Monitoring	Subject to State funding for the system's costs, commence and complete administrative rulemaking and hire the necessary staff to commence implementation of the licensing system for small day care homes on June 30, 2013
		Include licensing costs for small day care homes in the Coordinated Early Learning Budget Proposal
		Undertake stakeholder engagement, outreach, and education on small day care home requirements in accordance with the State Plan.


 Signature (Authorized Representative of Lead Agency) _____ Date October 18, 2011



 Signature (Authorized Representative of Participating State Agency) _____ Date October 18, 2011

EXHIBIT IV – PARTICIPATING STATE AGENCY SCOPE OF WORK

ILLINOIS EARLY LEARNING COUNCIL

The Participating State Agency hereby agrees to participate in the State Plan and more specifically commits to undertake the tasks and activities described in detail below. These commitments are in addition to those set forth in the terms of the Agreement.

Selection Criterion	Primary Responsible Committee(s) or Work Group(s)* <i>*Council Committee and Work Group structure may change over the course of the Grant Period</i>	Type of Participation
(B)(1)	Oversight and Coordination Committee	Participate in the "5-Star" subcommittee to define the roadmap for moving programs from good to great.
	Public Awareness Committee	Assist ISBE and DHS to disseminate information to all licensed early learning and development programs about the new system of Star Levels and the program types now eligible to participate in TQRIS.
(B)(2)	Oversight and Coordination Committee	Advise on study of cost of quality care and development of braided funding models.
	Space Capacity	Advise on implementation of Early Childhood Capital grants
(B)(3)	Executive Committee	Advise on assessor training and reliability, data entry and management, and monitoring frequency in accordance with the State Plan.
	Public Awareness Committee	Oversee TQRIS Public Awareness Plan
(B)(4)	Oversight and Coordination Committee	Oversee implementation of the State Advisory Council "Hard to Reach" projects.
(B)(4)/(C)(2)	Workforce Development Committee	Advise on the development and implementation of the training and support system for "coaches" and professional learning community models for Preschool for All and Head Start programs
(B)(5)	Oversight and Coordination Committee	Advise on the development and administration of the TQRIS validation study.
(C)(1)	Infant and Toddler Workgroup; Executive Committee	Participate in the workgroup to develop age-specific benchmarks, resource documents, and web-based supports for the roll-out of the Illinois Early Learning & Development Standards
	Workforce Development Committee	Advise on the development and implementation of educator training programs that address the new Standards
(C)(4)	Community Systems Development Committee	Advise on the implementation of the State Plan's model for local community collaborations in State program requirements relating to early EC collab structures.
	Public Awareness Committee	Provide guidance in evaluating tools and training that would be useful resources for community collaborations to define strategies for increasing family engagement.

Selection Criterion	Primary Responsible Committee(s) or Work Group(s) <i>*Council Committee and Work Group structure may change over the course of the Grant Period</i>	Type of Participation
(D)(1)	Workforce Development Committee	Review and advise on the development and implementation of new credentials.
(D)(2)	Workforce Development Committee	Advise INCCRRA, the Consortium for Workforce Development, and other organizations on the development of increased and more effective specialized trainings in critical areas of need as identified in the State Plan.
(E)(1)	Public Awareness Committee	Provide input to the KIDS Implementation Committee and P-20 Council on methods of public reporting and engagement of early learning and development programs in KIDS implementation.
(E)(2)	Executive Committee; Data Work Group	Advise on the development and administration of a unified early learning and development system.
	Data Work Group; Community Systems Development Committee	Support user community engagement for the Data for Community Systems and Illinois Shared Learning Environment projects.
Comp. Preference Priority 2	Executive Committee; Co-Chairs	Support inclusion of IDCFS licensing costs for small day care homes in the Coordinated Early Learning Budget Proposal

Christopher Koel

October 18, 2011

Signature (Authorized Representative of Lead Agency)

Date

Julie M. Smith

10-18-11

Signature (Authorized Representative of Participating State Agency)

Date

Art Meyer

10-18-11

Signature (Authorized Representative of Participating State Agency)

Date

EXHIBIT V

DATA ACCESS, USE, AND SECURITY RESTRICTIONS

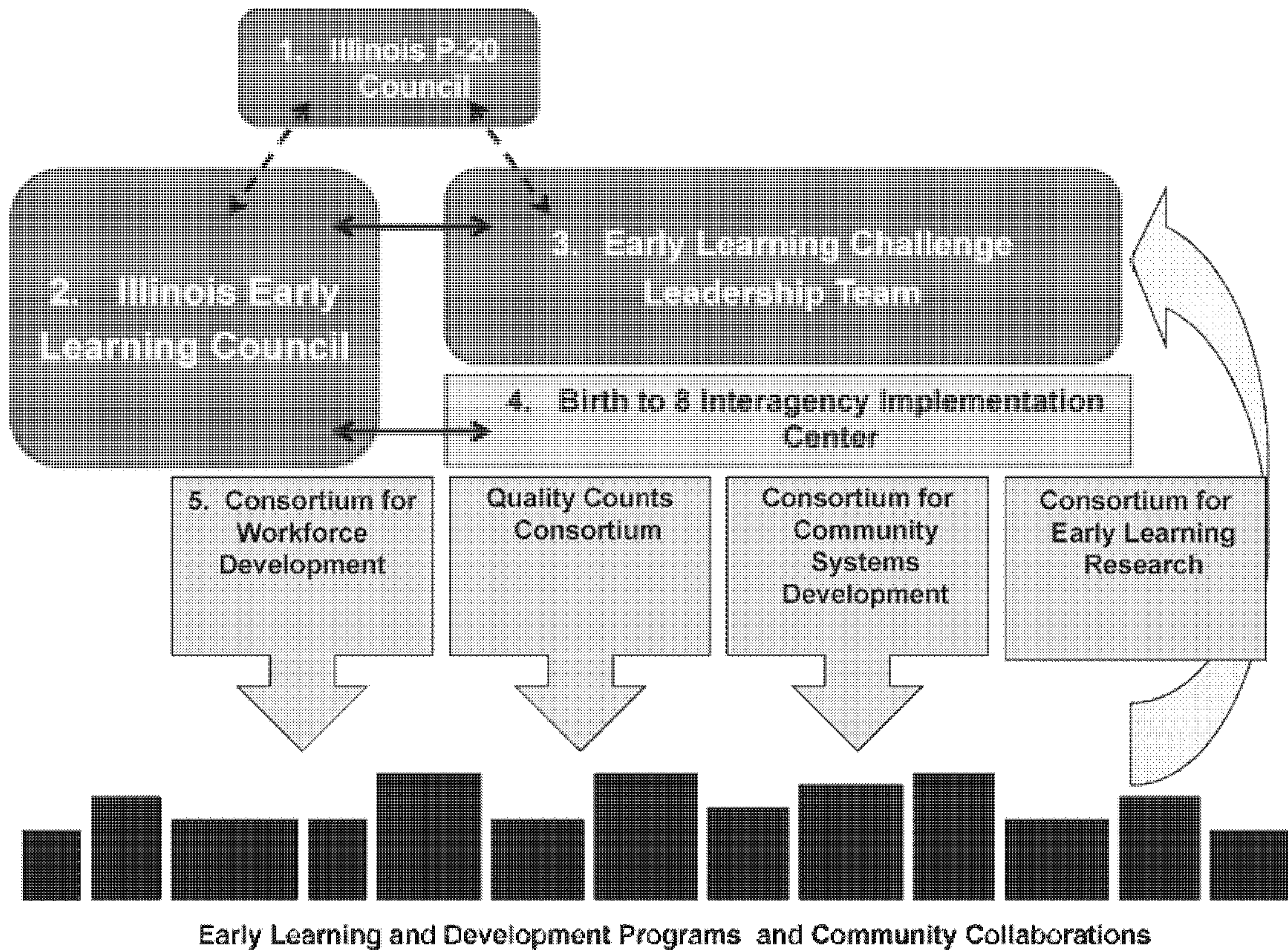
The data access, use, and security restrictions set forth in this Exhibit shall apply to the receipt, use, disclosure, and maintenance of PII by a Party or External Researcher in connection with a Data Access Agreement (each, a "Recipient").

1. PII may only be used for the purpose or purposes authorized pursuant to this Agreement.
2. Each Recipient will restrict access to PII to only those persons required to access the data in order to perform the specific purposes authorized by this Agreement. The Recipient will instruct all persons having access to PII on the use and confidentiality restrictions set forth in this Exhibit, and shall require all subcontractors or agents to comply with all applicable provisions of FERPA and other state and federal laws with respect to the PII. Recipients shall upon request produce a written acknowledgement from all such persons verifying that such instruction has occurred. Recipients will require and maintain an appropriate confidentiality agreement from each subcontractor or agent with access to PII.
3. A Recipient may not redisclose PII to any other person or entity, unless permitted by law and approved in advance under a Data Access Agreement and, if required by law, the parent or student (if such student may consent to disclosure under FERPA). Redisclosure of PII includes, without limitation, disclosure of information, research, or analysis in a manner that permits the personal identification of parents and students, as such terms are defined in the FERPA regulations (34 CFR Part 99) and includes de-identified data in cell sizes of less than a minimum number agreed to by the Parties for each category/subcategory of data.
4. A Recipient may not subcontract any work involving PII without prior written consent under a Data Access Agreement. All subcontracting must be consistent with FERPA requirements relating to the outsourcing of services or functions involving PII.
5. All data transmissions will be encrypted and provided through a secure FTP site; and each Recipient will secure any and all PII, retain records of access and use of PII, and cooperate with any Party's efforts to verify data security and usage.
6. Each Recipient agrees that all PII is the property of, and shall be returned upon request to, the Party that made the initial disclosure of such data under this Agreement (the "Disclosing Entity").
7. PII received pursuant to this Agreement shall be disposed of after the purpose of the disclosure is served. Disposal means the return of the data to the Disclosing Entity or destruction of the information, as directed by the Disclosing Entity.
8. PII received pursuant to this Agreement shall not be archived or sent to a records center and shall not be retained with personal identifiers for any period longer than the term of the Data Access Agreement (the "Retention Period").
9. The Recipient agrees to comply with all applicable laws, materials, regulations and all other State and Federal requirements with respect to the protection of privacy, security, and dissemination of student data and education records, including, without limitation, the P-20 Longitudinal Education Data System Act, FERPA, and HIPAA.

10. The Recipient agrees to retain records of access and use of all PII received pursuant to this Agreement and allow any of the Parties on-site inspection and access to all relevant data files and servers to verify data security and usage for a period of three (3) years following the termination of the Retention Period. No fees shall be assessed for such access and review.
11. Each Recipient shall be solely responsible for the unlawful disclosure of PII it has received and, to the extent permitted by law, will defend, indemnify and hold harmless the agency or institution that provided that data for any and all claims arising out of or in any way connected to that disclosure.
12. Each Recipient will fully and promptly report any infraction of the use and confidentiality provisions set forth in this Exhibit to the Parties. Further, any breach of the security of any PII provided to any person or entity under this Agreement shall be subject to the terms and provisions of the Personal Information Protection Act (815 ILCS 530/1 *et seq.*). Any Party who becomes aware of any infraction of the use and confidentiality provisions of this Exhibit shall fully and promptly report such infraction to the other Parties.
13. The terms and provisions of this Exhibit shall apply to the use of PII received by the Recipient for so long as the Recipient retains the data, and shall survive the termination of this Agreement or a Data Access Agreement.
14. Each Recipient shall acknowledge that it would be difficult, if not impossible, to compute the monetary loss which would result from an unlawful disclosure of PII, and that accordingly the Parties are without an adequate remedy at law in the event the Recipient violates any of the terms of this Agreement set forth herein. Recipient shall further acknowledge that said terms are reasonable and necessary to protect the confidentiality of the PII. Recipient expressly agrees that any breach or threatened breach of the terms set forth herein shall entitle the Parties, in addition to any other remedies available to any of them, to apply to any court for an injunction, temporary and permanent, to prevent any violation of this Agreement.

Appendix (A)(3)-2

Plan Organizational Structure



	Entity	Role	Linkages	Plan Reference
1	Illinois P-20 Council	Works toward a seamless and sustainable statewide system of quality education and support from birth through adulthood.	Member serves on Early Learning Council; input on membership of Leadership Team	(A)(1); (A)(3)-1.1
2	Illinois Early Learning Council	Guides the State's administration of a high-quality, accessible, and comprehensive statewide early learning system	Member serves on P-20 Council; Co-Chairs serve as Co-Chairs on ELC Leadership Team; elect majority of advisory members of Leadership Team	(A)(1); (A)(3)-1.1
3	Early Learning Challenge Leadership Team	Small group of key-decision-makers to provide guidance and oversight for Plan	Co-Chairs serve as Co-Chairs on ELC Leadership Team; State agency heads link to B-8 Center leadership; OECD Director links to B-8 Center	(A)(3)-1.1
4	Birth to 8 Interagency Implementation Center (B-8 Center)	Primary executive responsibility for carrying out Plan and directives of Leadership Team	OECD Director links to Leadership Team; Center leadership links to State agency leadership	(A)(3)-1.2
5	Early Learning Quality Consortia	See Table in (A)(3)-1.3	Managed by appropriate Directors within B-8 Center	(A)(3)-1.3

Appendix (A)(3)-3

Illinois Supplement to the National Survey of Early Care and Education

Illinois has provided funding to the National Survey of Early Care and Education (NSECE) to design and implement a supplement, consisting of three areas with high-density poverty in Cook County, and five areas with high-density poverty across DuPage, Lake, and Kane Counties. In each of the eight identified areas, a sample will be selected to yield interviews with households with children under age 13, center-based providers of care to children not yet in kindergarten, home-based providers of care to children under age 13, and classroom-assigned staff in center-based providers of care to children not yet in kindergarten. Target numbers of interviews are as follows: 160 households, 96 center-based providers (including Head Start and State Pre-K), 96 home-based providers (including formal and informal), and 64 classroom-assigned staff members. Supplement data will be delivered as part of the main study NSECE data files, including public-use and restricted-use formats. The design of the study will allow for combining administrative data from state, county, and local agencies so additional information about program participation and outcomes can be studied.

By concentrating this effort in and around Chicago, the additional sampling will provide excellent analytic information to inform both policy and practice.

In contrast to the national study, which is focused broadly on low-income families under 250% FPL, Illinois' sampling of additional households and providers will allow more in-depth analyses of families below 100% FPL. This will help us better pinpoint how hard-to-reach and poor populations seek and secure non-parental care for their children. Illinois will gain a better understanding of how informal care, subsidized or not, is used and how that care addresses the needs of families and how formal providers could better serve those families. In addition to learning more about how parents make their child care and early learning decisions, the data may help us better understand how to talk with parents about child development and quality early learning experiences. With additional cases, Illinois will better understand the variation in searching for and using early care and education by families of children of color. With the oversampling, we will be able to do better comparisons with other states and cities. For example, we will be able to look at whether other urban or poor areas have different or similar challenges around "hard to reach" and other topics. For example, if Illinois has harder to reach families in rural areas and other places do not, we might focus more on rural areas. If everyone has problems in rural areas, it might be more of a national policy issue.

Appendix (A)(3)-4
Letters of Support

See Appendix Volume II for letters of support.

A listing of letters received is attached.

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General Assembly/State Agencies

- 1 Legislative Leaders, Illinois General Assembly
- 2 Illinois Department of Healthcare and Family Services
- 3 Capital Development Board
- 4 Illinois Board of Higher Education
- 5 Illinois Community College Board

Cities/School Districts

- 6 City of Chicago
- 7 City of Aurora
- 8 City of Rockford
- 9 Collaboration for Early Childhood (Oak Park)
- 10 Chicago Public Schools
- 11 LUDA
- 12 Valley View Schools

Public-Private Partnerships, Government, Advisory

- 13 Bureau of Early Intervention, Illinois Department of Human Services
- 14 IDHS Child Care Advisory Committee
- 15 Illinois Children's Mental Health Partnership
- 16 Illinois Head Start State Collaboration Office
- 17 P-20 Council

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- 18 Boeing Foundation
- 19 Chicago Community Trust
- 20 CME Group Foundation
- 21 Evanston Community Foundation
- 22 Grand Victoria Foundation
- 23 Gustafson Family Foundation
- 24 Harris Foundation
- 25 Joyce Foundation
- 26 McCormick Foundation
- 27 Pritzker Early Childhood Foundation

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- 29 DePaul University
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- 31 Heartland Community College

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- 35 AOK Network--McLean County
- 36 AOK Network--Rock Island County
- 37 AOK Network--Stephenson County
- 38 Childcare Network of Evanston (CNE)
- 39 Northwest Cook Community Agency Network
- 40 Positive Parenting DuPage

Child Care Resource & Referral Agencies

- 41 CCR&R--Carterville
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- 44 Illinois Action for Children
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Training Organizations

- 46 Baby Talk
- 47 Chicago Metro AEYC
- 48 Illinois AEYC
- 49 Illinois Resource Center
- 50 The Center

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- 51 Illinois Association of School Administrators
- 52 Illinois Education Association
- 53 Illinois Federation of Teachers
- 54 Illinois Head Start Association
- 55 Illinois Principals' Association
- 56 SEIU

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Birth to Five Program Standards

Program Standards

I. Organization

I.A. All birth to five programs must have a mission, vision or purpose statement based on shared beliefs and goals

I.B. Scheduling practices and intensity of services are tailored to the goals of the program and to the individual strengths and needs of children birth to five and their families

I.C. The strengths and needs of the children and families as well as research on best practice determine the ratio of participants to staff and the size of program groups

I.D. The program meets the needs of children and families of varying abilities as well as diverse cultural, linguistic, and economic backgrounds

I.E. The physical environment of the program is safe, healthy, and appropriate for children's development and family involvement.

I.F. The administration promotes and practices informed leadership and supervision. The administration participates in and encourages ongoing staff development, training and supervision.

I.G. All birth to five programs must follow mandated reporting laws for child abuse and neglect and have a written policy statement addressing staff responsibilities and procedures regarding implementation

I.H. The program budget is developed to support quality program service delivery

I. I. The program implements effective systems for recording and managing information about the program and its participants.

II. Curriculum and Service Provision

II.A. The curriculum is aligned with the Illinois Early Learning and Development Standards for infants, toddlers and/or preschoolers, and supports children's cognitive, language, social, emotional and physical development and the development of positive approaches to learning (could this replace B below?)

II.B. The curriculum reflects the centrality of adult/child interactions in the development of infants, toddlers, and preschoolers.

II. C. The program prioritizes family involvement while respecting individual parental choices

II. D. The program supports and demonstrates respect for the children's and families' unique abilities as well as for their ethnic, cultural and linguistic diversity

II. E. The curriculum promotes a framework that is nurturing, predictable, and consistent, yet flexible.

II. F. The program supports children's healthy physical development.

III. Developmental Monitoring & Program Accountability

III. A. Programs regularly conduct developmental screening with an appropriate standardized tool for the purpose of identifying children with developmental delays or disabilities.

III.B. Programs incorporate appropriate formative assessment of children, which are aligned with the curriculum, for the purposes of monitoring individual child development and individualization of the program/curriculum.

III.B. Leadership conducts regular and systematic evaluation of the program and staff to assure that the philosophy is reflected and goals of the program are being fulfilled.

IV. Personnel

IV. A. The program leadership is knowledgeable about child development and best practice for quality birth to five programs.

IV. B. The program leadership is effective in explaining, organizing, implementing, supervising, and evaluating birth to five programs.

IV. C. The program leadership hires qualified staff who are competent in working with infants, toddlers, preschoolers and their families.

IV. D. The program leadership provides ongoing supervision that promotes staff development and enhances quality service delivery.

IV. E. The program leadership provides opportunities for ongoing professional growth and development.

IV. F. The program leadership promotes continuity in staffing through provision of a supportive work environment, competitive wages and benefits, and opportunities for advancement.

IV. G. The program leadership and staff are knowledgeable about programs and agencies in the community that provide services for children and families.

V. Family and Community Partnerships

V. A. The child is viewed in the context of the family and the family is viewed in the context of its culture and community.

V. B. The program leadership and staff seek and facilitate family participation and partnerships.

V. C. The program assures that families have access to comprehensive services.

V. D. The program develops a partnership with families in which the family members and staff determine goals and services.

V. E. The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families.

Appendix (B)(1)-2

ISBE Regulatory Amendments



Illinois State Board of Education

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

Gery J. Chico
Chairman

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

October 13, 2011

Ms. Jacqueline Price
Office of the Secretary of State
Department of Index
111 East Monroe
Springfield, Illinois 62756

Dear Ms. Price:

Enclosed are the following proposed rules (Public Schools Evaluation, Recognition and Supervision, 23 Ill. Adm. Code 1, and Early Childhood Block Grant, 23 Ill. Adm. Code 235) for publication in the Illinois Register. For this purpose, the following documents are enclosed:

- One original and two copies of the Notice of Proposed Amendments for the Illinois Register;
- One original and two copies of the text of the proposed amendments for the Illinois Register; and
- The Register materials on disk.

Please note that the agency's copy of this rulemaking, and any other related correspondence, should be directed to Shelley Helton, Agency Rules Coordinator, at 217/782-5270, rules@isbe.net, or the address shown above.

Sincerely,

A handwritten signature in black ink that reads "Christopher A. Koch".

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

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NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Public Schools Evaluation, Recognition and Supervision
- 2) Code Citation: 23 Ill. Adm. Code 1
- 3)

<u>Section Numbers</u> :	<u>Proposed Action</u> :
1.420	Amendment
1.Appendix D	Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6 and 10-20.19a
- 5) A Complete Description of the Subjects and Issues Involved: Under the American Recovery and Reinvestment Act of 2009 (ARRA), \$500 million is available on a competitive basis to states to design and implement early learning and development systems that are comprehensive in scope and coordinated among the various state agencies charged with administering the systems. As set forth in ARRA, the goals of the Race to the Top-Early Learning Challenge (RTT-ELC) are to:
 - increase the number and percentage of low-income and disadvantaged children who are enrolled in high-quality early learning programs;
 - design and implement an integrated system of high-quality early learning programs and services; and
 - ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood.

The State Board of Education is serving as the lead agency for the RTT-ELC application, and as such, has committed to modifying its policies for birth to age 5 programs through the initiation of rulemaking in Part 1 and 23 Ill. Adm. Code 235. A portion of the grant will be used to continue the agency's efforts to develop and implement a kindergarten readiness tool to continually assess a student's progress during the school year. Under its authority to prescribe rules for the operation of kindergartens [105 ILCS 5/10-20.19a], the agency proposes that Section 1.420(h) be amended to require that, starting in the 2014-15 school year, any school district offering kindergarten (whether full or half day) administer the Kindergarten Individual Development Survey, or KIDS, provided that sufficient funding is available for the test administration and to make available a professional development system for administrators and teachers.

As proposed, Section 1.420(h)(3) requires that school districts identified to participate in a pilot of KIDS in the 2012-13 school year or a limited statewide implementation in the 2013-14 school year be able to challenge their participation if they believe that they have capacity issues that would make participation difficult. Failure to participate also could

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put in jeopardy funding from either an early childhood block grant or general state aid, as proposed.

Staff have indicated, however, that interest is high among school districts in participating in the roll-out of KIDS and anticipate that a sufficient number of districts will volunteer in each of the two years. Additionally, Section 235.70 of early childhood rules is being amended to require that all Preschool for All grantees administer KIDS in the 2013-14 school year, which will provide a strong pool from which to start choosing districts for the limited statewide implementation.

Additionally, acknowledgement that the Illinois Learning Standards apply to kindergarten will be made in Section 1.Appendix D, State Goals for Learning. This section lists the goals and standards for all students, including the common core standards that are for kindergarten through grade 12 in English language arts and math. The remaining goals and standards for kindergarten are the same as those for other grade levels, with any benchmarks (which are not in the rules) applying specifically to the kindergarten level.

- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None
- 7) Will this rulemaking replace any emergency rulemaking currently in effect? No
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this rulemaking contain incorporations by reference? Yes; see Section 1.420(s).
- 10) Are there any other proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: This rulemaking will not create or enlarge a state mandate.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking: Written comments may be submitted within 90 days of the publication of this Notice to:

Shelley Helton
Agency Rules Coordinator
Illinois State Board of Education
100 North First Street, S-493
Springfield, Illinois 62777-0001

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(217) 782-5270

Comments may also be submitted electronically, addressed to:

rules@isbe.net

13) Initial Regulatory Flexibility Analysis:

- A) Types of small businesses, small municipalities and not-for-profit corporations affected: None
- B) Reporting, bookkeeping or other procedures required for compliance: None
- C) Types of professional skills necessary for compliance: None

14) This rulemaking was not included on either of the 2 most recent Agendas because: the application requirements for the RTT-ELC were not made available until after the agenda was published.

The full text of the Proposed Amendments begins on the next page:

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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Certification System
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency Under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process Under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Powers and Duties (Repealed)
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)

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- 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
- 1.270 Book and Material Selection (Repealed)
- 1.280 Discipline
- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Certified Staff in Contractual Continued Service
- 1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 School Food Services (Repealed)
- 1.530 Health Services
- 1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section

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- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Noncertificated Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for Pupil Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.790 Substitute Teacher

- 1.APPENDIX A Professional Staff Certification
- 1.APPENDIX B Certification Quick Reference Chart (Repealed)
- 1.APPENDIX C Glossary of Terms (Repealed)
- 1.APPENDIX D State Goals for Learning
- 1.APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)

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- 1.APPENDIX F Criteria for Determination - Student Performance and School Improvement (Repealed)
1.APPENDIX G Criteria for Determination - State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21-0.01, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21-0.01, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011;

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amended at 35 Ill. Reg. _____, effective September 29, 2011; amended at 36 Ill. Reg. _____, effective _____.

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

- a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.
- b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, on line, or from other external sources, that can be disseminated to other schools within the State.
- c) Every school district shall:
 - 1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.
 - 2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions, and socio-economic backgrounds.
- d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.
- e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting, and evaluating supervisory and inservice programs.
- f) Sections 10-19, 18-8.05, 18-12, and 18-12.5 of the School Code [105 ILCS 5/10-19, 18-8.05, 18-12, and 18-12.5] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements

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when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.

- 1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that, due to a condition beyond the control of the district, its facilities are inadequate to house a program offering five clock-hours daily to all students.
 - A) The district superintendent's request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.
 - B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.
 - C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval shall conform to the requirements of subsections (f)(1)(A) and (B) of this Section.
 - D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half day of attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating average daily attendance.
- 2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in

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a district's calculation of average daily attendance. Districts may count such students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.

- 3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.
 - A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.
 - B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.
 - C) All teachers hold certificates that are registered with the Regional Superintendent for their county of employment. Other than substitute teachers, certification appropriate to the grade level and subject area(s) of instruction is held by all teachers.
- 4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident. In addition, the certification submitted for reasons of a public health emergency under Section 18-12.5 of the School Code shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:
 - A) the name of the building that is being recommended for closure;
 - B) the specific public health emergency that warrants the closure; and
 - C) the anticipated building closure dates recommended by the health department.
- 5) Attendance for General State Aid Purposes

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- A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance. Students in attendance for fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.
- B) For purposes of determining average daily attendance on the district's General State Aid claim, students enrolled full time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.
- C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, "immediately preceding school day" shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.
- D) For the purposes of determining average daily attendance for General State Aid under Section 10-29 of the School Code [105 ILCS 5/10-29], a school district operating a remote educational program shall document, and make available to the State Superintendent of Education or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam).

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- g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code (see Section 10-19 of the School Code).
- h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).
 - 1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.
 - 2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.
 - A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.
 - B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.
 - C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.
 - 3) Each school district offering a kindergarten program, whether full-day or half-day, shall administer the Illinois Kindergarten Individual Development Survey (KIDS) annually, beginning in the 2014-15 school year. A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of

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the test administration and establishment of a professional development system for teachers and administrators.

A) A school district may be asked to participate in a pilot of the KIDS in the 2012-13 school year or a limited statewide implementation in the 2013-14 school year, provided that the cost of participating in the pilot shall be paid by the State. Selection of school districts will be made to ensure a representative sample and will be based upon factors such as demographics, economics and geographic location. The State Superintendent of Education shall notify each school district selected to participate in the pilot no later than July 1, 2012, or July 1, 2013, for the pilot or the limited statewide implementation, respectively.

B) Within 15 calendar days of receiving notification required under subsection (h)(3)(A) of this Section, a school district may petition the State Superintendent to be excused from participating in the pilot or limited statewide implementation. The written petition shall state the reasons why the school district believes it lacks the capacity to administer the KIDS. The State Superintendent shall notify the school district of his or her acceptance or rejection of the petition no later than 15 days after it is received.

C) A district's refusal to participate in the pilot or limited statewide implementation may result in the withdrawal of grant approval or reduction in grant funding, if the district is a recipient of funding under Section 1C-2 of the School Code [105 ILCS 5/1C-2) and 23 Ill. Adm. Code 235 (Early Childhood Block Grant), or a reduction in general state aid.

i) Career Education

- 1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.
- 2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

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- 1) Programs for extra classroom activities shall provide opportunities for all students.
 - 2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.
- k) Consumer Education and Protection
- 1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code [105 ILCS 5/27-12.1].
 - 2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education prior to the completion of the 12th grade. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.
 - 3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system.
 - 4) Teachers instructing in consumer education courses shall hold certification valid for the grade levels taught and have completed at least three semester hours in consumer education courses.
- l) Conservation of Natural Resources

Each district shall provide instruction on *current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals* (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).

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m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.

n) Health Education

1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.

C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

D) If health education is offered in conjunction with another course on a "block of time" basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester's work.

2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code [105 ILCS 5/27-9.1 and 27-9.2].

o) Library Media Programs

Each school district shall provide a program of library media services for the students in each of its schools. Each district's program shall meet the requirements of this subsection (o).

1) General

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The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. No later than the beginning of the 2014-15 school year, a district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 of this Part and who is acting on behalf of the school district.

2) Financial Resources

Each district's annual budget shall include an identifiable allocation for resources and supplies for the program, except that a unit district serving fewer than 400 students or an elementary or high school district serving fewer than 200 students may demonstrate that it is meeting its students' needs through alternate means that the district has determined are adequate in light of local circumstances.

3) Facilities

If there is no single location within a particular attendance center that is specifically devoted to a library media center, such as where classroom collections have been established instead, the district shall ensure that equitable access to library media resources is made available to students in all the grade levels served. If students' only access to library media resources is achieved by visiting a location outside their attendance center, the district shall maintain records demonstrating that all students' regular schedules include time for this purpose.

4) Staff

Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section 1.755 of this Part, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. No later than the beginning of the 2009-10 school year, each district shall assign responsibility for overall direction of its program of library media services to an employee who holds an

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elementary, a secondary, a special K-12, a special preschool-age 21, an early childhood, or an administrative certificate. Except as otherwise provided in subsection (o)(4)(A) of this Section, the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755 of this Part, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 of this Part unless he or she meets the requirements of that Section.

- A) In the event that no employee of the district holds any of the qualifications enumerated in Section 1.755 of this Part, the individual to whom direction of the program is assigned shall be required to participate annually in professional development consisting of:
 - i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or
 - ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered by the Illinois State Library, a regional library system, or another professional librarians' organization; or
 - iii) one or more "library academies" if these are made available by or at the direction of the State Superintendent of Education.
 - B) A district that is otherwise unable to fulfill the requirements of this subsection (o)(4) shall ensure that the overall direction of the library media program (e.g., selection and organization of materials, provision of instruction in information and technology literacy, structuring the work of library paraprofessionals) is accomplished with the advice of an individual who is qualified pursuant to Section 1.755 of this Part.
- p) Physical Education
- 1) Appropriate activity related to physical education shall be required of all students each day unless otherwise permitted by Section 27-6 of the School Code [105 ILCS 5/27-6]. The time schedule shall compare

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favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.

- 2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.
- 3) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.
- 4) *The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).*
- 5) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).*
- 6) Pursuant to Section 27-6 of the School Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 shall be excused from participation in physical education. Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem “appropriate” for this purpose, which shall include, but need not be limited to, reliance upon religious prohibitions. A board shall, however, have no authority to honor parental excuses based upon students’ participation in athletic training, activities, or competitions conducted outside the auspices of the school district. For each type of excuse that will be considered “appropriate”, the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.
- 7) In addition, pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 from

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engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.

q) Pupil Personnel Services

To assure provision of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

- 1) Guidance and Counseling Needs;
- 2) Psychological Needs;
- 3) Social Work Needs;
- 4) Health Needs.

r) Social Sciences and History

Each school system shall provide history and social sciences courses that do the following:

- 1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in our world (see Section 27-21 of the School Code [105 ILCS 5/27-21]);
- 2) *include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);*
- 3) *include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);*

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- 4) *include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);*
 - 5) *include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]);*
 - 6) *include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]); and*
 - 7) *include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression (Section 27-21 of the School Code).*
- s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. Such eye protective devices shall meet the nationally accepted standards set forth in "Practice for Occupational and Educational Eye and Face Protection", ANSI Z87.1-2003, issued by the American National Standards Institute, Inc., 1819 L Street, NW, Suite 600, Washington, D.C. 20036. No later additions or amendments to these standards are incorporated by this Part.
- t) Each school district shall provide instruction as required by Sections 27-3.5, 27-13.2, 27-13.3, 27-23.3, and 27-23.8 of the School Code [105 ILCS 5/27-3.5, 27-13.2, 27-13.3, 27-23.3, and 27-23.8].

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 1. Appendix D State Goals for Learning

The State Goals for Learning are broad statements of what students in kindergarten through grade 12 should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The state assessment and the Illinois Kindergarten Individual Development Survey are is designed to measure students' mastery of the Illinois Learning Standards, so that a

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clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS

The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative and posted at <http://www.corestandards.org/the-standards/english-language-arts-standards>. No later amendments to or editions of these standards are incorporated by this Section.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative and posted at <http://www.corestandards.org/the-standards/mathematics>. No later amendments to or editions of these standards are incorporated by this Section.

SCIENCE

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:

Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

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Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations. (NOTE: Not applicable to kindergarten.)

Understand election processes and responsibilities of citizens.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

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Understand United States foreign policy as it relates to other nations and international issues. (NOTE: Not applicable to kindergarten.)

Understand the development of United States political ideas and traditions. (NOTE: Not applicable to kindergarten.)

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers. (NOTE: Not applicable to kindergarten.)

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy. (NOTE: Not applicable to kindergarten.)

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world social history. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world environmental history. (NOTE: Not applicable to kindergarten.)

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State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth's physical systems. (NOTE: Not applicable to kindergarten.)

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time. (NOTE: Not applicable to kindergarten.)

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.

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State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related fitness.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standards:

Explain the basic principles of health promotion, illness prevention and safety.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

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Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

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Standards:

Analyze how the arts function in history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Understand how the arts shape and reflect history, society and everyday life. (NOTE: Not applicable to kindergarten.)

(Source: Amended at 36 Ill. Reg. _____, effective _____)

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- 1) Heading of the Part: Early Childhood Block Grant
- 2) Code Citation: 23 Ill. Adm. Code 235
- 3)

<u>Section Numbers:</u>	<u>Proposed Action:</u>
235.20	Amendment
235.30	Amendment
235.40	Amendment
235.45	New Section
235.50	Amendment
235.60	Amendment
235.70	Amendment
235.Appendix A	Amendment
235.Appendix B	Amendment
235.Appendix C	New Section
- 4) Statutory Authority: 105 ILCS 5/1C-2
- 5) A Complete Description of the Subjects and Issues Involved: Under the American Recovery and Reinvestment Act of 2009 (ARRA), \$500 million is available on a competitive basis to states to design and implement early learning and development systems that are comprehensive in scope and coordinated among the various state agencies charged with administering the systems. As set forth in ARRA, the goals of the Race to the Top-Early Learning Challenge (RTT-ELC) are to:
 - increase the number and percentage of low-income and disadvantaged children who are enrolled in high-quality early learning programs;
 - design and implement an integrated system of high-quality early learning programs and services; and
 - ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood.

The State Board of Education is serving as the lead agency for the RTT-ELC application, and has committed to modifying its policies for birth to age 5 programs through the initiation of rulemaking in Part 235 and 23 Ill. Adm. Code 1. The State Board has responsibility for two grant programs – Prevention Initiative and Preschool for All (PFA) – that serve, respectively, at-risk infant and toddlers and their families, and children from ages 3 to 5, with an emphasis on those who are determined to be at risk of academic failure or who are from low-income families. As a way to coordinate these programs with those early childhood programs offered through or licensed by DHS or DCFS, the

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agency proposes that prevention initiative or PFA grantees participate in Tiered Rating and Improvement System and in the Gateways to Opportunity staff registry and credentialing system. (See new Section 235.45 and Section 235.20(c)(10).) DCFS also is proposing amendments to its administrative rules to require the participation in these systems of those childcare providers that it regulates.

It is anticipated that each of these systems will be modified in the coming months to take into consideration the components unique to the State Board's programs, in particular those of the PFA program. Modifications to the systems, particularly regarding staff qualifications, will preserve the standards and criteria that apply to the State Board's early childhood block grant recipients that contribute to the program's high level of quality.

A portion of the grant also will be used to continue the agency's efforts to develop and implement a kindergarten readiness tool to continually assess a student's progress during the school year. As a condition of funding, it is proposed that each PFA program participate in the limited statewide implementation of the Kindergarten Individual Development Survey, or KIDS, in the 2013-14 school year.

Additionally, the program standards contained in Part 235 for 0-3 programs have been expanded to address programs serving children ages 3 to 5 (see Section 235.Appendix B), as well. Developmental guidelines for infants and toddlers also are being proposed in new Section 235.Appendix C, and the existing learning and developmental standards for children ages 3 to 5 in Appendix A have been updated and now align to the recently adopted Illinois Learning Standards for English language arts and mathematics, commonly referred to as the common core standards.

Other changes include the following:

- requesting in Section 235.20(c)(4) that applicants provide information about other similar programs operating in the same service area, including the number of children estimated to be served, if that figure is known;
- setting in Section 235.30(a)(1)(C) minimum criteria for procedures used to assess the progress of children enrolled in a PFA program; and
- clarifying in Section 235.50(a)(1)(A) that consideration in the proposal review process will be given to applicants serving areas where the need for services exceeds the available resources, when that information is available to an applicant.

- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None

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- 7) Will this rulemaking replace any emergency rulemaking currently in effect? No
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this rulemaking contain incorporations by reference? Yes; see Section 235.20(c)(3).
- 10) Are there any other proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: This rulemaking will not create or enlarge a state mandate.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking: Written comments may be submitted within 90 days of the publication of this Notice to:

Shelley Helton
Agency Rules Coordinator
Illinois State Board of Education
100 North First Street, S-493
Springfield, Illinois 62777-0001

(217) 782-5270

Comments may also be submitted electronically, addressed to:

rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not-for-profit corporations affected: Childcare providers and other entities with experience in providing educational, health, social and/or child development services to young children and their families
- B) Reporting, bookkeeping or other procedures required for compliance: See Section 235.70 for requirements.
- C) Types of professional skills necessary for compliance: None

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- 14) This rulemaking was not included on either of the 2 most recent Agendas because: the application requirements for the RTT-ELC were not made available until after the agenda was published.

The full text of the Proposed Amendments begins on the next page:

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 235

EARLY CHILDHOOD BLOCK GRANT

SUBPART A: PRESCHOOL EDUCATION AND PREVENTION INITIATIVE PROGRAMS

Section

- 235.10 Purpose; Eligible Applicants
- 235.20 Application Procedure and Content for New or Expanding Programs
- 235.30 Additional Program Components for Preschool Education Proposals
- 235.40 Additional Program Components for Prevention Initiative Proposals
- 235.45 Tiered Quality Rating and Improvement System
- 235.50 Proposal Review and Approval for New or Expanding Programs
- 235.55 Proposal Review Process and Additional Funding Priorities for Preschool Education Programs
- 235.60 Application Content and Approval for Continuation Programs
- 235.70 Terms of the Grant

SUBPART B: PRESCHOOL FOR ALL CHILDREN PROGRAM

Section

- 235.100 Purpose; Eligible Applicants (Repealed)
- 235.110 Application Procedure and Content for New or Expanding Programs (Repealed)
- 235.120 Proposal Review and Approval for New or Expanding Programs (Repealed)
- 235.130 Application Content and Approval for Continuation Programs (Repealed)
- 235.140 Terms of the Grant (Repealed)

SUBPART C: SOCIAL AND EMOTIONAL CONSULTATION SERVICES

Section

- 235.200 Implementation and Purpose; Eligible Applicants
- 235.210 Application Procedure and Content
- 235.220 Proposal Review and Approval of Proposals

235.APPENDIX A Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age

235.APPENDIX B Illinois Birth to Five ~~Three~~ Program Standards

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235.APPENDIX C Illinois Early Learning and Development Guidelines – Children from Birth to Age 3

AUTHORITY: Authorized by Section 1C-2 of the School Code [105 ILCS 5/1C-2] and implementing Sections 2-3.71 and 2-3.89 of the School Code [105 ILCS 5/2-3.71 and 2-3.89].

SOURCE: Adopted at 16 Ill. Reg. 10181, effective June 10, 1992; expedited correction at 16 Ill. Reg. 15186, effective June 10, 1992; amended at 26 Ill. Reg. 903, effective January 15, 2002; old Part repealed at 30 Ill. Reg. 4618 and new Part adopted at 30 Ill. Reg. 4620, effective February 28, 2006; emergency amendment adopted at 30 Ill. Reg. 11793, effective June 26, 2006, for a maximum of 150 days; emergency expired November 22, 2006; amended at 30 Ill. Reg. 19383, effective November 28, 2006; amended at 32 Ill. Reg. 13357, effective July 25, 2008; amended at 33 Ill. Reg. 4027, effective February 23, 2009; amended at 34 Ill. Reg. 11615, effective July 26, 2010; amended at 35 Ill. Reg. 3742, effective February 17, 2011; amended at 36 Ill. Reg. _____, effective _____.

SUBPART A: PRESCHOOL EDUCATION AND PREVENTION INITIATIVE PROGRAMS

Section 235.20 Application Procedure and Content for New or Expanding Programs

Each applicant that is proposing a program that has not received funding in the year previous to the current application or is seeking additional funds to expand its currently funded program shall submit to the State Board of Education a proposal that includes the components specified in this Section. For purposes of this Section, an “expanded” program includes one in which the applicant is proposing to serve additional children and their families or to offer initiatives not provided under its currently funded program.

- a) Grants for new or expanded programs shall be offered in years in which the level of available funding is such that one or more new or expanded programs can be supported, along with those currently funded programs that seek continuation funding in accordance with Section 235.60 of this Part.
- b) When sufficient funding is available, the State Superintendent of Education shall issue one or more Requests for Proposals (RFP) specifying the information that applicants shall include in their proposals, informing applicants of any bidders’ conferences, and requiring that proposals be submitted no later than the date

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specified in the RFP. The RFP shall provide at least 45 calendar days in which to submit proposals.

- c) All proposals submitted in response to an RFP shall include the following components:
- 1) A cover page completed on a form supplied by the State Board of Education and signed by the school district superintendent or official authorized to submit the proposal or, in the case of a joint application, by the superintendent from each of the school districts and each authorized official of other eligible entities participating in the joint proposal.
 - 2) For applicants other than public school districts, a description that includes the following:
 - A) the applicant's mission statement, organizational structure, and goals or policies regarding early childhood programs;
 - B) the applicant's existing competencies to provide early childhood education programs, to include a list of any early childhood accreditations that have been achieved and, if applicable, the most current rating the applicant has received through the Illinois Department of Human Service's Quality Rating System (see <http://www.inccrra.org/>) or after July 1, 2012, through the Tiered Quality Rating and Improvement System (see Section 235.45 of this Part); and
 - C) in the case of a joint application, the goals and objectives of the collaboration and a brief description of each partner's experience in providing services similar to those to be provided under the Early Childhood Block Grant program.
 - 3) a description of how the comprehensive services to be provided are aligned with:
 - A) the applicable Illinois Early Learning and Development Standards, as set forth in Appendix A or Appendix C of this Part,
 - B) the Illinois Birth to Five Program Standards as set forth in Appendix B of this Part, and

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C) for proposed preschool education programs that will serve English language learners, the “English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12” (2007), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium and posted at <http://www.wida.us/standards/elp.aspx>. No later amendments to or editions of these standards are incorporated by this Section.

4)3) A description of the need for the program, which shall include:

- A) current demographic or descriptive information regarding the community in which the families and children reside (including information on the prevalence of homelessness); and
- B) the process that was used to determine the need for the program in the community in relation to other similar services that may be operating in the same geographic area; this description must list, to the extent known, the other services offered and an estimate of the number of children being served.

5)4) A description of the population to be served, as defined in Section 235.10(a) of this Part, for each program to be funded under the Early Childhood Block Grant. This description shall include:

- A) how the eligible population will be recruited;
- B) the geographic area to be served; and
- C) the estimated number of children and/or families to be enrolled.

6)5) A description of the procedures to be used to screen children and their families to determine their need for services. Results of the screening shall be made available to the program staff and parents of the children screened. All screening procedures shall include:

- A) research-based criteria to determine at what point performance on the screening instrument indicates that children are at risk of academic failure as well as to assess other environmental,

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economic and demographic information that indicates a likelihood that the children would be at risk;

- B) screening instruments/activities that are:
- i) related to and able to measure the child's development in at least the following areas (as appropriate for the age of the child): vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development; and
 - ii) formally validated with evidence that the instruments/activities reliably and accurately detect children who are at risk for developmental delays and do not incorrectly identify children disproportionately as being at risk of academic failure.
- C) written parental permission for the screening;
- D) parent interview (to be conducted in the parents' home language, if necessary), including at least the following:
- i) for preschool education programs, a summary of the child's health history and social development; or
 - ii) for prevention initiative programs, information about the parents, such as age, educational achievement and employment history; and
- E) vision and hearing screening, in accordance with 77 Ill. Adm. Code 685 (Vision Screening) and 675 (Hearing Screening); and
- F) where practicable, provision for the inclusion of program teaching staff in the screening process.
- ~~7)6)~~ A description of the parent education and involvement component that will be provided, which shall include activities in each of the following areas:

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- A) communication between the home and the preschool education program that is regular, two-way and meaningful;
 - B) parenting skills are promoted and supported;
 - C) recognition that parents play an integral role in assisting student learning;
 - D) parents are welcome in the program, and their support and involvement are sought; and
 - E) parents are full partners in the decisions that affect children and families.
- 8)7) A description of how the program will coordinate with other programs, as specified in the RFP, that are in operation in the same area and that are concerned with the education, welfare, health and safety needs of young children. A copy of the written agreement between the program and any Head Start program operating in the same area shall be executed by the date and contain the information specified in Section 2-3.71(a)(4.5) of the School Code. If the Head Start program is either unable or unwilling to enter into a written agreement, the program shall notify the State Board of Education of this fact no later than December 31 of each fiscal year.
- 9)8) A description of the full-time and part-time professional and nonprofessional staff to be paid by the program, indicating that program administrators, early childhood teachers, counselors, psychologists, psychiatrists and social workers are appropriately qualified.
- A) Teachers of children ages 3 to 5 years must hold an initial, initial alternative, standard, master, provisional, provisional alternative, resident teacher, or visiting international teacher early childhood certificate. (See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1.Appendix A.)
 - B) By July 1, 2014, noncertificated staff employed to assist in instruction provided to children ages 3 to 5 years shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(c).

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- C) Teachers of children ages 3 to 5 years who are assigned to a transitional bilingual program or a transitional program of instruction that is administered by a school district, either in an attendance center or a non-school-based facility, shall meet the requirements set forth in 23 Ill. Adm. Code 228.35 (Transitional Bilingual Education), as applicable.
- D) By July 1, 2017, directors of child care centers offering preschool programs funded under Section 2-3.71 of the School Code and this Part shall have a minimum of a baccalaureate degree in child development or early childhood education or the equivalent and a Gateways to Opportunity Level II Illinois Director Credential issued pursuant to Section 10-70 of the Department of Human Services Act [20 ILCS 1305/10-70] (see <http://ilgateways.com/en/illinois-director-credential>). As used in this subsection (c)(9)(D), equivalent to baccalaureate degree in child development or early childhood education is defined as a baccalaureate in any discipline with a minimum of 24 semester hours of credit in child development, early childhood education, or early childhood special education, including relevant field experience.
- E) Beginning July 1, 2012, an applicant must submit an assurance that each staff member who will provide services to children enrolled in an early childhood classroom funded under this Part and who does not hold a certificate or approval issued by the State Board of Education pursuant to Article 21 of the School Code [105 ILCS 5/Art. 21] and 23 Ill. Adm. Code 25 (Certification) has registered in the Illinois Department of Human Services' "Gateways to Opportunity" registry (see <http://registry.ilgateways.com>).
- ~~10)9)~~ A description of staff development assessment procedures and ongoing professional development activities to be conducted.
- ~~11)10)~~ A description of the required program components, as set forth in either Section 235.30 or 235.40 of this Part.
- ~~12)11)~~ Other information, as specified in the RFP, such as daily schedules (including the number of hours per day and days per week the program will operate), classroom locations, facility information (e.g., owner's

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name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable.

- ~~13)~~¹²⁾ The plan for ensuring that the program provides either a snack, in the case of a half-day program, or a meal, in the case of a full-day program, for participating children.
- ~~14)~~¹³⁾ A budget summary and payment schedule, as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure. The budget shall specify that no more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation.
- ~~15)~~¹⁴⁾ A description of how the applicant will ensure that no fees will be charged of parents or guardians and their children who are enrolled and participate in Early Childhood Block Grant programs.
- ~~16)~~¹⁵⁾ A plan for evaluating the proposed programs and activities to be included in the Early Childhood Block Grant, which shall correspond to the applicable specifications set forth in the RFP.
- ~~17)~~¹⁶⁾ Such certifications, assurances and program-specific terms of the grant as the State Superintendent of Education may require, to be signed by each applicant that is a party to the application and submitted with the proposal. (Also see Section 235.70 of this Part.)

- d) Applicants may be requested to clarify various aspects of their proposals. The contents of the approved proposal shall be incorporated into a grant agreement to be signed by the State Superintendent of Education or designee and the school district superintendent or, in the case of an entity that is not the school district, the person legally authorized to submit the proposal and bind the applicant to its contents.

(Source: Amended at 36 Ill. Reg. _____, effective' _____)

Section 235.30 Additional Program Components for Preschool Education Proposals

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- a) In addition to the requirements set forth in Section 235.20, applications for funding for preschool education programs and activities, as defined in Section 235.10(a)(1) of this Part, must provide:
- ~~1)~~ ~~a description of how the comprehensive services to be provided are aligned with the Illinois Early Learning Standards as set forth in Appendix A of this Part;~~
 - ~~1)2)~~ a description of how the proposed educational program is developmentally appropriate for each child, which shall:
 - A) be accepted based upon evidence in the proposal that the results of the individualized assessment profile for each child will be the basis for determining that child's educational program;
 - B) address the domains of development specified in Section 235.20(c)(6) ~~235.20(e)(5)(B)~~ and how a language and literacy development program shall be implemented for each child based on that child's individual assessment; and
 - C) address how student progress will be assessed and documented to ensure that the educational program meets the needs of the student and provides a system whereby that student's parents are routinely advised of their child's progress; beginning July 1, 2013, the procedures to assess student progress shall be formally validated with evidence that the procedures reliably and accurately assess a child's progress relative to his or her individual needs and the standards set forth in Section 235. Appendix A of this Part.
 - ~~2)3)~~ the maximum number of children to be screened for program eligibility and, for those children that are screened, the maximum to be served by the educational program. The maximum number must be served in each classroom if, following completion of screening, the program has a waiting list of eligible children;
 - ~~3)4)~~ the child/staff ratio for each classroom, which shall not exceed a ratio of 10 children to one adult, with no more than 20 children being served in each classroom;

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- ~~4)5)~~ a description of how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program;
 - ~~5)6)~~ for school district applicants, a description of the steps to be taken to ensure that the provisions of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) are met; ~~and~~
 - ~~6)7)~~ a description of the provisions to be made to allow for the participation of children with disabilities in the program; and
 - ~~7)~~ as applicable, the information required under Section 235.45(c) of this Part if an unfavorable monitoring report was issued since the last proposal or continuation application was approved or, if the report was favorable, of the plan for continuous improvement.
- b) Each applicant also shall describe whether the program qualifies as a program serving primarily at-risk children or a program serving primarily children whose families meet the income guidelines set forth in Section 2-3.71(a)(4.5) of the School Code.
- 1) A program serving “primarily at-risk children” is one that:
 - A) has 80 percent or more of the enrolled children identified as being at risk of academic failure (see Sections 235.10(a)(3) and 235.20(c)(6) ~~235.20(e)(5)~~ of this Part);
 - B) gives priority for enrollment to academically at-risk students over those students who have not been identified as academically at risk; and
 - C) has taken specific proactive measures to ensure that parents of children who may be at risk of academic failure are aware of the opportunity to enroll in the preschool education program.
 - 2) A program serving “primarily children whose families meet income guidelines” is one that has 80 percent or more of the enrolled children from families meeting the income guidelines and does not qualify under

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subsection (b)(1) of this Section as serving primarily academically at-risk children.

- 3) Each applicant shall estimate the percentage of children to be enrolled who are considered to be at risk of academic failure or whose families meet income guidelines, as applicable.
- c) Programs serving primarily at-risk children shall describe:
- 1) the process to ensure that, if the program has a waiting list of children to be enrolled, all children identified as being at risk of academic failure are enrolled before other children not identified as being at risk; and
 - 2) the specific proactive measures the program has taken or will take to ensure that parents of children who may be at risk of academic failure are made aware of the opportunity to participate in the preschool education program.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 235.40 Additional Program Components for Prevention Initiative Proposals

In addition to the requirements set forth in Section 235.20, applications for funding for prevention initiative programs and activities, as defined in Section 235.10(a)(2) of this Part, must provide:

- a) evidence that the program is derived from research on successful prevention services for at-risk families, including specific references to research that discusses the types of services and strategies to be offered by the program as effective in addressing the needs of the families to be served;
- ~~b) a description of how the comprehensive services to be provided are aligned with the Illinois Birth to Three Program Standards set forth in Appendix B of this Part;~~
- ~~b)e)~~ the steps to be taken to ensure that the program will serve those children and families most in need of prevention initiative activities and services;
- ~~c)d)~~ the steps to be taken to coordinate services in the area, including a description of how the community will be involved and how case management services will be used;

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- d)e) a description of how services will be targeted to family needs, to include how a family needs assessment will be conducted and used to implement an individual family service plan for each family served in the program;
- e)f) a description of the intensity of services that will be offered (e.g., the number of hours that are available for families to participate in activities and services);
- f)g) the steps to be taken to encourage families to attend regularly and remain in the program a sufficient time to make sustainable changes; and
- g)h) a referral system that ensures that to place 3-year-old children are placed into in other early childhood education programs that meet their specific developmental needs and the services to be provided to ensure a successful transition into those other programs.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 235.45 Tiered Quality Rating and Improvement System

Beginning in school year 2012-13, each grantee that operates a preschool education program funded under this Part shall participate in the Tiered Quality Rating and Improvement System. The system is designed to measure the quality of a grantee's program by examining the program's environment, program administration, national accreditations, and staff qualifications. Factors assessed include, but are not limited to, space and furnishings, activities, student-staff interaction, program structure and classroom organization, fiscal management, planning and evaluation, family partnerships, technology, certification and other credentialing, and professional development and training.

- a) Each grantee shall enroll in the system no later than July 1, 2012.
- b) Each grantee, including a school district or regional office of education, shall be considered to have achieved a "4-star rating" in the system by virtue of meeting the requirements for funding under Section 2-3.71 of the School Code and this Part.
 - 1) The grantee's "4-star rating" shall be in effect for three years, except as provided in subsection (c) of this Section. The grantee's submission of a continuation application shall constitute the annual compliance report

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required of each program participating in the system. (See Section 235.60 of this Part.)

- 2) A grantee that operates the preschool education program outside of a school district facility shall reapply for a “star rating” and participate in a monitoring visit pursuant to subsection (c) of this Section if it changes facility locations during the three-year approval period.
- c) Each grantee shall participate in the monitoring component of the Tiered Quality Rating and Improvement System once every three years. The monitoring findings may result in a lowering of a grantee’s “4-star rating” if evidence is presented that the grantee is no longer meeting the criteria required to maintain that rating. In these instances, the grantee, for the next funding cycle, shall include, either in its proposal submitted under Section 235.20 of this Part or the continuation application submitted under Section 235.60 of this Part, a copy of the monitoring report and the steps to be taken to correct any deficiencies identified by the monitor.

(Source: Added at 36 Ill. Reg. _____, effective _____)

Section 235.50 Proposal Review and Approval for New or Expanding Programs

- a) Proposals submitted for funding to establish a new program or expand an existing program shall be evaluated in accordance with the following criteria.
- 1) Population to be Served (30 points)
- A) The proposal clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services provided by the Early Childhood Block Grant program, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, such as the school district’s rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect, and that there exists in the area to be served an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.

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- B) Criteria and indicators for identifying children and families who are eligible for the program are clearly established and likely to target those children and families most in need of services.
 - C) Effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families are enrolled in the program.
- 2) Quality of Proposed Program (40 points)
- A) The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.
 - B) The program proposal provides for effective linkages among parents, education, health and social service agencies, and child care providers and includes a plan for coordination of services with other educational programs serving young children and their families.
 - C) The proposed program is built upon effective research about early childhood education and aligned to the applicable Illinois early learning standards (see Appendices A and B of this Part).
 - D) The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.
- 3) Experience and Qualifications (20 points)
- A) Proposed staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality early childhood program.
 - B) The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences and provides sufficient opportunities for learning so as

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to allow staff to incorporate the training into program delivery activities.

- C) In addition, an eligible applicant other than a school district has presented evidence that it:
 - i) holds the appropriate licensure to operate as a day care facility;
 - ii) holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the Early Childhood Block Grant Program; and
 - iii) has a successful track record with similar grants or contracts.
- 4) The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided. (10 points)
- b) The selection of proposals for funding may be based in part on geographic distribution and/or the need to provide resources to school districts and communities with varying demographic characteristics.
- c) Priority consideration may be given to proposals with specific areas of emphasis, as identified by the State Superintendent of Education in a particular RFP.
- d) For a previously funded applicant, progress toward correcting any deficiencies contained in an unfavorable monitoring report issued under Section 235.45(c) of this Part shall be taken into consideration in the review process.
- ~~e)~~ The State Superintendent of Education shall determine the amount of individual grant awards. The final award amounts shall be based upon:
 - 1) the total amount of funds available for the Early Childhood Block Grant; and
 - 2) the resources requested in the top-ranked proposals, as identified pursuant to subsections (a), (b) and (c) of this Section.

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(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 235.60 Application Content and Approval for Continuation Programs

The requirements of this Section shall apply to those applicants seeking funding to continue preschool education and prevention initiative programs beyond the initial grant period.

- a) In order to continue to operate an Early Childhood Block Grant Program, a grantee each year shall electronically submit an application for continuation. The application shall include at least the following:
- 1) an overview of the program, addressing the program components outlined in Section 235.20 of this Part and either Section 235.30 or Section 235.40 of this Part, as applicable for preschool education or prevention initiative programs;
 - 2) a summary of the self-assessment of the program's alignment with the criteria specific to the grantee's "star rating" achieved under the Tiered Quality Rating and Improvement System (see Section 235.45 of this Part);
 - 3) as applicable, the information required under Section 235.45(c) of this Part if an unfavorable monitoring report was issued since the last proposal or continuation application was approved or, if the report was favorable, of the plan for continuous improvement;
 - 4)2) budget summary and payment schedule as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure; and
 - 5)3) the certifications and assurances referred to in Section 235.20(c)(17) ~~235.20(e)(16)~~ of this Part applicable to the renewal period.
- b) An Early Childhood Education Block Grant Program shall be approved for continuation provided that:
- 1) a need continues to exist for the program, as evidenced by the number or proportion of children and families to be served;
 - 2) the program components proposed will be effective in assisting at-risk children and families;

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- 3) the proposed budget is cost-effective, as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided; and
- 4) in the year previous to the continuation application, the applicant complied with the terms and conditions of any grant it received pursuant to this Subpart A.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 235.70 Terms of the Grant

- a) Expenditure reports must be filed electronically with the Division of Funding and Disbursements four times a year.
- b) Each grantee shall submit evaluation information and other reports containing program-related data in a format specified on forms provided by the State Board of Education, providing specifying:
 - 1) descriptive statistics on the population served, eligibility, screening procedures and staff qualifications and training, including any social and emotional consultation services provided pursuant to Subpart C of this Part;
 - 2) descriptive information, including type and quality of the educational program, amount and extent of interagency collaboration, and parent education and involvement;
 - 3) the extent to which program objectives have been accomplished; and
 - 4) any similar program-related information that the State Superintendent of Education may request upon 30 days' written notice.
- c) An annual program review shall be conducted for each new project to ensure program quality, to assist in program improvement and to provide technical assistance.

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- d) All equipment purchased by the grantee for the program with Early Childhood Block Grant funds must be documented on a form supplied by the State Board of Education and be maintained in the grantee's files.
- e) A time distribution worksheet shall be kept for any staff member in a part-time position.
- f) Grantees shall use funds provided under the Early Childhood Block Grant *to supplement, not supplant, funds received from any other source.* (Sections 2-3.71 and 2-3.89 of the School Code)
- g) Grant funds may not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.
- h) Prior to final funding approval, each grantee shall:
 - 1) present evidence that staff ~~all teachers providing instruction~~ meet the requirements of Section 235.20(c)(9) ~~235.20(e)(8)(A) and (e)(8)(C)~~ of this Part, as applicable, and
 - 2) if subject to licensure requirements of the Illinois Department of Children and Family Services (DCFS), present evidence that it holds the appropriate licensure (also see Section 235.10(b) of this Part).
- i) ~~Reporting:~~ All preschool education program grantees must report the following to the Illinois State Board of Education no later than October 15 of each year. ~~Other reports shall be submitted in a format specified by and according to the timeline set forth by the State Superintendent of Education.~~
 - 1) The percentage of children enrolled in the program who have been identified as being at risk of academic failure.
 - 2) The percentage of children enrolled in the program who are from families whose incomes are less than four times the federal poverty level (FPL), established by U.S. Department of Health and Human Services.
 - 3) The percentage of children enrolled in the program who do not qualify under either category.

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- j) Each grantee shall enter information and other data relative to the students participating in the preschool education program into the Student Information System in accordance with the provisions of 23 Ill. Adm. Code 1.75 (Student Information System).
- k) Failure of a grantee to enroll the required percentage of children (80 percent) in the particular prioritization category for which the proposal was funded (i.e., at-risk status or income levels) shall result in the amount of grant award being reduced proportionate to the decrease in percentage of children enrolled.
- l) School district grantees with programs serving homeless children must comply with all applicable provisions of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). Non-school district grantees should, to the extent possible, ensure that homeless children enrolled in their programs receive the support necessary for successful and continued participation, including, without limitation, arranging for appropriate transportation when necessary.
- m) No funds may be used to help support or sustain any institution controlled by any church or sectarian denomination (see Article X, Section 3 of the Illinois Constitution).
- n) Each grantee that operates a program in a facility licensed by DCFS shall require all employees and volunteers who are persons subject to background checks, as defined by 89 Ill. Adm. Code 385.20 (Definitions), to authorize DCFS to perform a Child Abuse and Neglect Tracking System (CANTS) background check. The grantee shall maintain evidence of completion of required CANTS checks for all persons subject to background checks and copies of the evidence of completion shall be provided to the administrator of the DCFS-license facility. The requirement applies to any paid or unpaid individual, including any certified teacher employed by a school district or other entity but working in the facility, who is used to perform essential staff duties as evidenced by being counted in the staff-child ratio or being allowed to be alone with children in a licensed child care facility outside the visual or auditory supervision of facility staff.
- o) Each school district offering a preschool education program authorized under Section 2-3.71 of the School Code and this Part shall administer the Illinois Kindergarten Individual Development Survey (KIDS) beginning in the 2013-14 school year. A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of the

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administration and establishment of a professional development system for teachers and administrators. (Also see 23 Ill. Adm. Code 1.420(h) (Basic Standards).)

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 235. Appendix A Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age

The Illinois Early Learning and Development Standards for children ages 3 to kindergarten enrollment as defined in Section 10-20.12 of the School Code ~~age 3 and 4 year olds~~ are broad statements that provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. The standards are organized to parallel content in the Illinois State Goals for Learning (see 23 Ill. Adm. Code 1. Appendix D).

LANGUAGE ARTS

State Goal 1: Acquire foundational early literacy and language skills.

Standards:

Develop an appreciation for language and literacy activities.

Develop basic language skills.

Understand that language is used in a variety of ways to communicate.

State Goal 2: Develop age-appropriate early literacy reading skills and concepts.

Standards:

Demonstrate comprehension of text that is read aloud or seen in print.

Identify elements pertaining to the craft and structure of types of text.

Demonstrate understanding of text organization and basic features of print.

Demonstrate beginning letter and word recognition.

Demonstrate beginning phonological awareness.

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State Goal 3: Develop early writing skills and concepts.

Standards:

Use writing to represent ideas and information.

Compose information to convey meaning.

Recognize multiple purposes and types of writing.

Explore writing and conveying ideas using digital tools.

State Goal 4: Comprehend the language of others.

Standards:

Demonstrate understanding through age-appropriate responses.

Understand language and information presented in a variety of ways.

State Goal 5: Use language, including body language, for expression.

Standards:

Communicate effectively using language appropriate to the situation and audience.

Demonstrate increasingly complex and varied use of language.

MATHEMATICS

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

Standards:

Demonstrate beginning understanding of numbers, number names and numerals.

Begin to construct sets, add and subtract to create new numbers.

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Begin to make reasonable estimates of numbers.

Compare quantities using appropriate vocabulary terms.

State Goal 7: Explore measurement of objects and quantities.

Standards:

Measure and compare objects and quantities using standard and non-standard instruments and methods.

Begin to make estimates of measurements.

Explore tools used for measurement.

State Goal 8: Identify and describe common attributes, patterns and relationships in objects.

Standards:

Explore objects and patterns.

Describe and document patterns using symbols.

State Goal 9: Explore concepts of geometry and spatial relations.

Standards:

Recognize, name and replicate common shapes.

Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.

State Goal 10: Begin to make predictions and collect and analyze data information.

Standards:

Organize and describe data and information.

Gather information to answer questions.

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SCIENCE

State Goal 11: Demonstrate curiosity about the world, and engage in scientific inquiry to answer questions.

Standards:

Develop skills to observe, collect information, ask questions, predict, explain and draw conclusions.

Use tools and technology to assist in scientific inquiry.

State Goal 12: Explore concepts and information about life, physical and earth sciences.

Standards:

Understand that living things grow and change.

Understand that living things rely on the environment and/or others to live and grow.

Explore the physical properties of objects.

Explore concepts of force and motion.

Explore concepts and information related to the Earth, including ways to take care of our planet.

Explore changes related to the weather and seasons.

State Goal 13: Understand basic safety rules for scientific inquiry.

Standard:

Understand rules to follow when investigating and exploring.

SOCIAL STUDIES

State Goal 14: Understand some concepts related to citizenship.

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Standards:

Understand what it means to be a member of a group and community.

Understand ways groups make choices and decisions.

Understand the role that individuals can play in a group or community.

State Goal 15: Explore economic systems and human interdependence.

Standards:

Explore roles in the economic system and workforce.

Explore issues of limited resources in the classroom and world.

Explore concepts about trade as an exchange of goods or services.

State Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.

Standard:

Explore his or her self and history.

State Goal 17: Explore geography, the child's environment, and where people live, work, and play.

Standard:

Explore environments and where people live.

State Goal 18: Explore people and families.

Standards:

Explore people, their similarities and their differences.

Develop an awareness of self within the context of family.

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PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning and engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency and control of large and small muscles.

Demonstrate awareness and coordination of body movements.

Demonstrate knowledge of rules and safety during physical activity.

State Goal 20: Develop habits for life-long fitness.

Standard:

Achieve and maintain a health-enhancing level of physical fitness.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standard:

Explain the basic principles of health promotion, illness prevention, treatment and safety.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

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Describe and explain the structure and functions of the human body systems and how they interrelate.

Identify ways to keep the body healthy.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard:

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

THE ARTS

State Goal 25: Gain exposure to and explore the arts.

Standards:

Investigate, explore and participate in the arts.

Display an awareness of some distinct characteristics of the arts.

State Goal 26: Understand that the arts can be used to communicate ideas and emotions.

Standard:

Understand ways to express meaning through the arts.

SOCIAL/EMOTIONAL DEVELOPMENT

State Goal 27: Develop self-awareness and self-management skills to achieve school and life success and develop positive relationships with others.

Standards:

Identify and manage one's emotions and behavior.

Recognize one's own uniqueness and personal qualities.

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Demonstrate skills related to successful personal and school outcomes.

State Goal 28: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standards:

Develop positive relationships with peers and adults.

Recognize and appreciate individual and group similarities and differences.

Use communication and social skills to interact effectively with others.

Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.

State Goal 29: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Standards:

Begin to consider ethical, safety and societal factors in making decisions.

Apply decision-making skills to deal responsibly with daily academic and social situations.

Contribute to the well-being of one's school and community.

ENGLISH LANGUAGE LEARNER HOME LANGUAGE

State Goal 30: Use the home language to communicate within and beyond the classroom setting.

Standards:

Use the home language for use for a variety of social and academic purposes.

State Goal 31: Use the home language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Use the home language in order to attain benchmarks across the learning areas

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and to build upon and develop transferable language and literacy skills.

~~Language Arts~~

~~Standards:~~

~~Understand that pictures and symbols have meaning and that print carries a message~~

~~Understand that reading progresses from left to right and top to bottom.~~

~~Identify labels and signs in the environment.~~

~~Identify some letters, including those in own name.~~

~~Make some letter-sound matches.~~

~~Predict what will happen next using pictures and content for guides.~~

~~Begin to develop phonological awareness by participating in rhyming activities.~~

~~Recognize separable and repeating sounds in spoken language.~~

~~Retell information from a story.~~

~~Respond to simple questions about reading material.~~

~~Demonstrate understanding of literal meaning of stories by making comments.~~

~~Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.~~

~~Show independent interest in reading-related activities.~~

~~Use scribbles, approximations of letters, or known letters to represent written language.~~

~~Dictate stories and experiences.~~

~~Use drawing and writing skills to convey meaning and information.~~

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~~Listen with understanding and respond to directions and conversations.~~

~~Speak effectively using language appropriate to the situation and audience.~~

~~Communicate needs, ideas and thoughts.~~

~~Seek answers to questions through active exploration.~~

~~Relate prior knowledge to new information.~~

~~Communicate information with others.~~

Mathematics

Standards:

~~Use concepts that include number recognition, counting and one-to-one correspondence.~~

~~Count with understanding and recognize “how many” in sets of objects.~~

~~Solve simple mathematical problems.~~

~~Explore quantity and number.~~

~~Connect numbers to quantities they represent using physical models and representations.~~

~~Make comparisons of quantities.~~

~~Demonstrate a beginning understanding of measurement using non-standard units and measurement words.~~

~~Construct a sense of time through participation in daily activities.~~

~~Show understanding of and use comparative words.~~

~~Incorporate estimating and measuring activities into play.~~

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~~Sort and classify objects by a variety of properties.~~

~~Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.~~

~~Begin to order objects in series or rows.~~

~~Participate in situations that involve addition and subtraction using manipulatives.~~

~~Describe qualitative change, such as measuring to see who is growing taller.~~

~~Recognize geometric shapes and structures in the environment.~~

~~Find and name locations with simple words, such as "near".~~

~~Represent data using concrete objects, pictures, and graphs.~~

~~Gather data about themselves and their surroundings.~~

Science

Standards:

~~Use senses to explore and observe materials and natural phenomena.~~

~~Collect, describe and record information.~~

~~Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.~~

~~Become familiar with the use of devices incorporating technology.~~

~~Investigate and categorize living things in the environment.~~

~~Show an awareness of changes that occur in themselves and their environment.
Describe and compare basic needs of living things.~~

~~Make comparisons among objects that have been observed.~~

~~Describe the effects of forces in nature (e.g. wind, gravity and magnetism).~~

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~~Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).~~

~~Identify basic concepts associated with night/day and seasons.~~

~~Begin to understand basic safety practices.~~

~~Express wonder and ask questions about their world.~~

~~Begin to be aware of technology and how it affects their lives.~~

Social Science

Standards:

~~Recognize the reasons for rules.~~

~~Participate in voting as a way of making choices.~~

~~Develop an awareness of roles of leaders in their environment.~~

~~Identify community workers and the services they provide.~~

~~Begin to understand the use of trade to obtain goods and services.~~

~~Recall information about the immediate past.~~

~~Locate objects and places in familiar environments.~~

~~Express beginning geographic thinking.~~

~~Recognize similarities and differences in people.~~

~~Understand that each of us belongs to a family and recognize that families vary.~~

Physical Development and Health

Standards:

~~Engage in active play using gross motor skills.~~

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~~Engage in active play using fine motor skills.~~

~~Coordinate movements to perform complex tasks.~~

~~Follow simple safety rules while participating in activities.~~

~~Participate in developmental activities related to physical fitness.~~

~~Exhibit increased endurance.~~

~~Follow rules and procedures when participating in group physical activities.~~

~~Demonstrate ability to cooperate with others during group physical activities.~~

~~Participate in simple practices that promote healthy living and prevent illness.~~

~~Identify body parts and their functions.~~

~~Act independently in caring for personal hygiene needs.~~

~~Use appropriate communication skills when expressing needs, wants and feelings.~~

~~Use socially acceptable ways to resolve conflict.~~

~~Participate in activities to learn to avoid dangerous situations.~~

~~Fine Arts~~

~~Standards:~~

~~Investigate the elements of dance, drama, music and the visual arts.~~

~~Describe or respond to their own creative work or the creative work of others.~~

~~Participate in dance, drama, music and visual arts activities.~~

~~Use creative arts as an avenue for self expression.~~

~~Foreign Languages~~

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Standards:

~~Maintain the native language for use in a variety of purposes.~~

~~Use and maintain the native language in order to build upon and develop transferable language and literacy skills.~~

Social/Emotional Development

Standards:

~~Describe self by using several basic characteristics.~~

~~Exhibit eagerness and curiosity as a learner.~~

~~Exhibit persistence and creativity in seeking solutions to problems.~~

~~Show some initiative and independence in actions.~~

~~Use appropriate communication skills when expressing needs, wants and feelings.~~

~~Begin to understand and follow rules.~~

~~Manage transitions and begin to adapt to change in routines.~~

~~Show empathy and caring for others.~~

~~Use the classroom environment purposefully and respectfully.~~

~~Engage in cooperative group play.~~

~~Begin to share materials and experiences and take turns.~~

~~Respect the rights of self and others.~~

~~Develop relationships with children and adults.~~

(Source: Amended at 36 Ill. Reg. _____, effective _____)

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Section 235. Appendix B Illinois Birth to Five ~~Three~~ Program Standards

The Illinois Birth to Five ~~Three~~ Program Standards are broad statements that reflect current knowledge, research findings and shared beliefs about high-quality, developmentally appropriate early childhood care and education in the context of programs for infants, ~~and~~ toddlers, preschoolers, and their families.

Program Goal I: Organization

Standards:

All birth to five ~~three~~ programs must have a mission, vision or purpose statement based on shared beliefs and goals.

Scheduling practices and intensity of services are tailored to the goals of the program and to the individual strengths and needs of children birth to five ~~three~~ and their families.

The strengths and needs of the children and families, as well as research on best practice, determine the ratio of participants to staff and the size of program groups.

The program meets the needs of children and families of varying abilities, as well as diverse cultural, linguistic, and economic backgrounds.

The physical environment of the program is safe, healthy, and appropriate for children's development and family involvement.

The administration promotes and practices informed leadership and supervision.

The administration participates in and encourages ongoing staff development, training, and supervision.

All birth to five ~~three~~ programs must follow mandated reporting laws for child abuse and neglect and have a written policy statement addressing staff responsibilities and procedures regarding implementation.

The program budget is developed to support quality program service delivery.

The program implements effective systems for recording and managing

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information about the program, its staff, its participants, and learning and developmental outcomes, and uses this information to engage in continuous improvement.

Program Goal II: Curriculum and Service Provision

Standards:

The curriculum reflects the centrality of adult/child interactions in the development of infants, ~~and toddlers, and preschoolers.~~

The curriculum is aligned to the Illinois Early Learning and Development Standards for infants and toddlers and/or preschoolers and supports children's cognitive, language, social, emotional, and physical development, and the development of positive approaches to learning.

~~The curriculum reflects the holistic and dynamic nature of child development.~~

The ~~program curriculum~~ prioritizes family involvement while respecting individual parental choices.

The ~~program curriculum~~ supports and demonstrates respect for the families' unique abilities, as well as for their ethnic, cultural, and linguistic diversity.

The ~~program curriculum~~ promotes a framework that is nurturing, predictable, and consistent, yet flexible.

The program supports children's healthy physical development.

Program Goal III: Developmental Monitoring and Program Accountability

Standards:

The program staff regularly conducts a developmental screening with an appropriate standardized tool for the purposes of identifying children with developmental delays or disabilities ~~monitors children's development.~~

The program incorporates appropriate formative assessments of children, which are aligned with the curriculum, for the purposes of monitoring individual child development and individualization of the program and/or curriculum.

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Leadership conducts regular and systematic evaluation of the program and staff to assure that the philosophy is reflected and goals of the program are being fulfilled.

Program Goal IV: Personnel

Standards:

The program leadership is knowledgeable about child development and best practice for quality birth to five ~~three~~ programs.

The program leadership is effective in explaining, organizing, implementing, supervising, and evaluating birth to five ~~three~~ programs.

The program leadership hires qualified staff who are competent in working with infants, ~~and toddlers,~~ and preschoolers, and their families.

The program leadership provides ongoing supervision that promotes staff development and enhances quality service delivery.

The program leadership provides opportunities for ongoing professional growth and development.

The program leadership promotes continuity in staffing through provision of a supportive work environment, competitive wages and benefits, and opportunities for advancement.

The program leadership and staff are knowledgeable about programs and agencies in the community that provide services for children and their families.

Program Goal V: Family and Community Partnerships

Standards:

The child is viewed in the context of the family and the family is viewed in the context of its culture and community.

The program leadership and staff seek and facilitate family participation and partnerships.

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The program assures that families have access to comprehensive services.

The program develops a partnership with families in which the family members and staff determine goals and services.

The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 235.APPENDIX C: Illinois Early Learning and Development Guidelines – Children from Birth to Age 3

The Illinois Early Learning and Development Guidelines for children from birth to age 3 are broad statements that provide parents, teachers and caregivers useful information about a child's growth and development.

SOCIAL AND EMOTIONAL DEVELOPMENT

Empathy

Standard:

Children demonstrate an emerging ability in understanding someone else's feelings and sharing in the emotional experience of others.

Social Communication

Standard:

Children demonstrate the ability to communicate with others to get intended results.

Relationship with Peers

Standard:

Children develop the desire and ability to engage with other children.

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Relationship with Adults

Standard:

Children develop preferences for familiar adults and build their capacity to seek assistance to meet their needs.

Moral Development

Standard:

Children demonstrate the ability to understand the social definition of “right” and “wrong”.

Safety Awareness

Standard:

Children develop the ability to recognize risky situations and respond accordingly.

Attachment Relationships

Standard:

Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

Emotional Expression

Standard:

Children demonstrate the ability to identify and express emotions in an effective manner.

Self-Concept

Standard:

Children develop identity of self in relation to others.

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COGNITIVE DEVELOPMENT

Concept Development

Standard:

Children demonstrate the ability to connect pieces of information to understand abstract ideas.

Logic and Reasoning

Standard:

Children demonstrate the ability to use judgments and rationale based on previous experiences in decision-making processes.

Math and Numeracy

Standard:

Children demonstrate awareness of quantity and counting.

Spatial Relationships

Standard:

Children demonstrate an awareness of how objects move and fit into space.

Memory

Standard:

Children develop the ability to acquire, store, and recall past experiences and translate them into new experiences.

Symbolic Thought

Standard:

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Children demonstrate the understanding of non-literal descriptors for concepts and ideas.

Science Skills and Knowledge

Standard:

Children demonstrate a basic awareness of scientific concepts.

LANGUAGE, LITERACY AND COMMUNICATION

Early Literacy

Standard:

Children demonstrate interest and comprehension with printed materials.

Language Acquisition – Expressive Communication

Standard:

Children demonstrate the ability to use expressive vocabulary in order to communicate.

Language Acquisition – Receptive Communication

Standard:

Children demonstrate the ability to understand verbal communications.

Creative Expression

Standard:

Children demonstrate the ability to convey ideas and emotions through creative expression.

PHYSICAL DEVELOPMENT, HEALTH, AND MOTOR DEVELOPMENT

Fine Motor

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Standard:

Children demonstrate the ability to coordinate and move small muscles.

Gross Motor

Standard:

Children demonstrate strength, coordination, and controlled use of large muscles.

Perceptual Development

Standard:

Children demonstrate the ability to distinguish between and process sensory stimuli in their environment.

Self-care

Standard:

Children demonstrate the desire and ability to practice self-care routines.

APPROACHES TO LEARNING

Confidence and Risk Taking

Standard:

Children demonstrate the willingness to choose a variety of familiar and new experiences.

Curiosity and Initiative

Standard:

Children demonstrate an eagerness and interest in learning through verbal and nonverbal means.

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Creativity, Inventiveness, and Imagination

Standard:

Children demonstrate the ability to use creativity, inventiveness, and imagination while they explore, play, and solve problems through new experiences.

Persistence, Effort, and Attentiveness

Standard:

Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

Problem-solving

Standard:

Children attempt a variety of strategies to overcome obstacles and find solutions to tasks, questions, and challenges.

Sensory Exploration

Standard:

Children use multiple strategies and all available senses to explore their environment.

SELF-REGULATION

Emotional Regulation/Expressions

Standard:

Children demonstrate the ability to initiate, inhibit, and modulate emotional expression.

Behavioral Regulation

Standard:

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Children demonstrate the ability to initiate, inhibit, and modulate behaviors in accordance with social conventions.

Attention Regulation

Standard:

Children demonstrate the ability to sustain attention through distractions and maintain engagement in activities through increasing difficulty.

Physiological Regulation

Standard:

Children demonstrate the ability to control physical movements to produce desired results with the body and the ability to modulate biological processes to meet internal and external demands.

(Source: Added at 36 Ill. Reg. _____, effective _____)

Appendix (B)(1)-3

Crosswalk of Licensing Rules and Birth to Five Program Standards

Program Standards	Child Care Center Licensing Regulations
I. Organization	
I.A. All birth to five programs must have a mission (or purpose) statement based on shared beliefs and goals	Programs required to provide parents a statement that outlines services, purposes and goals.
I.B. Scheduling practices and intensity of services are tailored to the goals of the program and to the individual strengths and needs of children birth to five and their families	Daily and weekly schedule shall provide a balance of activities in consideration of each child's total daily and weekly experience.
I.C. The strengths and needs of the children and families as well as research on best practice determine the ratio of participants to staff and the size of program groups	When the needs of individual children dictate, additional staff may be required to meet the needs of all children. The appropriate ratio shall be determined through consultation among the parent, staff, resource personnel and the Department.
I.D. The program meets the needs of children and families of varying abilities as well as diverse cultural, linguistic, and economic backgrounds	Each child shall be recognized as an individual whose gender, ability differences, personal privacy, choice of activities, cultural, ethnic, and religious background shall be respected.
I.E. The physical environment of the program is safe, healthy, and appropriate for children's development and family involvement.	The building and indoor space shall be maintained in good repair and shall provide a safe, comfortable environment for the children.
I.F. The administration promotes and practices informed leadership and supervision. The administration participates in and encourages ongoing staff development, training and supervision.	Program must employ a qualified director that is responsible for the planning and supervision of the program; orientation to newly employed staff; on-site supervision of all staff; and in-service training.
I.G. All birth to five programs must follow mandated reporting laws for child abuse and neglect and have a written policy statement addressing staff responsibilities and procedures regarding implementation	Director and child care staff must receive training on how to recognize and report suspected child abuse or neglect and how to make a child abuse or neglect report.
I.H. The program budget is developed to support quality program service delivery	Program shall maintain financial solvency to assure adequate care of children and compliance with the licensing standards.

I. I. The program implements effective systems for recording and managing information about the program and its participants.	The center shall maintain records essential for the operation of the facility, including financial documents, records regarding staff qualifications, children's attendance and medical records, and documentation regarding fire and tornado drills. The program shall respect the confidential nature of the child and personnel records.
II. Curriculum and Service Provision	
IIA The curriculum reflects the centrality of adult/child interactions in the development of infants, toddlers, and preschoolers.	Staff assignments shall be such that children experience comfortable, ongoing relationships with adults. Every attempt shall be made to establish a primary relationship between each child and one adult.
II.B The curriculum is aligned with the Illinois Early Learning and Development Standards for infants, toddlers and/or preschoolers, and supports children's cognitive, language, social, emotional and physical development and the development of positive approaches to learning	The daily program of the facility shall provide experiences which promote the individual child's growth and well-being and the development of self-help and communication skills, social competence, and positive self-identity.
II. C. The program prioritizes family involvement while respecting individual parental choices	Parents shall be informed of and agree to any variations in regular procedures undertaken to meet the specific needs of their child.
II. D. The program supports and demonstrates respect for the children's and families' unique abilities as well as for their ethnic, cultural and linguistic diversity	Materials and equipment shall respect children's racial, cultural, ethnic, religious and gender identities, as well as age and ability.
II. E. The curriculum promotes a framework that is nurturing, predictable, and consistent, yet flexible.	Program planning shall provide sufficient time for activities and routines, so that the children can manage them and progress at their own developmental rate.
II. F. The program supports children's healthy physical development.	A variety of developmentally appropriate activities and materials shall be provided to help children achieve physical development and skills.
III. Developmental Monitoring & Program Accountability	
III. A. The program regularly conducts developmental screening with an appropriate standardized tool for the purposes of identifying children with developmental delays or disabilities.	Not covered.

<p>III.B. The program incorporates appropriate formative assessments of children, which are aligned with the curriculum, for the purposes of monitoring individual child development and individualization of the program/curriculum.</p>	<p>When a specific plan is developed to meet a child's individual needs, it shall include any assessments by center staff or resource personnel.</p>
<p>IV. Personnel</p>	
<p>IV. A. The program leadership is knowledgeable about child development and best practice for quality birth to five programs.</p>	<p>Director of a facility serving the same number of groups of pre-school and school-age children or more groups of pre-school children than groups of school-age children must meet qualification requirements specific to early childhood involving education, experience or credentialing.</p>
<p>IV. B. The program leadership is effective in explaining, organizing, implementing, supervising, and evaluating birth to five programs.</p>	<p>The program shall employ a qualified child care director to oversee the program, administer day-to-day operations, and be responsible for the planning and supervision of the program and activities of the children.</p>
<p>IV. C. The program leadership hires qualified staff who are competent in working with infants, toddlers, preschoolers and their families.</p>	<p>Staff shall be able to demonstrate the skill and competence necessary to contribute to each child's physical, intellectual, personal, emotional, and social development</p>
<p>IV. D. The program leadership provides ongoing supervision that promotes staff development and enhances quality service delivery.</p>	<p>Early childhood teachers responsible for a group of children that includes infants, toddler or preschool-age children must meet qualification requirements specific to early childhood involving education, experience or credentialing.</p>
<p>IV. E. The program leadership provides opportunities for ongoing professional growth and development.</p>	<p>Program shall maintain written documentation that in-service training is being provided as required for the child care director and each member of the child care staff.</p>
<p>IV. F. The program leadership promotes continuity in staffing through provision of a supportive work environment, competitive wages and benefits, and opportunities for advancement.</p>	<p>A day care center shall have written personnel policies available to the staff at all times. These policies shall include, but are not limited to, job descriptions, compensation and benefits, pay dates, Social Security, worker's compensation, unemployment insurance, holidays, sick leave, vacations, probationary periods, grievance procedures, promotions, staff development, discipline, termination of employment and performance evaluation.</p>

IV. G. The program leadership and staff are knowledgeable about programs and agencies in the community that provide services for children and families.	Resource personnel shall be available as appropriate. Persons providing professional services to children shall comply with current State registration and/or certification laws, if applicable.
V. Family and Community Partnerships	
V. A. The child is viewed in the context of the family and the family is viewed in the context of its culture and community.	Each child shall be recognized as an individual whose gender, ability differences, personal privacy, choice of activities, cultural, ethnic, and religious background shall be respected.
V. B. The program leadership and staff seek and facilitate family participation and partnerships.	The staff of the day care center shall have a written plan for encouraging parents to visit the center to observe and participate in their children's experience. Parents shall be allowed to visit the center without an appointment any time during normal hours of operation.
V. C. The program assures that families have access to comprehensive services.	Resource personnel shall be available as appropriate. Persons providing professional services to children shall comply with current State registration and/or certification laws, if applicable.
V. D. The program develops a partnership with families in which the family members and staff determine goals and services.	When a specific plan is developed to meet a child's individual needs, it shall include written program recommendations and goals for the child. Staff shall consult with parents before implementing any special procedures required to meet a child's individual needs.
V. E. The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families.	Not covered.

Appendix (B)(1)-4

Summary of Planning Process for Quality Counts TQRIS

Process for developing original Star Level Criteria

Quality Counts was developed through a two-year planning process involving state agency administrative staff, child care providers, child advocacy organizations, and university-based experts in early childhood education and early childhood program administration. Careful attention was given to including all of the program components and quality features that have been identified through research as being important for supporting children's healthy growth, development and learning. A guiding principal in the development of Quality Counts was that the quality features must be measured using research-based, valid, reliable tools administered by well-trained, independent raters. The result was the system of Star Levels defined by required scores on the relevant Environmental Rating Scales and the Program Administration Scale (for centers) or Business Administration Scale (for home providers). The "cut-off scores" for the Star Levels was based on research that validates the scales' designation of a score of "3" as minimally acceptable, "5" as good quality, and "7" as excellent quality, as well as research showing the typical distribution of ERS and PAS/BAS scores in child care programs nationally (so as to create levels that represent attainable "stair steps" to quality).

Careful consideration was given to the inclusion of accreditation as a requirement in the system of Star Levels. Accreditation has a long history as a mechanism for both supporting and recognizing quality in early learning programs. A thorough review of national accreditation systems was conducted, resulting in acceptance of the National Association of the Education of Young Children (NAEYC), National Early Childhood Program Accreditation (NECPA), and National Association of Child Care Professionals (NAC) accreditations for programs serving children birth to age five. The committee reviewed ERS and PAS ratings of a large sample of Illinois programs with and without accreditation (see summary of research following this Appendix) and found that accredited programs' scores on these instruments would typically qualify them to be rated at the third star level above licensing and the committee therefore decided that programs could achieve this level rating through accreditation rather than through an ERS and PAS rating by a Quality Counts rater. Because these accreditation systems vary in their requirements for staff qualifications, programs are required to submit documentation of

their staff's qualifications directly to the Quality Counts administrator regardless of accreditation status.

Process to Re-Design Star Levels for Center-Based and School-Based Programs

Illinois has completed a thorough planning process to re-design the Quality Counts TQRIS to be a jointly administered program of IDHS and ISBE and to be inclusive of all Early Learning and Development Programs in the State. The planning committee for the new system included State agency staff from the Department of Human Services (Child Care Bureau), the Department of Child and Family Services (Day Care Licensing), the Illinois State Board of Education (Early Childhood Division), and the Governor's Office of Early Childhood Development, as well as representatives from Early Learning and Development Program providers, child advocacy organizations, the Illinois Head Start Association, Head Start grantees, school districts, the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA; current administrator of Quality Counts), and the McCormick Center at National Louis University (current contractor for conducting rating visits).

The first decision of the committee was to re-design the Star System for centers such that "1 Star" is now the equivalent of the Licensing Standards for child care centers. Designing the system this way both facilitates mandated participation of all licensed programs in the TQRIS and recognizes the relatively high "floor" for quality represented by Illinois' Licensing Standards.

Next, the committee reviewed the criteria for "2 Star" and "3 Star" centers. The committee added several new criteria that previously were either not required or were subsumed under the requirement to attain an overall score on the Program Administration Scale. The committee constructed these Star Levels to represent meaningful increments in quality for each of the categories of quality indicators, and to make the levels approximately equal "steps" toward the quality envisioned at the 4 Star Level (accredited center). Requirements for ERS ratings in Star Levels 2 and 3 were also raised slightly to demand higher levels of quality.

The committee then considered how best to begin including Head Start/Early Head Start and Preschool for All programs in the TQRIS. The committee reviewed evidence from recent studies of Head Start and Early Head Start programs and Preschool for All Programs both in the City of Chicago and in the balance of the state. These studies used the Environmental Rating Scales to measure classroom quality and therefore afforded the opportunity to assess whether

programs that comply with the Preschool for All program requirements and/or the Head Start Performance Standards are likely to meet the same standards as what the committee proposed to be the 4 Star Level (i.e., ERS rating of 4.5). The studies revealed that the typical Head Start, Early Head Start or Preschool for All classroom does indeed receive this level of quality rating on the ERS measure, which was not surprising given the rigorous Preschool for All program requirements and the high quality of Head Start and Early Head Start grantees in our state. A detailed comparison of the Preschool for All Program Requirements and/or Head Start Performance Standards with the other proposed criteria for “4 Star” centers (including a detailed crosswalk of the HS Monitoring Protocol with individual PAS items) indicated that programs that met these funding stream’s requirements would also meet the criteria for the 4-Star Level. Therefore, the committee decided to add “evidence of compliance with Preschool for All Program and/or Head Start Performance Standards” to the list of “accreditations” that would entitle a program to a 4-Star rating. (See sub-criterion (B)(3) below for more information on how monitoring in these programs is conducted, and later in this Appendix for documentation that these program standards do indeed equal or exceed the requirements of the 4-Star Level.)

Finally, the committee considered how to structure the 5-Star Level. The committee agreed that developing robust criteria based on specific aspects of quality that research has demonstrated are related to programs’ success in closing the “school readiness gap” was essential to Illinois’ overall early childhood reform agenda. The committee’s goal in developing the 5-Star Level is to provide programs a roadmap for moving “from good to great,” to create “intervention quality” programs capable of accelerating the development of children who are already “behind” in their early learning and development at the time they enroll in an early learning program (or in the case of programs for infants and toddlers, capable of preventing the emergence of the readiness gap in the first three years).

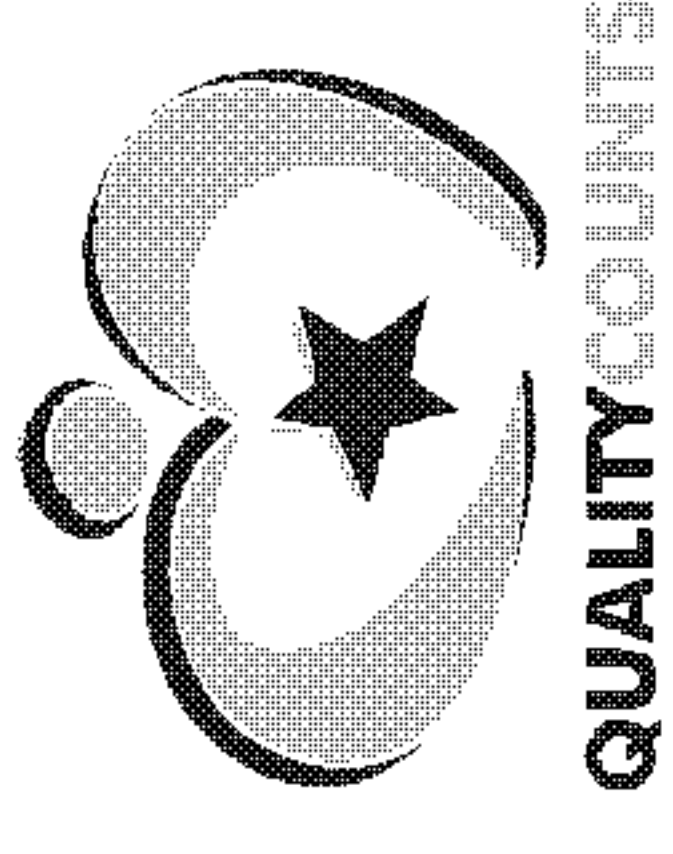
The committee determined that further study and wider participation from early childhood education scholars, school district programs, Head Start programs, and other experts is needed to develop a “5-Star” Level that will fulfill the objective of providing a roadmap “from good to great.” A new “5-Star” subcommittee has been formed and will work over the next two months to develop the criteria for the “5-Star” Level. The committee has charged this subcommittee with ensuring that the “5-Star” level includes, at a minimum:

- measures of instructional quality using the Classroom Assessment Scoring System, or CLASS, with minimum overall score of 4.5 (and no classroom less than 3.25) on Instructional Quality subscale;
- implementation of tiered instruction strategies based on formative assessments of individual students;
- continuous program improvement based on assessments of classroom environment, instructional quality, and child outcomes
- health promotion strategies as identified in the “Let’s Move: Child Care” initiative (e.g., enhanced nutrition standards, daily minimum active play time, and limited “screen time”);
- enhanced family engagement strategies,
- inclusion of children with disabilities, and
- provisions, directly or through partnerships, for meeting families’ needs for full-day, year-round child care.

The full Star Level system for centers will be finalized by December 15, 2011.

Appendix (B)(1)-5

Quality Counts Chart of Star Level Criteria

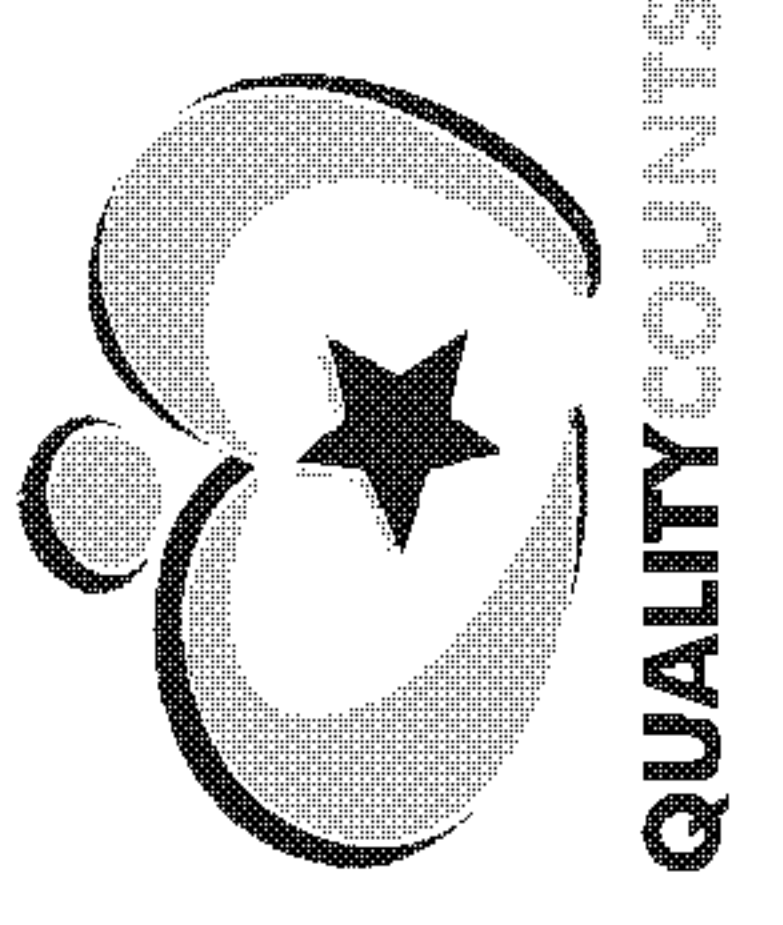


STAR LEVEL

	★	★★	★★★	★★★★	★★★★★
Learning Environment	Licensing standards	Overall, above minimal standards across six categories of quality: program structure; activities; personal care; support for development of language and reasoning; interactions between staff and children and among children; physical space and furnishings. (1) (weighted ERS of 3.5)	Overall, at least adequate standards across six categories of quality: program structure; activities; personal care; support for development of language and reasoning; interactions between staff and children and among children; physical space and furnishings. (2) (weighted ERS of 4.0)	Accreditation status, Head Start, PFA, or overall above adequate standards across six categories of quality: at least adequate standards across seven categories of quality: program structure; activities; personal care; support for development of language and reasoning; interactions between staff and children and among children; physical space and furnishings. (3) (weighted ERS of 4.5)	★★★★★
Curriculum/Child Assessment	Licensing standards	Training on early learning standards	Assessment tool used; standards considered in curriculum planning (4)	Accreditation status, Head Start, PFA, or above adequate standards for child assessment (5)	
Screening	Licensing standards	Parents provided information on screening	All children are screened (6)	Accreditation status, Head Start, PFA, or above adequate standards for child screening (7)	
Family Engagement	Licensing standards	Program provides orientations for new families and communicates children's learning and development to parents (8)	Program provides orientations, formal parent conferences, communicates with parents in their primary language, and offers family supports (9)	Accreditation status, Head Start, PFA, or above adequate standards for family partnerships (10)	

STAR LEVEL

	★	★★	★★★	★★★★	★★★★★
Health Promotion	Licensing standards	Overall above minimal standards of quality across eight categories of quality: meals/snacks; nap; diapering/toileting; health practices; safety practices; active physical play; use of TV, video, computer; schedule. (11)	Overall adequate standards of quality across eight categories of quality: meals/snacks; nap; diapering/toileting; health practices; safety practices; active physical play; use of TV, video, computer; schedule. (11)	Accreditation status, Head Start, PFA or overall above adequate standards of quality across eight categories of quality: meals/snacks; nap; diapering/toileting; health practices; safety practices; active physical play; use of TV, video, computer; schedule. (11)	★★★★★
Program Administration	Licensing standards	Orientation to elements of quality program administration	Overall, at least adequate standards across ten categories of program administration: Human Resources Development; Personnel Cost and Allocation; Center Operations; Child Assessment; Fiscal Management; Program Planning and Evaluation; Family Partnerships; Marketing and Public Relations; Technology; Staff Qualifications (12) (PAS of 4.0)	Accreditation status, Head Start, PFA, or overall above adequate standards across ten categories of program administration: Human Resources Development; Personnel Cost and Allocation; Center Operations; Child Assessment; Fiscal Management; Program Planning and Evaluation; Family Partnerships; Marketing and Public Relations; Technology; Staff Qualifications (13) (PAS of 4.5)	
Group Size and Staff/Child Ratios	Licensing standards	Licensing standards	Licensing standards	Accreditation status, Head Start, PFA; better than licensing standards (14)	
Director Qualifications	Licensing standards	Licensing standards	Licensing standards	Licensing standards (15)	



STAR LEVEL

	★	★★	★★★	★★★★	★★★★★
Staff Qualifications	Licensing standards	At least 30% of teaching staff with a minimum of ECE Credential level 2 or equivalent (16)	At least 30% of teaching staff with a minimum of ECE Credential level 3 or equivalent (17)	At least 40% of teaching staff with a minimum of ECE Credential level 4 or equivalent (18)	
Staff Development	Licensing standards	Program makes provisions for staff development (19)	Meets at least adequate standards for staff development (20)	Accreditation status, Head Start, PFA, or above adequate standards for staff development (21)	
Continuous Quality Improvement	Licensing standards	Program has received information on CQI	Program has written plan for CQI	Accreditation status, Head Start, PFA, or Program has written plan for CQI	
Record-Keeping and Data Reporting	Licensing standards	Program has received information on reporting requirements at 3-5 stars	Meets at least adequate standards for program planning and evaluation (22)	Accreditation status, Head Start, PFA, or meets above adequate standards for program planning and evaluation (23)	

Notes:

- (1) Environment Rating Scale score of 3.5, with scores for Language-Reasoning and Interaction over weighted
- (2) Environment Rating Scale score of 4.0, with scores for Language-Reasoning and Interaction over weighted
- (3) Environment Rating Scale score of 4.5, with scores for Language-Reasoning and Interaction over weighted
- (4) At least a score of 4.0 on PAS Child Assessment subscale
- (5) At least a score of 4.5 on PAS Child Assessment subscale
- (6) At least a score of 4.0 on PAS Child Assessment subscale
- (7) At least a score of 4.5 on PAS Child Assessment subscale
- (8) Above a score of 3.0 on PAS Family Communication items
- (9) At least a score of 4.0 on PAS Family Partnerships subscale
- (10) At least a score of 4.5 on PAS Family Partnerships subscale
- (11) Environment Rating Scale score of 3.5 on those eight items, well as the following standards:
 - no sugar sweetened beverages served to any child; only 100% juice served to children over 12 months with a maximum of 4 ounces per day
 - guidelines for age and developmentally appropriate physical activity: children over 12 months in care over 6 hours have 60 minutes of activity per day; children 12 months to 3 years have no longer than 15 minute sessions; children over 3 years have at least 30 of the 60 minutes in guided, structured activity
 - no screen viewing for children under 2 years; for children over 2 years, no more than 60 minutes of educational programs or programs that actively engage the child in movement; each session can last no longer than 30 minutes for a child in care over 6 hours
- (12) Program Administration Scale (PAS) score of 4.0



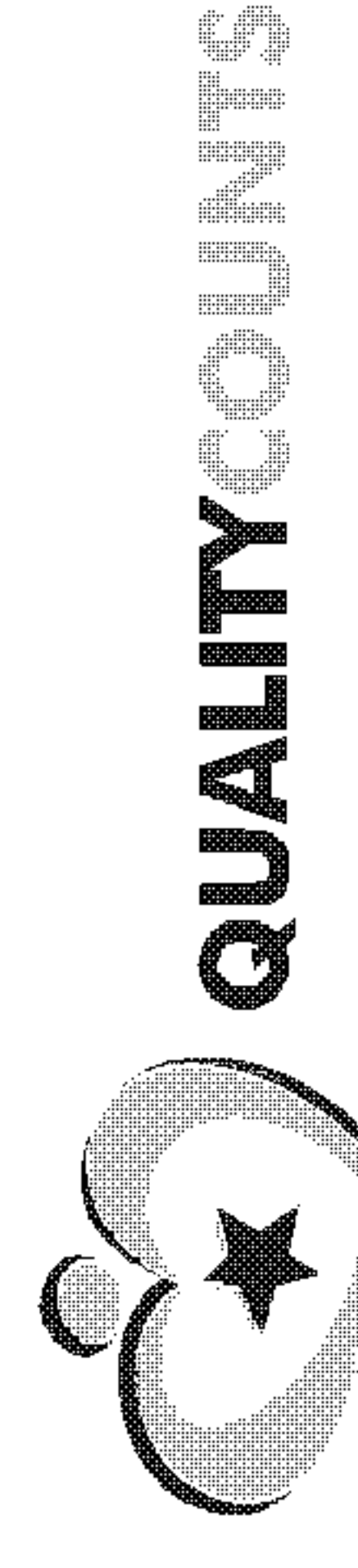
Notes (continued):

- (13) Program Administration Scale (PAS) score of 4.5
- (14) Ratios and group sizes meet at least NAEYC standards
- (15) Illinois Directors Credential level 1 or equivalent or IL Principal Endorsement required beginning July 2017
- (16) Also at least 30% of staff in infant-toddler classrooms have Level 2 Infant-Toddler Credential or equivalent
- (17) Also at least 30% of staff in infant-toddler classrooms have Level 3 Infant-Toddler Credential or equivalent
- (18) Also at least 40% of staff in infant-toddler classrooms have Level 4 Infant-Toddler Credential or equivalent
- (19) Above a score of 3.0 on PAS Staff Development items
- (20) At least a score of 4.0 as measured by PAS items
- (21) At least a score of 4.5 as measured by PAS items
- (22) At least a score of 4.0 as measured by PAS items
- (23) At least a score of 4.5 as measured by PAS items

**Illinois Department of Human Services
Proposed TQRIS System Building Expansion for Implementation FY 2012
Quality Counts Quality Rating System • LICENSED FAMILY/GROUP HOME CHILD CARE PROVIDERS**

*All applicants must have an IDCFS License in good standing**

STAR LEVEL	★	★★	★★★	★★★★	★★★★★
CCAP Rate Add-on		5%	10%	15%	20%
Learning Environment	Licensing	ERS Rating of 3.0	ERS Rating of 3.5 Receive information on National Association for Family Child Care (NAFCC) accreditation	Current NAFCC accreditation in good standing or ERS Rating of 4.25	Current NAFCC accreditation in good standing and ERS Rating of 5.0
Program Administration	Licensing	Receive information packet: professional development and program resources; developmental screening information	Receive information on Business Administration Scale (BAS)	Current NAFCC accreditation in good standing or BAS Rating of 4.25	Current NAFCC accreditation in good standing and BAS Rating of 5.0
Provider Qualifications & Training	Licensing	IDCFS License in good standing	25 hours of training annually <i>(primary provider only)</i>	Current NAFCC accreditation in good standing or 30 hours of training annually <i>(primary provider only)</i>	Great START education Level 1 or above and all staff current certificate in CPR/First Aid**
<p>* Day Care Information Line is contacted for violations. ** All staff defined as permanent full time and part time, not substitutes or temporary staff.</p>					



**Illinois Department of Human Services
Quality Rating System – Training Tiers
LICENSE-EXEMPT FAMILY CHILD CARE HOMES**

TIER	TRAINING TIER 1	TRAINING TIER 2	TRAINING TIER 3
CCAP Rate Add-on	10%	15%	20%
Tier Contact Hours	12 contact hours	Tier 1 PLUS 12 contact hours	Tier 1 & 2 PLUS 24 contact hours
Required Training Modules	3 hrs = Overview of Child Development	3 hrs = Observation and Guidance	3 hrs = Child Growth & Development (Birth–8 mos.)
	3 hrs = Health Issues for Group Care	3 hrs = Learning Happens in Relationships	3 hrs = Child Growth & Development (8–18 mos.)
	3 hrs = Nutrition Issues for Group Care	3 hrs = Family & Community Relationships	3 hrs = Child Growth & Development (18–36 mos.)
	3 hrs = Safety Issues for Group Care	3 hrs = Personal & Professional Development	3 hrs = Preschool Child, Social & Emotional Development
			3 hrs = Preschool Child, Physical Development
		3 hrs = Preschool Child, Language Development	
		3 hrs = Preschool Child, Cognitive Development	
		3 hrs = School Age Development	
NOTE:	<ul style="list-style-type: none"> To receive the listed CCAP rate add-on, a provider must complete Training Tiers in order. A provider must complete training in any one tier within a 2-year timeframe. All 3-hour training modules are part of the Level 1 ECE Credential training. After completion of all Training Tiers, you are eligible to apply for the Gateways to Opportunity Level 1 ECE Credential. 		

Appendix (B)(1)-6

Documentation that Star Level Criteria meet all requirements and represent high quality

Documentation that Quality Counts Tiers meaningfully differentiate quality

The Quality Counts tiers incorporate structural quality features shown to impact early childhood program quality:

- Staff Qualificationsⁱ: Increases from licensing requirements (lead classroom teacher must have 6 credit hours of Child Development; other teaching staff need only high school diploma) to requirement that at least 40% of teaching staff have an Associate's Degree in Early Childhood or the equivalent
- Group Size and Ratiosⁱⁱ: Increases from licensing requirements to NAEYC standards (note: for some age groups, these are the same)

The tiers also include quality features known to be related to child outcomes

- Curriculum:ⁱⁱⁱ Increases from licensing's loose requirement that the program address all areas of development to requirement that program use formal curriculum aligned with Early Learning Standards
- Screening:^{iv} Increases from requiring only vision and hearing screening to requiring developmental screening using published, valid, reliable tool
- Family engagement:^v Increases from requiring a written parent involvement plan to requiring individualized family partnership agreements
- Health promotion:^{vi} Increases from requiring basic health and safety measures to requiring nutrition and activity guidelines recommended in Lets Move Child Care
- Continuous Quality Improvement:^{vii} Increases from no requirement to requiring written plan for CQI and annual program self-assessment

While there is research evidence that programs meeting Star Level 4 are of meaningfully different quality than those at Star Level 1, there is little research that identifies what constitutes a meaningful difference in quality between these two levels (i.e., at Star Level 2 or 3). The primary measures of quality used (ERS and PAS/BAS) have been shown to be related to quality in a continuous manner, with no clear "break points" that meaningfully differentiate quality. These Star Levels were instead developed to provide graduated steps between Star Level 1 and 4 so that programs would have a "Roadmap to Quality."

Star Level 5 criteria for centers are still under development, and will be based on research about what additional quality features (instructional quality, intensive family engagement, inclusion of children with special needs, etc.) are most related to positive outcomes for Children with High Needs.^{viii}

Appendix (B)(2)-1

DCFS Rule Changes



Pat Quinn
Governor

D. Jean Ortega-Piron
Acting Director

Illinois Department of Children & Family Services

Secretary of State
Administrative Code Unit
Index Division
111 E. Monroe Street
Springfield, Illinois 62701

Dear Mr. Secretary:

Enclosed for publications in the Illinois Register are proposed amendments to 89 Ill. Adm. Code 406, Licensing Standards for Day Care Homes, 89 Ill. Adm. Code 407, Licensing Standards for Day Care Centers and 89 Ill. Adm. Code 408, Licensing Standards for Group Day Care Homes. Questions, may be addressed to Jeff Osowski at (217) 524-1983.

Sincerely,

A handwritten signature in black ink that reads "D. Jean Ortega-Piron". The signature is written in a cursive, flowing style.

D. Jean Ortega-Piron

Enclosures

Office of the Director
406 E. Monroe Street • Springfield, Illinois 62701
217-785-2509 • 217-524-3715 Fax



ACCREDITED • COUNCIL ON ACCREDITATION FOR CHILDREN AND FAMILY SERVICES

ILLINOIS REGISTER

DEPARTMENT OF CHILDREN AND FAMILY SERVICES
NOTICE OF PROPOSED AMENDMENTS

TITLE 89: SOCIAL SERVICES
CHAPTER III: DEPARTMENT OF CHILDREN AND FAMILY SERVICES
SUBCHAPTER e: REQUIREMENTS FOR LICENSURE

PART 406
LICENSING STANDARDS FOR DAY CARE HOMES

Section

406.1	Purpose
406.2	Definitions
406.3	Effective Date of Standards (Repealed)
406.4	Application for License
406.5	Application for Renewal of License
406.6	Provisions Pertaining to the License
406.7	Provisions Pertaining to Permits
406.8	General Requirements for Day Care Homes
406.9	Characteristics and Qualifications of the Day Care Family
406.10	Qualifications for Assistants
406.11	Substitutes
406.12	Admission and Discharge Procedures
406.13	Number and Ages of Children Served
406.14	Health, Medical Care and Safety
406.15	Discipline of Children
406.16	Activity Requirements
406.17	Nutrition and Meals
406.18	Transportation of Children By Day Care Home
406.19	Swimming
406.20	Children with Special Needs
406.21	School Age Children
406.22	Children Under 30 Months of Age
406.23	Night Care
406.24	Records and Reports
406.25	Confidentiality of Records and Information
406.26	Cooperation with the Department
406.27	Severability of This Part
406.APPENDIX A	Meal Pattern Chart for Children 0 to12 Months of Age
406.APPENDIX B	Meal Pattern Chart for Children Over One Year of Age
406.APPENDIX C	Background of Abuse, Neglect, or Criminal History Which May Prevent Licensure or Employment in a Day Care Home
406.APPENDIX D	Pre-Service and In-Service Training
406.APPENDIX E	List of Items for Fire Safety Inspection

AUTHORITY: Implementing and authorized by the Child Care Act of 1969 [225 ILCS 10], the

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Children's Product Safety Act [430 ILCS 125], Section 3 of the Abused and Neglected Child Reporting Act [325 ILCS 5/3], Sections 1 and 2 of the Facilities Requiring Smoke Detectors Act [425 ILCS 10/1 and 2], and Section 5 of The Missing Children Records Act [325 ILCS 50/5].

SOURCE: Adopted and codified at 7 Ill. Reg. 7855, effective July 1, 1983; amended at 8 Ill. Reg. 24951, effective January 1, 1985; amended at 9 Ill. Reg. 2454, effective March 1, 1985; emergency amendment at 15 Ill. Reg. 15088, effective October 8, 1991, for a maximum of 150 days; modified at 16 Ill. Reg. 2269; amended at 16 Ill. Reg. 7602, effective April 30, 1992; amended at 18 Ill. Reg. 5531, effective April 1, 1994; amended at 19 Ill. Reg. 2765, effective February 23, 1995; amended at 21 Ill. Reg. 4524, effective April 1, 1997; emergency amendment at 24 Ill. Reg. 4207, effective March 1, 2000, for a maximum of 150 days; emergency expired July 28, 2000; amended at 24 Ill. Reg. 17047, effective November 1, 2000; amended at 25 Ill. Reg. 5714, effective April 1, 2001; emergency amendment at 26 Ill. Reg. 13694, effective August 30, 2002, for a maximum of 150 days; emergency expired on January 26, 2003; amended at 27 Ill. Reg. 19180, effective December 15, 2003; amended at 30 Ill. Reg. 18280, effective November 13, 2006; amended at 32 Ill. Reg. 9137, effective June 20, 2008; amended at 34 Ill. Reg. 18358, effective December 15, 2010; amended at 36 Ill. Reg. _____, effective _____.

Section 406.2 Definitions

"Access to children" means an employee's job duties require that the employee be present in a licensed child care facility during the hours that children are present in the facility. In addition, any person who is permitted to be alone outside the visual or auditory supervision of facility staff with children receiving care in a licensed child care facility is subject to the background check requirements of this Part.

"Adult" means any person who is 18 years of age or older.

"Applicant" means a person living in the residence to be licensed who will be the primary caregiver in the day care home.

"Approved smoke detector" or "detector" means a smoke detector of the ionization or photoelectric type which complies with all the requirements of the rules and regulations of the Illinois State Fire Marshal. (Section 2 of the Facilities Requiring Smoke Detectors Act [425 ILCS 10/2])

"Assistant" or "child care assistant" means a person (whether a volunteer or an employee) who assists a licensed home caregiver in the operation of the day care home.

"Attendance" means the total number of children under the age of 12 present at any one time.

"Authorized representative of the Department" means the licensing representative or any

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person acting on behalf of the Director of the Department.

"Background check" means:

- a criminal history check via fingerprints of persons age 18 and over that are submitted to the Illinois State Police and the Federal Bureau of Investigation (FBI) for comparison to their criminal history records, as appropriate; and
- a check of the Statewide Automated Child Welfare Information System (SACWIS) and other state child protection systems, as appropriate, to determine whether an individual is currently alleged or has been indicated as a perpetrator of child abuse or neglect; and
- a check of the Statewide Child Sex Offender Registry.

"Basement" means the story below the street floor where occupants must traverse a full set of stairs, 8 or more risers, to access the street floor.

"CANTS" means the Child Abuse and Neglect Tracking System operated and maintained by the Department. This system is being replaced by the Statewide Automated Child Welfare Information System (SACWIS).

"Caregiver" means the individual directly responsible for child care.

"Children with special needs" means children who exhibit one or more of the following characteristics, confirmed by clinical evaluation:

- Visual impairment: the child's visual impairment is such that development to full potential without special services cannot be achieved.
- Hearing impairment: the child's residual hearing is not sufficient to enable him or her to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication, or a hearing loss is exhibited that prevents full awareness of environmental sounds and spoken language, limiting normal language acquisition and learning.
- Physical or health impairment: the child exhibits a physical or health impairment that requires adaptation of the physical plant.
- Speech and/or language impairment: the child exhibits deviations of speech and/or language processes that are outside the range of acceptable variation within a given environment and prevent full social development.
- Learning disability: the child exhibits one or more deficits in the essential processes

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of perception, conceptualization, language, memory, attention, impulse control or motor function.

- Behavioral disability: the child exhibits an affective disability and/or maladaptive behavior that significantly interferes with learning and/or social functioning.
- Mental impairment: the child's intellectual development, mental capacity, and/or adaptive behavior are markedly delayed. Such mental impairment may be mild, moderate, severe or profound.

"Consultants" means those individuals providing technical assistance or advice regarding any aspect of the operation of the day care home.

"Conviction" means a judgment of conviction or sentence entered upon a plea of guilty or upon a verdict or finding of guilty of an offense, rendered by a legally constituted jury or by a court of competent jurisdiction authorized to try the case without a jury. (Section 2-5 of the Criminal Code of 1961 [720 ILCS 5/2-5])

"Corporal punishment" means hitting, spanking, swatting, beating, shaking, pinching, excessive exercise, exposure to extreme temperatures, and other measures that produce physical pain.

"Cot" means a comfortable, safe and child-sized alternative bed made of resilient, fire retardant, sanitizable fabric that is on legs or otherwise above the floor and can be stored to allow for air flow.

"Day care homes" means family homes which receive more than 3 up to a maximum of 12 children for less than 24 hours per day. The maximum of 12 children includes the family's natural, foster, or adopted children and all other persons under the age of 12. The term does not include facilities which receive only children from a single household. (Section 2.18 of the Child Care Act of 1969 [225 ILCS 10/2.18])

"Department" means the Illinois Department of Children and Family Services. (Section 2.02 of the Child Care Act of 1969)

"Discipline" means the process of helping children to develop inner controls so that they can manage their own behavior in socially acceptable ways.

"Disinfect" means to eliminate virtually all germs from inanimate surfaces through the use of chemicals or physical agents (e.g., heat). In the child care environment, a solution of ¼ cup household liquid chlorine bleach added to one gallon of water (or one tablespoon bleach to one quart water) and prepared fresh daily is an effective disinfectant for environmental

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surfaces and other objects. A weaker solution of 1 tablespoon bleach to 1 gallon of cool water is effective for use on toys, eating utensils, etc. Commercial products may also be used.

“Family home” or “family residence” means the location or portion of a location where the applicant and his or her family reside, and may include basements and attics. It does not include other structures that are separate from the home but are considered part of the overall premises, such as adjacent apartments, unattached basements in multi-unit buildings, unattached garages, and other unattached buildings.

“Gateways to Opportunity” means the single statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families.

“Gateways to Opportunity Registry” means a program administered by the Department of Human Services in coordination with the State Board of Education as a resource and tool to drive quality and accountability for early care and education, school-age, and youth development practitioners and programs that allows the caregivers to establish a profile in the registry.

"Ground level" means that a child can step directly from the exit onto the ground, a sidewalk, a patio, or any surface that is not above or below the ground.

"Guardian" means the guardian of the person of a minor. (Section 2.03 of the Child Care Act of 1969 [225 ILCS 10/2.03])

“Infant” means a child through 12 months of age.

"Initial background check" means fingerprints have been obtained for a criminal history check, and the individual has cleared a check of the Statewide Automated Child Welfare Information System (SACWIS) and the Illinois Sex Offender Registry.

"License" means a document issued by the Department that authorizes child care facilities to operate in accordance with applicable standards and the provisions of the Child Care Act of 1969.

"License applicant", for purposes of background checks, means the operator or persons with direct responsibility for daily operation of the facility to be licensed. (Section 4.4 of the Child Care Act of 1969 [225 ILCS 10/4.4])

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"License study" means the review of an application for license, on-site visits, interviews, and the collection and review of supporting documents to determine compliance with the Child Care Act of 1969 and the standards prescribed by this Part.

"Licensed capacity" means the number of children the Department has determined the day care home can care for at any one time in addition to any children living in the home who are under the age of 12 years. Children age 12 and over on the premises are not considered in determining licensed capacity.

"Licensing representative" means a person authorized by the Department under Section 5 of the Child Care Act of 1969 to examine facilities for licensure.

"Licensing year" often called the anniversary year, means the period of time from the date a day care home license is issued until the same date of the following year.

"Member of the household" means a person who resides in a family home as evidenced by factors including, but not limited to, maintaining clothing and personal effects at the household address, or receiving mail at the household address, or using identification with the household address.

"Minor traffic violation" means a traffic violation under the laws of the State of Illinois or any municipal authority therein or another state or municipal authority that is punishable solely as a petty offense. (See Section 6-601 of the Illinois Driver Licensing Law [625 ILCS 5/6-601].)

"Parents", as used in this Part, means those persons assuming legal responsibility for care and protection of the child on a 24-hour basis; includes guardian or legal custodian.

"Permit" means a one-time only document issued by the Department of Children and Family Services for a 2-month period to allow the individuals to become eligible for a license.

"Person" means any individual, group of persons, agency, association, or organization.

"Persons subject to background checks" means:

- the operators of the child care facility;
- all current and conditional employees of the child care facility;
- any person who is used to replace or supplement staff; and
- any person who has access to children, as defined in this Section.

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If the child care facility operates in a family home, the license applicants and all members of the household age 13 and over are subject to background checks, as appropriate, even if these members of the household are not usually present in the home during the hours the child care facility is in operation.

"Physician" means a person licensed to practice medicine in the State of Illinois or a contiguous state.

"Premises" means the location of the day care home wherein the family resides and includes the attached yard, garage, basement and any other outbuildings.

"Preschool age" means children under 5 years of age and children 5 years old who do not attend full day kindergarten.

"Program" means all activities provided for the children during their hours of attendance in the day care home.

"Protected exit from a basement" means an exit that is separated from the remainder of the day care home by barriers (such as walls, floors, or solid doors) providing one-hour fire resistance. The separation must be designed to limit the spread of fire and restrict the movement of smoke.

"Related" means any of the following relationships by blood, marriage, or adoption: parent, grandparent, sibling, great-grandparent, great-uncle, great-aunt, brother, sister, stepparent, stepbrother, stepsister, uncle, aunt, nephew, niece, or first cousin. (Section 2.04 of the Child Care Act of 1969 [225 ILCS 10/2.04])

"SACWIS" means the Statewide Automated Child Welfare Information System operated by the Illinois Department of Children and Family Services that is replacing the Child Abuse and Neglect Tracking System (CANTS).

"School age" means children from 6 to 12 years of age and 5 year olds who are in full-day kindergarten.

"Special use areas" means areas of the home that may not be included in the measurements of the area used for child care. Special use areas include, but are not limited to, laundry rooms, furnace rooms, bathrooms, hazardous areas, and areas off-limits to children.

"State Tiered Quality Rating and Improvement System" means a program administered jointly by the State Board of Education and the Department of Human Services designed to measure and improve the quality of early childhood care through a uniform system

DEPARTMENT OF CHILDREN AND FAMILY SERVICES

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throughout the state that allows the caregiver to receive assistance in improving the quality of service provided for children. Accountability measures and monitoring processes are used to determine how well programs meet Quality Rating System standards and to assign quality ratings.

“Story” means that level of a building included between the upper surface of a floor and the upper surface of the floor or roof next above.

“Street floor” means a story or floor level accessible from the street or from outside a building at ground level, with the floor level at the main entrance located not more than 4 risers above or below the ground level and arranged and utilized to qualify as the main floor.

“Substantiated violation” means that the licensing representative has determined, during a licensing complaint investigation or a monitoring or renewal visit, that the licensee has violated a licensing standard of this Part or the Child Care Act.

"Supervising agency", as used in this Part, means a licensed child welfare agency, a licensed day care agency, or the Department.

“Swimming pool” means any natural or artificial basin of water intended for public swimming or recreational bathing that exceeds 2'6" in depth as specified in the Illinois Swimming Pool and Bathing Beach Code (77 Ill. Adm. Code 820). The term includes bathing beaches and pools at private clubs, health clubs, or private residences when used for children enrolled in a child care facility.

“Wading pool” means any natural or artificial basin of water less than 2'6" in depth that is intended for recreational bathing, water play or similar activity. The term includes recessed areas less than 2'6" in depth in swimming pools that are designated primarily for children.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 406.4 Application for License

- a) A complete application shall be filed with the Department of Children and Family Services by the supervising agency on forms prescribed and provided by the Department.
- b) Content of Application
 - 1) A complete application shall include:
 - A) a completed, signed and dated Application for Home License;

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- B) a list of persons who will be working in the day care home, including any substitutes and assistants, and members of the household age 13 and over;
 - C) completed, signed and dated authorizations to conduct the background check for the applicants, each employee or person used to replace or supplement staff, and each member of the household age 13 and over;
 - D) a completed, signed and dated Child Support Certification form;
 - E) the names, addresses and telephone numbers of at least 3 adults not related to the applicants, nor living in the household, who can attest to their character and suitability to provide child care;
 - F) a written hazard protection plan identifying potential hazards within the home and outdoor area accessible to the children in care. The written plan shall address the specific hazards and the adult supervision and physical means required to minimize the risks to children. Conditions to be addressed include, but are not limited to, traffic construction, bodies of water accessible to the children, open stairwells, and neighborhood dogs; and
 - G) a copy of high school diploma or equivalent certificate.
 - H) applications submitted on or after July 1, 2012, shall provide proof of registration in the Gateways to Opportunity Registry by the caregiver and assistants in the home.
- 2) For initial applications submitted after January 1, 2011, the applicant, who shall be the primary caretaker, shall have completed, not more than one year prior to the application date, at least 15 hours of pre-service training listed in Appendix D, which shall include the following topics:
- A) Sudden Infant Death Syndrome (SIDS);
 - B) Shaken Baby Syndrome; and
 - C) Department approved Mandated Reporter training.
- c) The supervising agency shall study each day care home under its supervision before

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recommending issuance of a license. The licensing study shall be conducted by a licensing representative and shall be reviewed and approved by his/her supervisor. Supervisory approval indicates recommendation for license or denial of a license and compliance or non-compliance with the standards prescribed by this Part. The study shall be in writing and shall be signed by the licensing representative performing the study and by his/her supervisor. A license may not be recommended without the receipt of at least 3 positive, written references, and a written study signed by the licensing representative and supervisor. The applicant shall receive a copy of the results of the on-site compliance review upon request.

d) Fire Safety Inspection

- 1) The Department shall request the Office of State Fire Marshal (OSFM) to perform fire safety inspection of homes when an initial application is being considered for licensure and when care will be provided on other than ground level and for homes in multi-housing units, and submit its written recommendation of the inspection to the supervising agency of the day care home and to the applicant;
- 2) The fire safety inspection on single floor homes, at ground level with no unusual or complex code considerations, shall be completed following the list of items for fire safety inspection in Appendix E by a licensing representative trained by the OSFM to conduct that fire prevention inspection;
- 3) Prior to the Department issuance of a permit or a license, the day care home shall have written approval by OSFM or staff trained by OSFM, indicating the home meets fire safety requirements.

e) Licensed day care homes that fail to comply with all applicable local, municipal and State regulations may be prohibited from operating.

f) New Applications

- 1) A new application shall be filed when any of the following occurs:
 - A) When an application for a license has been withdrawn, surrendered, or denied and the applicant or licensee seeks to reapply;
 - B) When there is a failure to submit a completed application within 14 days after a change of the location of the day care home;
 - C) Not sooner than 12 months after the Department has revoked or

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refused to renew a license, after the previous license has been surrendered with cause or refused to issue a full license to a permit holder, and a new license is sought.

- 2) For the application to be considered timely and sufficient a new application shall be completed, signed by the licensee and submitted to the supervising agency within 30 days after the following changes:
 - A) When there is a change in the name of the licensee, the supervising agency or the legal status from a social security number to Federal Employer Identification Number (FEIN); or
 - B) When there is a change in the status of joint licensees, such as separation, divorce or death.

(Source: Amendment at 36 Ill. Reg. _____, effective _____)

Section 406.6 Provisions Pertaining to the License

- a) The licensees shall be a primary caregiver or caregivers who reside in the family home and meet the requirements of this Part. If there are joint licensees, they must be related and both must live in the family home.
- b) A day care home license is valid for 3 years unless revoked by the Department or voluntarily surrendered by the licensee.
- c) The number and age of children under age 12 cared for in the day care home at any one time shall be in compliance with provision in Section 406.13. Increases in the license capacity or the ages of children served shall be with written approval of the supervising agency.
- d) The age limits specified on the license shall be observed, unless the licensee has submitted a transition plan to the Department in accordance with Section 406.13(h) in order to keep members of a sibling group together and the Department has approved the plan.
- e) Child care may be provided only in those areas specified on the license.
- f) The license is valid only for the family residence of the licensee and shall not be transferred to another person or other legal entity.

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- g) The license shall not be valid for a name or location other than the name and location on the license.
- h) No day care home provider shall be licensed to provide care for more than 18 hours within a 24-hour period.
- i) The license shall be prominently displayed in the home at all times.
- j) There shall be no fee or charge for the license.
- k) For all license approvals (whether initial or renewal) occurring on or after July 1, 2012, upon approval of the license, the facility shall be automatically enrolled in the State Tiered Quality Rating and Improvement System.
- l) By July 1, 2012, all child care caregiver and assistants employed by the day care home, shall be registered in the Gateways to Opportunity Registry, with all information entered into the registry verified in accordance with procedures and requirements adopted by the Department of Human Services. Newly hired staff serving children must be registered in the Gateways to Opportunity registry within 30 days of hire.

(Source: Amended at 36 Ill. Reg., _____ effective _____)

Section 406.9 Characteristics and Qualifications of the Day Care Family

- a) No individual may receive a license from the Department when the applicant, a member of the household age 13 and over, or any individual who has access to the children cared for in a day care home, or any employee of the day care home, has not authorized the background check required by 89 Ill. Adm. Code 385 (Background Checks) and been cleared in accordance with the requirements of Part 385.
- b) Employees subject to background checks may begin employment on a conditional basis while awaiting the results of the background check. Such employees may not be alone with children until the results of the initial background check have been received.
- c) Persons who have been the perpetrator of certain types of child abuse or neglect or who have committed or attempted to commit certain crimes may not be licensed to operate a day care home, be a member of the household of a family home in which a day care home operates, or be an employee or volunteer in a day care home. These allegations/criminal convictions are listed in Appendix C of this Part.

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- d) Day care homes shall be responsible for ensuring that persons subject to criminal background checks make themselves available for fingerprinting when scheduled by the Department or its authorized representatives. Failure of a person subject to criminal background checks to appear for scheduled fingerprinting may result in the denial of a license application or refusal to renew or revocation of an existing license unless the child care facility can demonstrate that it took reasonable measures to insure cooperation with the fingerprinting process. Adequate cause for failure to appear for fingerprinting includes, but is not limited to:
- 1) death in the family of the person;
 - 2) serious illness of the person or illness in the person's immediate family; or
 - 3) weather or transportation emergencies.
- e) As a condition of licensure, each licensee or license applicant must *certify under penalty of perjury that he or she is current or not more than 30 days delinquent in complying with a child support order. Failure to so certify may result in a denial of the license application, refusal to renew the license, or revocation of the license.* (Section 10-65(c) of the Illinois Administrative Procedure Act [5 ILCS 100/10-65(c)])
- f) If the licensees or license applicants acknowledge that they are more than 30 days delinquent in complying with an order for child support or, upon completion of the background check, the licensees or license applicants are found to be delinquent despite their certification, the Department shall deny the application for license, refuse to renew the license, or revoke the license unless the licensees or license applicants arrange for payment of past due and current child support and pay child support in accordance with that agreement.
- g) Members of the household who have contact with the children in care shall treat them with respect, courtesy, and patience.
- h) The caregiver is responsible for the day-to-day operation of the day care home in accordance with the standards prescribed in this Part.
- i) The licensee shall be present in the home when day care children are in attendance unless a qualified substitute caregiver per Section 406.11 is present.
- j) The licensee and other adult members of the household in contact with day care children shall be stable, law abiding, responsible, mature individuals.

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- k) The caregivers in a day care home shall be at least 18 years of age.
- l) Caregivers licensed after January 1, 2011 shall have proof of a high school diploma or equivalent certificate.
- m) The caregivers and all members of the household shall provide medical evidence as required by Section 406.24(h) that they are free of reportable communicable disease, and, in the case of caregivers, free of physical or mental conditions that could interfere with the child care responsibilities.
- n) The licensee who is the primary caregiver shall be certified in first aid, the Heimlich maneuver and infant/child cardiopulmonary resuscitation (CPR) by the American Red Cross, the American Heart Association or other entity approved by the Illinois Department of Public Health.
- o) During the hours of operation of the day care home, there shall be at least one person on the premises certified in first aid, the Heimlich maneuver and infant/child cardiopulmonary resuscitation (CPR) by the American Red Cross or the American Heart Association, or other entity approved by the Illinois Department of Public Health. The caregivers shall have on file current certificates attesting to the training.
- p) The caregiver shall successfully complete a Department approved basic training course of 6 or more clock hours in providing care to children with disabilities. Refer to Appendix D for basic course requirements. The licensee shall have on file a certificate attesting to the successful completion of the training.
 - 1) New licensee shall complete this training within 36 months from the issue date of the initial license.
 - 2) A licensee who has completed training prior to November 15, 2003 may have that training approved as meeting the provisions of this Section. A certificate of training completion and a description of the course content must be submitted to the Department for approval.
- q) Through interaction with the licensing representative, children, parents or guardian of children in care and operation of the day care home in accordance with standards prescribed by this Part, caregivers shall exhibit competence in the following specific areas:
 - 1) Knowledge of basic hygiene, safety, and nutrition.

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- 2) The ability to relate comfortably with parents and to communicate with them on differences in caregiving methods, values, and goals.
 - 3) The ability to communicate with children.
 - 4) The ability to set realistic controls for children and to enforce these without harshness or physical abuse.
 - 5) Knowledge of the child's need to explore and manipulate and the willingness to provide and maintain a home where children can enjoy living and learning.
 - 6) Using developmentally appropriate behavior management techniques that do not constitute corporal punishment of children.
-
- r) The caregivers may not work or be employed outside the home during the hours that child care is being provided. Outside employment during hours that child care is not being provided shall not interfere with child care.
 - s) The caregiver shall be awake, alert, and able to supervise the children when providing care, except as allowed by Section 406.23(h), night care.
 - t) The caregivers shall complete 15 clock hours of in-service training per licensing year in accordance with the requirements in Appendix D.
 - 1) Such training may be derived from programs offered by any of the entities identified in Appendix D.
 - 2) Courses or workshops to meet this requirement include, but are not limited to, those listed in Appendix D.
 - 3) The records of the day care home shall document the training in which the caregiver has participated, and these records shall be available for review by the Department.
 - 4) Caregivers obtaining clock hours in excess of the required 15 clock hours per year may apply up to 5 clock hours to the next year's training requirements.
 - 5) Starting July 1, 2013, all caregivers and assistants shall receive a copy of the Early Learning and Development Standards and orientation of these standards provided by the State Board of Education.

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- u) Licensees or applicants shall not provide false or misleading information regarding their compliance with the applicable regulations.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

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TITLE 89: SOCIAL SERVICES

CHAPTER III: DEPARTMENT OF CHILDREN AND FAMILY SERVICES

SUBCHAPTER e: REQUIREMENTS FOR LICENSURE

PART 407

LICENSING STANDARDS FOR DAY CARE CENTERS

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AUTHORITY: Implementing and authorized by the Child Care Act of 1969 [225 ILCS 10] and the Children's Product Safety Act [430 ILCS 125].

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SOURCE: Adopted and codified at 7 Ill. Reg. 9215, effective August 15, 1983; amended at 8 Ill. Reg. 8713, effective June 15, 1984; amended at 8 Ill. Reg. 24937, effective January 1, 1985; amended at 16 Ill. Reg. 7597, effective April 30, 1992; emergency amendment at 20 Ill. Reg. 11366, effective August 1, 1996, for a maximum of 150 days; emergency expired December 28, 1996; amended at 21 Ill. Reg. 923, effective January 15, 1997; amended at 22 Ill. Reg. 1728, effective January 1, 1998; amended at 24 Ill. Reg. 17036, effective November 1, 2000; amended at 28 Ill. Reg. 3011, effective February 15, 2004; amended at 29 Ill. Reg. 4502, effective March 15, 2005; amended at 34 Ill. Reg. 4700, effective March 22, 2010; amendment at 36 Ill. Reg. _____, effective _____.

SUBPART A: INTRODUCTION, DEFINITIONS, AND APPLICABILITY

Section 407.45 **Definitions**

"Accredited college or university" means a college or university that has been accredited by a regional or national institutional accrediting association recognized by the U.S. Department of Education or a non-governmental recognition counterpart.

"Age-appropriate safety restraint" for a child under 4 years of age means a child restraint system (infant carrier, infant/toddler seat, or convertible safety seat) that meets the standards of the United States Department of Transportation designed to restrain, seat or position children. For a child 4 years of age or older, an age-appropriate safety restraint means a child restraint system or seat belt (lap belt or lap-shoulder belt combination).

"Attendance" means the total number of children present at any one time.

"Authorized representative of the Department" means a licensing representative or any person acting on behalf of the Director of the Department.

"Background check" means:

- a criminal history check via fingerprints of persons age 17 and over that are submitted to the Illinois State Police and the Federal Bureau of Investigation (FBI) for comparison to their criminal history records, as appropriate; and
- a check of the Statewide Automated Child Welfare Information System (SACWIS) and other states' child protection systems, as appropriate, to determine whether an individual has been alleged or indicated as a perpetrator of child abuse or neglect; and

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- a check of the Illinois Sex Offender Registry.

"CANTS" means the Child Abuse and Neglect Tracking System operated and maintained by the Department. This system is being replaced by the Statewide Automated Child Welfare Information System (SACWIS).

"Child" means any person under 18 years of age. (Section 2.01 of the Child Care Act of 1969 [225 ILCS 10/2.01])

"Child care facility" means any person, group of persons, agency, association or organization, whether established for gain or otherwise, who or which receives or arranges for care or placement of one or more children, unrelated to the operator of the facility, apart from the parents, with or without the transfer of the right of custody in any facility as defined in the Child Care Act of 1969, established and maintained for the care of children. (Section 2.05 of the Child Care Act of 1969 [225 ILCS 10/2.05])

"Child care staff" means all staff members providing direct care to children.

"Consultant" means a person providing technical assistance or advice regarding any aspect of the program operation.

"Corporal punishment" means hitting, spanking, swatting, beating, shaking, pinching, excessive exercise, exposure to extreme temperatures, and other measures that produce physical pain.

"Cot" means a comfortable, safe and child-sized alternative bed made of resilient, sanitizable fabric, that is on legs or otherwise above the floor and can be stored to allow for air flow.

"Day care center" means any child care facility which regularly provides day care for less than 24 hours per day for more than 8 children in a family home or more than 3 children in a facility other than a family home, including senior citizen buildings. The term does not include:

- *programs operated by public or private elementary school systems or secondary level school units or institutions of higher learning that serve children who shall have attained the age of 3 years; or*
- *private entities on the grounds of public or private elementary or secondary schools that serve children who have attained the age of 3 years, except that this exception applies only to the facility and not to the private entities' personnel operating the program;*

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- *programs or that portion of the program which serves children who shall have attained the age of 3 years and which are recognized by the State Board of Education;*
- *educational program or programs serving children who shall have attained the age of 3 years and which are operated by a school which is registered with the State Board of Education and which is recognized or accredited by a recognized national or multi-state educational organization or association which regularly recognizes or accredits schools;*
- *programs which exclusively serve or that portion of the program which serves handicapped children who shall have attained the age of 3 years but are less than 21 years of age and which are registered and approved as meeting standards of the State Board of Education and applicable fire marshal standards;*
- *facilities operated in connection with a shopping center or service, religious services or other similar facility where transient children are cared for temporarily while parents or custodians of the children are occupied on the premises and readily available;*
- *any type of day care center that is conducted on federal government premises;*
- *special activities programs, including athletics, crafts instruction and similar activities conducted on an organized and periodic basis by civic, charitable and governmental organizations;*
- *part day child care facilities, as defined in Section 2.10 of the Child Care Act of 1969; or*
- *programs or that portion of the program which:*
 - *serves children who shall have attained the age of 3 years,*
 - *is operated by churches or religious institutions as described in section 501(c)(3) of the federal Internal Revenue Code,*
 - *receives no governmental aid,*
 - *is operated as a component of religious, nonprofit elementary school,*
 - *operates primarily to provide religious education, and*

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- *meets appropriate State or local health and fire safety standards.*

For purposes of this Section, "children who shall have attained the age of 3 years" shall mean children who are 3 years of age, but less than 4 years of age, at the time of enrollment in the program. (Section 2.09 of the Child Care Act of 1969 [225 ILCS 10/2.09])

"Department" means the Illinois Department of Children and Family Services. (Section 2.02 of the Child Care Act of 1969 [225 ILCS 10/2.02])

"Disinfect" means to eliminate virtually all germs from inanimate surfaces through the use of chemicals or physical agents (e.g., heat). In the child care environment, a solution of ¼ cup household liquid chlorine bleach added to one gallon of tap water and prepared fresh daily is an effective disinfectant for environmental surfaces and other objects.

"Early childhood" means the years from birth through age 6.

"Early childhood assistant" means a staff member who works under the direct supervision of an early childhood teacher and does not assume responsibility for a group of children.

"Early childhood teacher" means a staff member responsible for a group of infants, toddlers or preschool children.

"Employee", as used in this Part, means any staff person employed by a child care facility and includes any substitute or assistant. This definition includes administrative, professional and support staff who have access to children in their present or prospective employment.

"Enrollment" means the total number of children served by the facility on either a part-time or full-time basis.

"Gateways to Opportunity" means the single statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families.

"Gateways to Opportunity Registry" means a program administered by the the Department of Human Services in coordination with the State Board of Education as a resource and tool to drive quality and accountability for early care and education, school-age, and youth development practitioners and programs that allows the caregivers to establish a profile in the registry.

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"Governing body", as used in this Part, means the board of directors of a corporation. Otherwise, the term means the owners or other persons, agency, association or organization legally responsible for the operation of the day care center that serves as the policy-making authority and that exercises general direction over the affairs of the facility.

"Group" means a specific number of children who remain together at least 60 percent of the time they are at the facility.

"Guardian" means the guardian of the person of a minor. (Section 2.03 of the Child Care Act of 1969 [225 ILCS 10/2.03])

"Guidance/discipline" means the ongoing process of helping children to develop inner controls so that they can manage their own behavior in socially approved ways.

"Infant" means a child from 6 weeks through 14 months of age.

"Initial background check" means fingerprints have been obtained, as verified by a receipt from the fingerprint vendor, and the individual has cleared a check of the Statewide Automated Child Welfare Information System (SACWIS) and the Illinois Sex Offender Registry.

"Intergenerational activities" means activities that involve children and adults in shared activities that occur at least monthly on a regular basis.

"Kindergarten child" means a child currently enrolled in kindergarten who is eligible to attend first grade during the next school year.

"LEADS" means the Law Enforcement Agency Data System.

"License" means a document issued by the Department of Children and Family Services that authorizes child care facilities to operate in accordance with applicable standards and the provisions of the Child Care Act of 1969.

"License study", as used in this Part, means the review of an application for license, on-site visits, interviews, and the collection and review of supporting documents to determine compliance with the Child Care Act of 1969 and the standards prescribed by this Part.

"Licensed capacity" means the maximum number of children permitted in the facility at any one time.

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"Licensee" means an individual, agency, or organization who holds a license or permit issued by the Department of Children and Family Services.

"Licensing representative", for the purposes of this Part, means Department staff authorized under the Child Care Act of 1969 to examine facilities for licensure.

"Parental involvement" means parental assistance with a child care program such as participation in field trips, parties, attendance on special days for special events, or parental support and cooperation in the classroom.

"Parents" or "Parent", as used in this Part, means persons assuming legal responsibility for the care and protection of the child on a 24-hour basis; includes guardian or legal custodian.

"Partially exempt program" means a child care program for children who have attained the age of 3 years and is operated by a private entity on grounds of a public or private elementary or secondary school where children have been attending school during the day. In a partially exempt program, the physical facility is exempt from Department regulations; however, the Department regulates the personnel and operating programs.

"Permit", as used in this Part, means a one-time only document issued by the Department of Children and Family Services for a 6 month period to allow the individuals, agency, or organization to operate a day care center and to become eligible for a full license.

"Physician" means a person licensed to practice medicine in the State of Illinois or a contiguous state.

"Preschooler" means a child from 3 through 5 years of age. Children enrolled in kindergarten may be considered either preschool or school-age. Children 2 years of age may be considered preschoolers or toddlers, depending on their level of development.

"Program" means all activities provided for the children during their hours of attendance in the facility.

"Related services" refers to, but is not limited to, supportive services (psychological, medical, social, or health) for children in a facility.

"Replace or supplement staff" means a paid or unpaid individual who performs essential staff duties as evidenced by being counted in the staff-child ratio or being allowed to be alone with children outside the visual or auditory supervision of child care staff. It also includes professional contractual staff, such as physicians, nurses, therapists, etc., if the

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professional provides services within the facility and is allowed access to children outside the visual or auditory supervision of staff.

"Resource personnel" means physicians, nurses, psychologists, social workers, speech therapists, physical and occupational therapists, educators and other technical and professional persons whose expertise is utilized in providing specialized services to children.

"Resources" may include related services mentioned above and community agencies such as, but not limited to, libraries, university laboratories and their professional staffs, audiovisual materials, museums, and parks.

"Risk management plan" means a document that outlines the process for identifying and analyzing loss exposures, examining alternative risk control methods, and making and carrying out decisions that will minimize the adverse effects of accidental losses.

"School-age" means a child up to 18 years of age who is enrolled in first grade or higher. Children attending kindergarten may be considered either preschool or school-age.

"School-age assistant" means a staff member who works under the direct supervision of a school-age worker.

"School-age director" means a person designated by the governing body to assume full administrative responsibility for the ongoing operation of one or more sites (not to exceed 6) and who meets the qualifications for a child care director as outlined in Section 407.130.

"School-age site coordinator" means a person responsible for implementing curriculum and ensuring that licensing standards are met at the site of a school-age program serving a maximum of 50 children and that is overseen by a school-age director responsible for multiple sites.

"School-age worker" means a staff member who has lead responsibility for a group of school-age children.

"Site" means the physical location in which a day care center operates. A site may consist of more than one building if all of the buildings within the site are connected by property under the exclusive control of the day care center that is used as a playground, for parking, or for other day care related purposes.

"State Tiered Quality Rating and Improvement System" means a program administered

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jointly by the State Board of Education and the Department of Human Services designed to measure the quality of early learning and development programs by examining the program's environment, program administration, and staff qualifications. The program allows the facility to receive assistance in improving the quality of service provided to children. Accountability measures and monitoring processes are used to determine how well programs meet Quality Rating System standards and to assign quality ratings.

"Support staff" means any staff member providing indirect care and services to children in a day care center, such as a driver, cook, janitor, or clerical staff.

"Swimming pool", for purposes of this Part, means any natural or artificial basin of water intended for public swimming or recreational bathing that exceeds 2'6" in depth as specified in the Illinois Swimming Pool and Bathing Beach Act and Code. The term includes bathing beaches and pools at private clubs, health clubs, or private residences when used for children enrolled in a child care facility.

"Toddler" means a child from 15 months to 2 years of age. The term may include a child up to 30 months of age depending upon physical or social development.

"Universal precautions" means an approach to infection control. According to the concept of Universal Precautions, all human blood and certain body fluids are treated as if known to be infectious for HIV, HBV, and other blood-borne pathogens.

"Wading pool", for purposes of this Part, means any natural or artificial basin of water less than 2'6" in depth that is intended for recreational bathing, water play or similar activity as specified in the Illinois Swimming Pool and Bathing Beach Act and Code. The term includes recessed areas less than 2'6" in depth in swimming pools and includes wading pools at private clubs, health clubs and private residences when used for children enrolled in a child care facility.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

SUBPART B PERMITS AND LICENSES

Section 407.50 Application for License

- a) The application for license shall be completed by the officers of the governing body of the day care center, or its authorized representative, on forms prescribed and furnished by the Department.

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- b) Only complete applications shall be processed. Incomplete or unsigned applications shall be returned for completion and signature. For the application to be considered complete, the following shall be attached to the application form:
- 1) Articles of incorporation and by-laws, if incorporated, indicating that the center's corporate status is in good standing with the Illinois Secretary of State;
 - 2) Statement of purpose(s) and policies as required by Section 407.250(c);
 - 3) List of officers, board members and committees of the governing body;
 - 4) Annual operating budget showing anticipated expenses and income (required in original application, only);
 - 5) Staffing plan which includes job descriptions and the qualifications of the staff;
 - 6) Written delegation of administrative authority as required by Section 407.70(b); and
 - 7) A list of persons subject to the background check requirements of 89 Ill. Adm. Code 385, Background Checks, and each person's complete, signed authorization to conduct the background check.
 - 8) Applications submitted on or after July 1, 2012 shall include proof of registration in the Gateways to Opportunity Registry by all staff, assistants and the director of the facility.
- c) Upon receipt of a complete, signed application for a license, the Department shall conduct a license study in order to determine that the day care center meets licensing standards. The licensing study shall be in writing and shall be reviewed and signed by the licensing supervisor and the licensing representative performing the study. The applicant shall receive a copy of the license study upon written request and payment of copying costs.
- d) A new application shall be filed:
- 1) When an application for license has been withdrawn, and the center seeks to reapply;
 - 2) When there is a change of address of the day care center; and

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- 3) When there is a change of name, ownership or corporate status of the center.
- e) If the Department has revoked or refused to renew the license of a day care center and the former licensee or one third or more of the members of its governing body seek to reapply for license, it may do so if at least 12 months have passed since the effective date of the revocation or refusal to renew. If a new license is granted, the Department shall impose provisions on the new license for a minimum of two years, notwithstanding any other provisions of this Part. *The denial of a reapplication for a license pursuant to this subsection must be supported by evidence that the prior revocation renders the applicant unqualified or incapable of satisfying the standards and rules promulgated by the Department pursuant to this Act, or maintaining a facility which adheres to such standards and rules.* [225 ILCS 10/6(c)]
- f) The Department must approve that the facility is in reasonable compliance with the licensing standards before the day care center changes its operations regarding the number or ages of children served.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 407.55 Application for Renewal of License

- a) Application forms for license renewal shall be mailed to the day care center by the Department six months prior to the expiration date of the license.
- b) The application for the renewal of a day care center license must be completed, signed by the governing body or its authorized representative, and submitted to the Department three months prior to the expiration date of the current license in order for the application to be considered timely and sufficient. In addition, revisions in items required by Section 407.50(b) which have not been submitted previously to the Department shall accompany the application for the renewal of a license.
- c) When a licensed day care center seeks to change its name, address, corporate status or ownership, a new application reflecting the revised status must be completed, signed by the governing body or its authorized representative, and submitted to the Department 30 days prior to the effective date of the change(s) in order for the application to be considered timely and sufficient. In addition, a change of name, corporate status or ownership shall be documented by the filing

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of a copy of the amended articles of incorporation or ownership agreement with the Department within 30 days after its effective date.

- d) *When a licensee has made timely and sufficient application for renewal of a license or a new license with reference to any activity of a continuing nature, the existing license shall continue in full force and effect until the final decision on the application has been made unless a later date is fixed by order of a reviewing court. (Section 10-65(b) of the Illinois Administrative Procedure Act [5 ILCS 100/10-65(b)]).*
- e) Upon receipt of the application for license renewal, the Department shall conduct a license study in order to determine that the day care center continues to meet licensing standards. The licensing study shall be in writing and shall be reviewed and signed by the licensing supervisor and the licensing representative performing the study. The licensee shall receive a copy of the license study upon written request and payment of copying costs.
- f) Renewal applications submitted on or after July 1, 2012 the licensee shall provide a copy of registration in the Gateways to Opportunity Registry by all staff, assistants and the director of the facility.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 407.60 Provisions Pertaining to the License

- a) A day care center license is valid for three years unless revoked by the Department or voluntarily surrendered by the licensee.
- b) The license shall not be transferred or transmitted to another person or other legal entity.
- c) The license shall not be valid for a name or address other than the name or address shown on the license.
- d) The current license shall be displayed at the facility at all times.
- e) There shall be no fee or charge for the license.
- f) The number of children specified on the license shall be the maximum in attendance at the center at any one time.

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- g) The facility shall operate within the license capacity, ages of children served, and areas used for child care as specified on the license document and shall otherwise adhere to the provisions of the license.
- h) Unless a day care center is in compliance with the standards prescribed by this Part, it shall not expand its services or increase its licensed capacity. The day care center shall not operate (serve children) until the day care center has received a permit or a license.
- i) For all license approvals (whether initial or renewal) occurring on or after July 1, 2012, upon approval of the license, the facility will be automatically enrolled in the State Tiered Quality Rating and Improvement System.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 407.100 General Requirements for Personnel

- a) Staff shall be able to demonstrate the skill and competence necessary to contribute to each child's physical, intellectual, personal, emotional, and social development. Factors contributing to the attainment of this standard include:
 - 1) Emotional maturity when working with children;
 - 2) Cooperation with the purposes and services of the program;
 - 3) Respect for children and adults;
 - 4) Flexibility, understanding and patience;
 - 5) Physical and mental health that do not interfere with child care responsibilities;
 - 6) Good personal hygiene;
 - 7) Frequent interaction with children;
 - 8) Listening skills, availability and responsiveness to children;
 - 9) Sensitivity to children's socioeconomic, cultural, ethnic and religious backgrounds, and individual needs and capabilities;
 - 10) Use of positive discipline and guidance techniques; and

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- 11) Ability to provide an environment in which children can feel comfortable, relaxed, happy and involved in play, recreation and other activities.
- b) Child care staff, in addition to meeting the requirements of subsection (a) of this Section, shall generally demonstrate skill and competence necessary to assume direct responsibility for child care including:
 - 1) Skills to help children meet their developmental and emotional needs; and
 - 2) Skills in planning, directing, and conducting programs that meet the children's basic needs.
- c) Child care staff shall be willing to participate in activities leading to professional growth in child development and education, and in training related to the specific needs of the children served.
 - 1) The director and each child care staff member shall participate in 15 clock hours of in-service training per year. For the first year of employment, topics which must be included in the training are staff requirements to recognize and report suspected child/abuse or neglect, how to make a child abuse or neglect report, rules governing the operation of the facility, and the legal protection afforded to persons who report violations of licensing standards. Subsequent in-service training may include, but not be limited to, child development, symptoms of common childhood illnesses, hygiene, guidance and discipline, and communication with parents.
 - 2) A record of in-service training shall be maintained at the site.
 - 3) The required in-service training hours may consist of on-site training; documented attendance at seminars, workshops, conferences and early childhood classes; and documented self-study programs that have been approved by the day care center director. Staff meetings may be counted only if a planned in-service program is presented.
 - 4) Staff serving children who require special program services shall receive in-service training and/or consultation on issues related to those specific needs.
 - 5) By July 1, 2012, all child care staff employed by the day care center, assistants and the director, shall be registered in the Gateways to Opportunity Registry, with all information entered into the registry verified in accordance with procedures and requirements adopted by the

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Department of Human Services. Newly hired staff serving children must be registered in the Gateways to Opportunity registry within 30 days of hire.

- 6) By July 1, 2013 all child care staff and assistants serving children shall receive a copy of, and orientation to, the Early Learning and Development Standards provided by the State Board of Education.
- d) Newly employed staff shall submit a report of a physical examination completed no more than six months prior to employment which provides evidence that they are free of communicable disease, including active tuberculosis, and physical or mental conditions that could affect their ability to perform assigned duties. This examination shall include a test for tuberculosis by the Mantoux method.
- e) Cooks, kitchen helpers and others assisting in the preparation, serving and handling of food and cooking/serving utensils shall make their positions known to the examining physician, and shall comply with the current rules and regulations of the Illinois Department of Public Health pertaining to Food Service Sanitation (77 Ill. Adm. Code 750).
- f) Staff shall have physical re-examinations every two years and whenever communicable disease or illness is suspected.
- g) A staff member experiencing fever, sore throat, vomiting or diarrhea shall not be responsible for food handling or the care of children.
- h) The center shall have on duty at all times at least one staff member who has successfully completed training and is currently certified in first aid, cardiopulmonary resuscitation (CPR) and the Heimlich maneuver, and for centers serving infants, first aid for choking infants in accordance with the approved method specified in the Department of Public Health's rules 77 Ill. Adm. Code 520, The Treatment of Choking Victims. CPR certification must be specific for all age groups served, i.e., infant (birth to 12 months), child (one to eight years) and adult (eight years and older).
- i) Any center that serves food shall have posted in a conspicuous location visible to employees the Choke Saving Methods Poster available from the Illinois Department of Public Health.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

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Section 407.130 Qualifications for Child Care Director

- a) Day care centers licensed for more than 50 children shall employ a full-time child care director to be on site in a non-teaching capacity. The director may be on site in a teaching capacity at the following times:
 - 1) During the first hour and last hour of a program that operates 10 or more hours per day; or
 - 2) When attendance falls below 50 children.
- b) Day care centers licensed for 50 or fewer children, or half-day programs with children attending no more than 3 consecutive hours per day regardless of capacity, may employ a child care director who also serves as a member of the child care staff.
 - 1) When the director serves in both capacities, he or she must meet the qualifications of both the director position and the teaching position.
 - 2) When the director attends to non-teaching responsibilities, his or her group must be supervised by a person qualified to be in charge of the group.
- c) The child care director shall be at least 21 years of age.
- d) The child care director shall have a high school diploma or equivalency certificate (GED).
- e) In addition to meeting the requirements of Section 407.100, the child care director of a facility serving the same number of groups of pre-school and school-age children or more groups of pre-school children than groups of school-age children shall have achieved:
 - 1) Sixty semester or 90 quarter hours of credit from an accredited college or university with 18 semester or 27 quarter hours in courses related directly to child care and/or child development from birth to age 6; or
 - 2) Two years (3120 clock hours) of child development experience in a nursery school, kindergarten, or licensed day care center, 30 semester or 45 quarter hours of college credits with ten semester or 15 quarter hours in courses related directly to child care and/or child development, and proof of enrollment in an accredited college or university until two years of college credit have been achieved. A total of 18 semester or 27 quarter hours in courses related directly to child care and/or child development is

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required to be obtained within the total two years of college credits; or

- 3) Completion of a credentialing program approved in accordance with Appendix G of this Part, completion of 12 semester or 18 quarter hours in courses related to child care and/or child development from birth to age 6 at an accredited college or university, and 2 years (3120 clock hours) child development experience in a nursery school, kindergarten or licensed day care center.
- f) In addition to meeting the requirements of Section 407.100, the child care director of a facility serving more groups of school-age children than groups of pre-school children shall have achieved:
- 1) Sixty semester or 90 quarter hours of credit from an accredited college or university with 18 semester or 27 quarter hours in courses related to child care and/or child development, elementary education, physical education, recreation, camping or other related fields, including courses related to school-age children; or
 - 2) Two years (3120 clock hours) of child development experience in a recreational program, kindergarten, or licensed day care center serving school-age children, or license exempt school-age child care program operated by a public or private school, 30 semester or 45 quarter hours of college credits with 10 semester or 15 quarter hours in courses related directly to child care and/or child development, elementary education, physical education, recreation, camping or other related fields, and proof of enrollment in an accredited college or university until two years of college credit have been achieved. A total of 18 semester or 27 quarter hours in courses related directly to child care and/or child development, elementary education, physical education, recreation, camping or other related fields, including courses related to school-age children, is required to be obtained within the total two years of college credits.
- g) Completion of a training program accredited by the American Montessori Society or Association Montessori International may be substituted for the courses directly related to child care and/or child development required by this Section. Persons holding a Montessori pre-primary credential may serve as director to children through age six. Persons holding a Montessori primary or elementary credential may serve as director to children six years of age or older.
- h) Persons who were deemed qualified to serve as a child care director prior to January 1, 1985, continue to be deemed qualified for their position.

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- i) When a program serves only school-age children and meets the criteria of Section 407.90(c), qualifications for the school-age director responsible for multiple sites and the site coordinators shall be as follows:
- 1) The school-age director and each site coordinator shall be at least 21 years of age.
 - 2) The school-age director shall meet both of the following requirements for education and experience:
 - A) Sixty semester or 90 quarter hours of credit from an accredited college or university, with 18 semester or 27 quarter hours in courses related to school-age child care, child development, elementary education, physical education, recreation, camping or other related fields; and
 - B) At least 1560 clock hours of child development experience in a recreational program or a licensed day care center serving school-age children.
 - 3) The school-age site coordinators must meet one of the following qualifications:
 - A) Thirty semester or 45 quarter hours of credit from an accredited college or university with 12 semester or 18 quarter hours related to school-age child care, child development, elementary education, physical education, recreation, camping or other related fields and 750 clock hours of experience in a recreational program or a licensed day care center serving school-age children or in a license exempt school-age child care program operated by a public or private school; or
 - B) 1560 clock hours of experience in a recreational program or licensed day care center serving school-age children or license exempt school-age child care program operated by a public or private school and either 6 semester hours or 9 quarter hours of credit from an accredited college or university related to school-age child care, child development, elementary education, physical education, recreation, camping or other related fields.
- j) A staff member who meets the qualifications for a day care center director shall be designated to assume decision-making responsibility whenever the child care

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director is off site. A record of employees who meet the qualifications for director and who have been designated to assume decision-making responsibility in the director's absence shall be kept at the site. All day care staff shall be informed of the designated director at each occurrence. The person designated as alternate director may be in the classroom and counted in the staff/child ratio under the following circumstances:

- 1) When the center meets the criteria of Section 407.130(b); or
 - 2) During the first hour and last hour of a program that operates 10 or more hours per day; or
 - 3) When attendance falls below 50 children.
- k) The child care director must successfully complete a basic training course of 6 or more clock hours on providing care to children with disabilities that has been approved by the Department. The day care center shall have on file a certificate attesting to the training of the child care director.
- 1) Persons employed as a child care director shall complete this training within 36 months from date appointed as child care director.
 - 2) A child care director who has completed training prior to employment may have that training approved as meeting the provisions of this subsection (k). A certificate of training completion and a description of the course content must be submitted to the Department for approval.
 - 3) A child care director who obtains approved training and moves from one day care facility to another shall not be required to take another training course as long as the child care director can provide documentation in the form of a certificate that the training was completed.
 - 4) A training program approved by the Department in providing care for children with disabilities must include the following components:
 - A) Introduction to Inclusive Child Care;
 - B) Understanding Child Development in Relation to Disabilities;
 - C) Building Relationships With Families;
 - D) Preparing for and Including Young Children in the Child Care Setting;

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E) Community Services for Young Children With Disabilities (including Early Intervention Services).

- 1) By July 1, 2017, the following educational requirements for licensed day care center staff shall be met:
 - 1) At least one employee with a minimum of an associate degree in child development, early childhood education, or the equivalent, must be on the premises at all times.
 - 2) All new child care directors hired on or after July 1, 2017 shall have a minimum of an associate degree in child development, early childhood education, or the equivalent, and either a Gateways to Opportunity Level I Illinois Director Credential or 3 semester hours of college credit, or 3 points of credential approved training, in administration, leadership, or management.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 407.350 Napping and Sleeping

- a) When a child's time in attendance at the day care center requires sleep or nap provisions, the center shall provide a separate crib, bed or cot and individual sheets and bedding.
 - 1) Children under 6 years of age who are not enrolled in kindergarten or elementary school who remain 5 or more hours shall have the opportunity to rest or nap.
 - 2) Infants and toddlers shall be allowed to rest or sleep according to each child's individual pattern, as determined in consultation with parents.
 - 3) Children 3 years of age and older (until they are enrolled in kindergarten) generally shall not nap for more than 2 hours or rest without sleeping for more than 60 minutes. Children in this age group who do not sleep may be permitted to get up and shall be helped to have a quiet time with equipment or activities that will not disturb the napping children. When children are allowed to get up, the staff to child ratio shall comply with Section 407.190(a).
 - 4) Kindergarten and school-age children shall not be required to sleep or nap. However, floor pillows, sofa, carpet, bean bag chairs, padded chairs or cots shall be provided for lounging or resting.

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- b) The crib, bed or cot provided for each child shall be appropriate to the child's level of development.
- 1) Infants shall sleep in cribs:
 - A) Safe, sturdy, well-constructed free-standing cribs or portable cribs used for sleeping shall be equipped with a good, firm, tight-fitting mattress.
 - B) Mattresses shall be at least 2 inches thick and made of washable materials.
 - C) There shall be no more than ½ inch of space between the mattress and the bed frame when the mattress is pushed flush to one corner of the crib.
 - D) When using cribs with slats, cribs slats shall be spaced no more than 2 ⅜ Inches apart.
- By December 28, 2012, the day care center shall obtain certification that all cribs used by the center meet or exceed the federal safety standards in 16 Code of Federal Regulations 1219. This certification from the manufacturer shall be available for inspection by the licensing representative.
- 2) Toddlers may use either stacking cots or full-size cribs.
 - 3) A cot or bed shall be provided for each toddler and preschool child in attendance for 5 or more consecutive hours. A crib shall be provided for each licensed infant slot, regardless of the amount of time the child is present.
- c) Each cot, bed or crib shall be labeled with the name of the child.
- d) Cribs, beds and cots shall be maintained in clean and sanitary conditions.
- 1) Cribs, beds and cots shall be wiped clean as often as necessary. Cribs shall be cleaned twice per week and then sanitized with a germicidal solution. Cots shall be cleaned once per week with a germicidal solution.
 - 2) All cribs, beds or cots shall be thoroughly cleaned and then sanitized with a germicidal solution when a child is no longer enrolled, prior to use by

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another child.

- 3) At no time shall 2 children be allowed to share the same crib, bed or cot unless it is thoroughly cleaned and then sanitized with a germicidal solution before each child's use.
- e) Freshly laundered sheets and blankets shall be provided and changed at least twice per week for infants and toddlers and at least once per week for preschool children, or more frequently if wet or soiled.
- f) Bed linens shall be tightly fitting and washable.
- g) Waterproof mattress covers or under sheets for cribs, beds or cots shall be provided for all children who are enuretic.
- h) Conveniently located, washable, plastic-lined, covered receptacles shall be provided for soiled bed linens.
- i) To minimize the risk of sudden infant death syndrome, children shall be placed on their backs when put down to sleep according to the guidelines that follow:
 - 1) When the infant cannot rest or sleep on his or her back due to a disability or illness, the caregiver shall have written instructions, signed by a physician, detailing an alternative safe sleep position or special sleeping arrangements for the infant. The caregiver shall put the infant to sleep in accordance with a physician's written instructions;
 - 2) Infants that can easily turn over from the back to stomach position shall be placed down to sleep on their backs, but allowed to adopt their preferred position while sleeping;
 - 3) No infant shall be put to sleep on a sofa, soft mattress, car seat or swing; and
 - 4) When awake, an infant shall be placed on his or her stomach part of the time and observed at all times.
- j) No positioning device that restricts movement within the child's bed shall be used without written instructions from the child's physician. Soft bedding, bumpers, pillows, quilts, comforters, sheepskins, stuffed toys and other soft products shall be removed from the crib when children are napping or sleeping. If using a

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blanket, put the child with his or her feet at the foot of the crib. Tuck a thin blanket around the crib mattress, reaching only as far as the child's chest.

- k) Staffing during nap times shall be in accordance with Section 407.190(e). When non-sleeping children are allowed to get up, staffing shall be in accordance with Section 407.190(a).
- l) When children are sleeping or napping, the room shall have reduced light but shall not be dark.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

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TITLE 89: SOCIAL SERVICES

CHAPTER III: DEPARTMENT OF CHILDREN AND FAMILY SERVICES

SUBCHAPTER e: REQUIREMENTS FOR LICENSURE

PART 408

LICENSING STANDARDS FOR GROUP DAY CARE HOMES

Section	
408.1	Purpose
408.5	Definitions
408.7	Effective Date of Standards (Repealed)
408.10	Application For License
408.15	Application for Renewal of License
408.20	Provisions Pertaining to the License
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408.30	General Requirements for Group Day Care Homes
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408.40	Background Checks
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408.70	Health, Medical Care and Safety
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408.110	School Age Children
408.115	Night Care
408.120	Records and Reports
408.125	Confidentiality of Records and Information
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408.135	Severability of This Part
408. APPENDIX A	Meal Pattern Chart for Children 0 to 12 Months of Age
408. APPENDIX B	Meal Pattern Chart for Children Over One Year of Age

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- 408. APPENDIX C Minimum Equipment and Supplies – Preschool Programs
- 408. APPENDIX D Minimum Equipment and Supplies - Infant and Toddler Programs
- 408. APPENDIX E Background of Abuse, Neglect, or Criminal History Which May Prevent Licensure or Employment in a Group Day Care Home
- 408. APPENDIX F Early Childhood Teacher Credentialing Programs
- 408. APPENDIX G Pre-Service and In-Service Training
- 408. APPENDIX H Chart of Number and Ages of Children Served
- 408. APPENDIX I List of Items for Fire Safety Inspection

AUTHORITY: Implementing and authorized by the Child Care Act of 1969 [225 ILCS 10], the Children's Product Safety Act [430 ILCS 125], Section 3 of the Abused and Neglected Child Reporting Act [325 ILCS 5/3], and Sections 1 and 2 of the Facilities Requiring Smoke Detectors Act [425 ILCS 10/1 and 2], and Section 5 of The Missing Children Records Act [325 ILCS 50/5].

SOURCE: Adopted at 13 Ill. Reg. 14828, effective October 1, 1989; emergency amendment at 15 Ill. Reg. 15104, effective October 8, 1991, for a maximum of 150 days; amended at 16 Ill. Reg. 8950, effective May 30, 1992; amended at 18 Ill. Reg. 5540, effective April 1, 1994; amended at 19 Ill. Reg. 2784, effective February 23, 1995; amended at 21 Ill. Reg. 4563, effective April 1, 1997; emergency amendment at 24 Ill. Reg. 4212, effective March 1, 2000, for a maximum of 150 days; emergency expired July 28, 2000; amended at 24 Ill. Reg. 17057, effective November 1, 2000; amended at 25 Ill. Reg. 5281, effective April 1, 2001; amended at 27 Ill. Reg. 19232, effective December 15, 2003; amended at 30 Ill. Reg. 18310, effective November 13, 2006; amended at 32 Ill. Reg. 9164, effective June 20, 2008; amended at 34 Ill. Reg.---, effective December 15, 2010; amended at 36 Ill. Reg. _____, effective _____.

Section 408.5 Definitions

"Access to children" means an employee's job duties require that the employee be present in a licensed child care facility during the hours that children are present in the facility. In addition, any person who is permitted to be alone outside the visual or auditory supervision of facility staff with children receiving care in a licensed child care facility is subject to the background check requirements of this Part.

"Accredited college or university" means a college or university that has been accredited by a regional or national institutional accrediting association recognized by the U.S. Department of Education or a non-governmental recognition counterpart.

"Adult" means a person who is 18 years of age or older.

"Applicant" means a person living in the residence to be licensed who will be the primary caregiver in the group day care home.

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"Approved smoke detector" or "detector" means a smoke detector of the ionization or photoelectric type which complies with all the requirements of the rules and regulations of the Illinois State Fire Marshal. (Section 2 of the Facilities Requiring Smoke Detectors Act [425 ILCS 10/2])

"Assistant" or "child care assistant" means a person (whether a volunteer or an employee) who assists a licensed home caregiver in the operation of the group day care home.

"Attendance" means the total number of children under the age of 12 present at any one time.

"Authorized representative of the Department" means the licensing representative or any person acting on behalf of the Director of the Department.

"Background check" means:

- a criminal history check via fingerprints of persons age 18 and over that are submitted to the Illinois State Police and the Federal Bureau of Investigation (FBI) for comparison to their criminal history records, as appropriate; and
- a check of the Statewide Automated Child Welfare Information System (SACWIS) and other state child protection systems, as appropriate, to determine whether an individual is currently alleged or has been indicated as a perpetrator of child abuse or neglect; and
- a check of the Statewide Child Sex Offender Registry.

"Basement" means the story below the street floor where occupants must traverse a full set of stairs, 8 or more risers, to access the street floor.

"CANTS" means the Child Abuse and Neglect Tracking System operated and maintained by the Department. This system is being replaced by the Statewide Automated Child Welfare Information System (SACWIS).

"Caregiver" means the individual directly responsible for child care.

"Children with special needs" means children who exhibit one or more of the following characteristics, confirmed by clinical evaluation:

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- Visual impairment: the child's visual impairment is such that development to full potential without special services cannot be achieved.
- Hearing impairment: the child's residual hearing is not sufficient to enable him or her to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication, or a hearing loss is exhibited that prevents full awareness of environmental sounds and spoken language, limiting normal language acquisition and learning.
- Physical or health impairment: the child exhibits a physical or health impairment that requires adaptation of the physical plant.
- Speech and/or language impairment: the child exhibits deviations of speech and/or language processes that are outside the range of acceptable variation within a given environment and prevent full social development.
- Learning disability: the child exhibits one or more deficits in the essential processes of perception, conceptualization, language, memory, attention, impulse control or motor function.
- Behavioral disability: the child exhibits an affective disability and/or maladaptive behavior that significantly interferes with learning and/or social functioning.
- Mental impairment: the child's intellectual development, mental capacity, and/or adaptive behavior are markedly delayed. Such mental impairment may be mild, moderate, severe or profound.

"Conviction" means a judgment of conviction or sentence entered upon a plea of guilty or upon a verdict or finding of guilty of an offense, rendered by a legally constituted jury or by a court of competent jurisdiction authorized to try the case without a jury. (Section 2-5 of the Criminal Code of 1961 [720 ILCS 5/2-5])

"Corporal punishment" means hitting, spanking, swatting, beating, shaking, pinching, excessive exercise, exposure to extreme temperatures, and other measures that produce physical pain.

"Cot" means a comfortable, safe and child-sized alternative bed made of resilient, fire retardant, sanitizable fabric that is on legs or otherwise above the floor and can be

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stored to allow for air flow.

"Department" means the Illinois Department of Children and Family Services. (Section 2.18 of the Child Care Act of 1969 [225 ILCS 10/2.18])

"Discipline" means the process of helping children to develop inner controls so that they can manage their own behavior in socially acceptable ways.

"Disinfect" means to eliminate virtually all germs from inanimate surfaces through the use of chemicals or physical agents (e.g., heat). In the child care environment, a solution of ¼ cup household liquid chlorine bleach added to one gallon of water (or one tablespoon bleach to one quart of water) and prepared fresh daily is an effective disinfectant for environmental surfaces and other objects. A weaker solution of 1tablespoon bleach to 1 gallon of cool water is effective for use on toys, eating utensils, etc. Commercial products may also be used.

"Extended capacity" means an addition of 4 school age children who may be accepted in accordance with 408.65(c). This allows the maximum capacity in a group day care home to reach 16.

"Family home" or "family residence" means the location or portion of a location where the applicant and his or her family reside, and may include basements and attics. It does not include other structures that are separate from the home but are considered part of the overall premises, such as adjacent apartments, unattached basements in multi-unit buildings, unattached garages, and other unattached buildings.

“Gateways to Opportunity” means the single statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families.

“Gateways to Opportunity Registry” means a program administered by the Department of Human Services in coordination with the State Board of Education as a resource and tool to drive quality and accountability for early care and education, school-age, and youth development practitioners and programs that allows the caregivers to establish a profile in the registry.

"Ground level" means that a child can step directly from the exit onto the ground, a sidewalk, a patio, or any other surface that is not above or below the ground.

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"Group day care home" means a family home which receives more than 3 up to 16 children for less than 24 hours per day. The number counted includes the family's natural, foster, or adopted children and all other persons under the age of 12. (Section 2.20 of the Child Care Act of 1969 [225 ILCS 10/2.20])

"Guardian" means the guardian of the person of a minor. (Section 2.03 of the Child Care Act of 1969 [225 ILCS 10/2.03])

"Infant" means a child through 12 months of age.

"Initial background check" means fingerprints have been obtained for a criminal history check, and the individual has cleared a check of the Statewide Automated Child Welfare Information System (SACWIS) and the Illinois Sex Offender Registry.

"License" means a document issued by the Department that authorizes child care facilities to operate in accordance with applicable standards and the provisions of the Child Care Act of 1969.

"License applicant", for purposes of background checks, means the operator or persons with direct responsibility for daily operation of the facility to be licensed. (Section 4.4 of the Child Care Act of 1969 [225 ILCS 10/4.4])

"License study" means the review of an application for license, on-site visits, interviews, and the collection and review of supporting documents to determine compliance with the Child Care Act of 1969 and the standards prescribed by this Part.

"Licensed capacity" means the number of children the Department has determined the group day care home can care for at any one time, in addition to any children living in the home who are under the age of 12 years. Children age 12 and over on the premises are not considered in determining licensed capacity.

"Licensing representative" means a person authorized by the Department under Section 5 of the Child Care Act of 1969 to examine facilities for licensure.

"Licensing year", often called the anniversary year, means the period of time from the date a group day care home license is issued until the same date of the following year.

"Member of the household" means a person who resides in a family home as evidenced by factors including, but not limited to, maintaining clothing and personal effects at the household address, or receiving mail at the household address, or using

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identification with the household address.

"Minor traffic violation" means a traffic violation under the laws of the State of Illinois or any municipal authority therein or another state or municipal authority that is punishable solely as a petty offense. (See Section 6-601 of the Illinois Driver Licensing Law [625 ILCS 5/6-601].)

"Parents", as used in this Part, means those persons assuming legal responsibility for care and protection of the child on a 24-hour basis; includes guardian or legal custodian.

"Permit" means a one-time only document issued by the Department of Children and Family Services for a 6-month period to allow the individuals to become eligible for a license.

"Persons subject to background checks" means:

- the operators of the child care facility;
- all current and conditional employees of the child care facility;
- any person who is used to replace or supplement staff; and
- any person who has access to children, as defined in this Section.

If the child care facility operates in a family home, the license applicants and all members of the household age 13 and over are subject to background checks, as appropriate, even if these members of the household are not usually present in the home during the hours the child care facility is in operation.

"Physician" means a person licensed to practice medicine in the State of Illinois or a contiguous state.

"Premises" means the location of the group day care home wherein the family resides and includes the attached yard, garage, basement and any other outbuildings.

"Preschool age" means children under 5 years of age and children 5 years old who do not attend full day kindergarten.

"Program" means all activities provided for the children during their hours of attendance in the group day care home.

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"Protected exit from a basement" means an exit that is separated from the remainder of the group day care home by barriers (such as walls, floors, or solid doors) providing one-hour fire resistance. The separation must be designed to limit the spread of fire and restrict the movement of smoke.

"Resource personnel" means physicians, nurses, psychologists, social workers, speech therapists, physical and occupational therapists, educators and other technical and professional persons whose expertise is utilized in providing specialized services to children with special needs.

"SACWIS" means the Statewide Automated Child Welfare Information System operated by the Illinois Department of Children and Family Services that is replacing the Child Abuse and Neglect Tracking System (CANTS).

"School age" means children 6 to 12 years of age and 5 year olds who are in full-day kindergarten.

"Special use areas" means areas of the home that may not be included in the measurement of the area used for child care. Special use areas include, but are not limited to, laundry rooms, furnace rooms, bathrooms, hazardous areas, and areas off-limits to children.

"State Tiered Quality Rating and Improvement System" means a program administered jointly by the State Board of Education and the Department of Human Services designed to measure and improve the quality of early childhood care through a uniform system throughout the state that allows the caregiver to receive assistance in improving the quality of service provided for children. Accountability measures and monitoring processes are used to determine how well programs meet Quality Rating System standards and to assign quality ratings.

"Story" means that level of a building included between the upper surface of a floor and the upper surface of the floor or roof next above.

"Street floor" means a story or floor level accessible from the street or from outside a building at ground level, with the floor level at the main entrance located not more than 4 risers above or below the ground level and arranged and utilized to qualify as the main floor.

"Substantiated violation" means that the licensing representative has determined,

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during a licensing complaint investigation or a monitoring or renewal visit, that the licensee has violated a licensing standard of this Part or the Child Care Act.

"Swimming pool" means any natural or artificial basin of water intended for public swimming or recreational bathing which exceeds 2'6" in depth as specified in the Illinois Swimming Pool and Bathing Beach Act and Code (77 Ill. Adm. Code 820). The term includes bathing beaches and pools at private clubs, health clubs, or private residences when used for children enrolled in a child care facility.

"Wading pool" means any natural or artificial basin of water less than 2'6" in depth that is intended for recreational bathing, water play or similar activity. The term includes recessed areas less than 2'6" in depth in swimming pools that are designated primarily for children.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 408.10 Application For License

- a) A complete application shall be filed with the Department of Children and Family Services on forms prescribed and provided by the Department.
- b) Content of Application
 - 1) A complete application shall include:
 - A) a completed, signed and dated Application for Home License;
 - B) a list of persons who will be working in the group day care home, including any substitutes and assistants, and members of the household age 13 and over;
 - C) completed, signed and dated authorizations to conduct the background check for the applicant, each employee or person used to replace or supplement staff, and each member of the household age 13 and over;
 - D) a completed, signed and dated Child Support Certification form;
 - E) documentation that the applicant meets the qualifications for a

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- caregiver in Section 408.45(e);
- F) the names, addresses and telephone numbers of at least 3 adults not related to the applicants, nor living in the household, who can attest to their character and suitability to provide child care;
 - G) a written hazard protection plan identifying potential hazards within the home and outdoor area accessible to the children in care. The written plan shall address the specific hazards and the adult supervision and physical means required to minimize the risks to children. Conditions to be addressed include, but are not limited to, traffic, construction, bodies of water accessible to the children, open stairwells, and neighborhood dogs; and
 - H) a copy of high school diploma or equivalent certificate.
 - D) applications submitted on or after July 1, 2012, shall provide proof of registration in the Gateways to Opportunity Registry by the caregiver and assistants in the group home.
- 2) For initial applications submitted after January 1, 2011, the applicant shall have completed, not more than one year prior to the application date, at least 15 hours of pre-service training listed in Appendix G, which shall include:
- A) Sudden Infant Death Syndrome (SIDS);
 - B) Shaken Baby Syndrome; and
 - C) Department approved Mandated Reporter training.
- c) Fire Safety Inspection
- 1) For initial applications of group day care homes in multi-housing units, or single family dwellings in which care will be provided on other than ground level, the Department shall request a fire safety inspection from the Office of the State Fire Marshal (OSFM). OSFM shall submit its written recommendation to the supervising agency of the group day care home and to the applicant;

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- 2) The fire safety inspection on single floor homes at ground level with no unusual or complex code considerations shall be completed following the list of items for fire inspection in Appendix I by a licensing representative trained by OSFM to conduct that fire prevention inspection;
- 3) Prior to Department issuance of a permit or a license, the group day care home shall have written approval by OSFM or staff trained by the OSFM, indicating the home meets fire safety requirements.
- d) Licensed group day care homes that fail to comply with all applicable local, municipal and State regulations may be prohibited from operating.
- e) The license shall be issued when the standards prescribed by this Part have been met. Upon receipt of an application for a license, the Department shall conduct a license study to determine if the group day care home meets licensing standards. The licensing study shall be in writing and shall be reviewed and signed by the licensing supervisor and the licensing representative performing the study. A license may not be recommended without the receipt of at least three positive, written references, and a written study signed by the licensing representative and supervisor. The applicant shall receive a copy of the results of the on-site compliance review upon request.
- f) New Applications
 - 1) A new application shall be filed when any of the following occurs:
 - A) When an applicant or licensee seeks to reapply for a license after it has been withdrawn, surrendered or denied and the applicant or licensee seeks to reapply;
 - B) When there is a failure to submit a completed application within 14 days after a change of residence or the location of the group day care home;
 - C) When 12 months have elapsed and the applicant seeks to reapply for a license after:
 - i) the Department has revoked or refused to renew a license,
 - ii) the previous license has been surrendered with cause: or

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- iii) The Department has refused to issue a full license to a permit holder.
- 2) For the application to be considered timely and sufficient, a new application shall be completed, signed by the licensee and submitted to the supervising agency within 30 days after the following changes:
- A) When there is a change in the name of the licensee, the supervising agency or the legal status from a social security number to Federal Employer Identification Number (FEIN); or
 - B) When there is a change in the status of joint licensees, such as separation, divorce or death.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 408.20 Provisions Pertaining to the License

- a) The licensees shall be a primary caregiver or caregivers who reside in the family home and meet the requirements of this Part. Further, the licensees shall be an individual, a man and woman married to each other or 2 persons related by blood, marriage, or adoption who reside in the family home.
- b) A group day care home license is valid for three years unless revoked by the Department or voluntarily surrendered by the licensee.
- c) The number and ages of children under age 12 cared for in the group day care home at any one time shall be in compliance with provisions in Section 408.65. Increases in the license capacity or the ages of children served shall be with written approval of the supervising agency.
- d) The age limits specified on the license shall be observed, unless the licensee has submitted a transition plan to the Department in accordance with Section 408.65(e) in order to keep members of a sibling group together, and the Department has approved the plan.
- e) Child care may be provided only in those areas specified on the license.

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- f) The license is valid only for the family residence of the licensee and shall not be transferred to another person or other legal entity.
- g) The license shall not be valid for a name or an address other than the name and address on the license.
- h) No group day care home provider shall be licensed to provide care for more than 18 hours within a 24-hour period.
- i) The license shall be prominently displayed in the home at all times.
- j) There shall be no fee or charge for the license.
- k) For all license approvals (whether initial or renewal) occurring on or after July 1, 2012, upon approval of the license, the facility shall be automatically enrolled in the State Tiered Quality Rating and Improvement System.
- l) By July 1, 2012, all child care caregiver and assistants employed by the group day care home, shall be registered in the Gateways to Opportunity Registry, with all information entered into the registry verified in accordance with procedures and requirements adopted by the Department of Human Services. Newly hired staff serving children must be registered in the Gateways to Opportunity registry within 30 days of hire.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 408.35 General Requirements for Group Day Care Home Family

- a) Each person subject to background checks, as defined in Section 408.5, shall authorize the background check required by 89 Ill. Adm. Code 385 (Background Checks) and be cleared in accordance with the requirements of Part 385.
- b) When notified by the Department that an employee, member of the household or other person in frequent contact with children at the facility is the subject of a formal investigation for child abuse or neglect pursuant to the Abused and Neglected Child Reporting Act [325 ILCS 5], the licensee shall take reasonable action to insure that the employee or other person is restricted from contact with children whose care has been entrusted to the facility during the pending investigation. Such reasonable action includes, but is not limited to, barring or removing the person from the facility or assuring that another adult is always present when the subject of the investigation

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is in contact with children.

- c) The licensee shall be present in the home when children are in attendance unless a qualified substitute caregiver, per Section 408.55, is present.
- d) Licensees and other adult members of the household in contact with group day care children shall be stable, law abiding, responsible, mature individuals.
- e) Members of the household who have contact with the children in care shall treat them with respect, courtesy, and patience.
- f) The caregivers and all members of the household shall provide medical evidence that they are free of communicable disease that may be transmitted while providing child care; and, in the case of caregivers, that they are free of physical or mental conditions that could interfere with child care responsibilities. The medical report for the caregivers shall be valid for 3 years.
- g) Caregivers and members of the household shall have a tuberculin skin test administered by the Mantoux method in accordance with the rules of the Department of Public Health (77 Ill. Adm. Code 690.720).
- h) Should the caregivers or any member of the household be diagnosed as having a communicable disease for which isolation is required by the Department of Public Health (IDPH) or local health department, the group day care home shall not provide child care until notified by the public health agency that the infectious period has elapsed and that child care may resume. Further, if a child care assistant or substitute who does not reside in the group day care home has been diagnosed as having a communicable disease for which isolation is required, that person shall be barred from the home until the presence of such person is authorized by the IDPH or the local health department.
- i) During hours of operation of the group day care home, there shall be at least one person on the premises certified in first aid, the Heimlich maneuver and cardiopulmonary resuscitation (CPR) by the American Red Cross, the American Heart Association or other entity approved by the Illinois Department of Public Health. CPR certification shall be for the age range of children in care. The caregivers shall have on file current certificates attesting to the training.
- j) The operators of the group day care home shall carry public liability insurance in the single limit minimum amount of \$100,000 per occurrence.

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- k) Persons, including members of the household, counted in the staff-to-child ratio required by Section 408.65 must be present, awake and free from responsibilities other than those directly related to the care and supervision of children when children are present, except as allowed by Section 408.115 for night care. Responsibilities that are directly related to the care and supervision of children may include light housekeeping to maintain the areas wherein child care is provided.
- l) Caregivers, assistants and other persons shall not ~~smoke or~~ consume alcohol in the presence of children. A caregiver or child care assistant who appears to be under the influence of alcohol or other drug shall not have responsibility of the care of children.
- m) If the group day care home receives children for night-time care, the caregiver may sleep while children are present if the caregiver and the children sleep on the same floor (level) of the residence and the children's bedrooms are within hearing distance of the caregiver's bedroom.
- n) No person shall smoke tobacco in the group day care home while services are being provided to children. In addition, no person shall smoke tobacco while providing transportation, in either an open or enclosed motor vehicle, to children who are receiving child care services (see PA 95-17 and 225 ILCS 10/5.5).
- o) The licensee shall successfully complete a Department approved basic course of 6 or more clock hours in providing care to children with disabilities. Refer to Appendix G for basic course requirements. The licensee shall have on file a certificate attesting to the successful completion of the training.
 - 1) Current license holders shall complete this training within 36 months from November 15, 2003.
 - 2) New licensees shall complete this training within 36 months from the issue date of the initial license.
 - 3) A licensee who has completed training prior to November 15, 2003 may have that training approved as meeting the provisions of this Section. A certificate of training completion and a description of the course content must be submitted to the Department for approval.
 - 4) Starting July 1, 2013, all caregivers and assistants shall receive a copy of the Early Learning and Development Standards and orientation of these standards provided by the State Board of Education.

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- p) Any children under age 12 living in the home who are receiving home schooling shall be counted in the maximum of 12 children in Section 408.65 (a) and (b), unless another parent or caregiver is providing the schooling apart from the day care area and the caregiver has no responsibility for the care or supervision or schooling of the children during the hours home day care is provided.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Appendix (B)(3)-1

Reliability and Validity Summaries for Measures Used in Quality Counts TQRIS

TQRIS: Program Quality Assessments

Six different assessment tools are currently used to assess the quality of early learning and development programs offered in centers, schools, and/or family child care homes across the state. The following provides a brief description of each instrument.

Early Childhood Environment Rating Scale—Revised. The ECERS-R was designed to assess group programs for children ages 30 months to kindergarten age. Revised in 2005, the scale contains 43 items organized into seven subscales including Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff (Parents and Staff not used in Quality Counts). Based on original scale development, subscale internal consistencies ranged from .71 to .88, with a total internal consistency estimate of .92.

Infant-Toddler Environment Rating Scale—Revised. The original Infant/Toddler Environment Rating Scale was revised in 2003. It was designed to assess group programs for children from birth to 2½ years of age. The scale consists of 39 items organized into seven subscales including Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Staff (Parents and Staff not used in Quality Counts). Based on original scale development, internal consistencies of the ITERS-R subscales ranged from .47 to .80, with an estimate of .93 for the total scale.

Family Child Care Environment Rating Scale—Revised. The FCCERS-R is a thorough revision of the Family Day Care Rating Scale (FDCRS). It was designed to assess family child care programs serving children from infancy through school-age. The scale consists of 39 items organized into seven subscales including Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Providers (Parents and Providers not used in Quality Counts).

School-Age Care Environment Rating Scale. The *School-Age Care Environment Rating Scale* (SACERS) is used to measure the quality of learning environments and teaching practices in school-age classrooms for children age 5 to 12.

The SACERS consists of 49 items organized into 7 subscales including Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, Staff Development, and Special Needs Supplementary Items.

Program Administration Scale (2nd edition) (PAS). The *Program Administration Scale (PAS)* is a reliable and valid tool to assess and improve the quality of leadership and management practices of center-based early care and education programs. The PAS assesses quality in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. The second edition of the PAS was released in October 2011.

Business Administration Scale for Family Child Care (BAS). The *Business Administration Scale for Family Child Care (BAS)*, published in 2009, is a valid and reliable tool to assess and improve the quality of professional and business practices in family child care settings. The BAS assesses quality in ten areas: qualifications and professional development, income and benefits, work environment, fiscal management, recordkeeping, risk management, provider-parent communication, community resources, marketing and public relations, and provider as employer.

Classroom Assessment Scoring System (CLASS). Center-based and school-based programs seeking a Star Level rating of 4 or 5 will be assessed in preschool and toddler classrooms using the CLASS, a valid, reliable observational tool that objectively measures the quality of teacher–student interactions. The CLASS measures three broad domains of teacher-student interactions: Emotional Support, Classroom Organization, and Instructional Support. These three domains are comprised of 10 specific dimensions of teacher-student interactions: positive climate, negative climate, teacher sensitivity, regard for student perspectives, behavior management, productivity, instructional learning formats, concept development, quality of feedback, and language modeling.

Summary of Psychometric Data on Program Administration Scale

Content validity. Content validity for the *Program Administration Scale* was initially established in 2003 by a panel of ten early childhood experts who evaluated each indicator, item, and subscale on the PAS to ensure that key leadership and management practices of center-based early childhood programs were included. Content reviewers were asked to respond to the following questions and provide feedback:

- Do the items under each subscale adequately describe the subscale?
- Do the indicators under each item adequately represent each item?
- Do the indicators appropriately show increasing levels of quality on a continuum?
- Does the wording of the item and subscale headings adequately reflect their content?

In addition to the content evaluation by ten early childhood experts, the *Program Administration Scale* was also reviewed informally by ten other early childhood administrators, consultants, and trainers. Multiple refinements were made to the wording and layout of the PAS as a result of the helpful feedback received from reviewers. Redundant indicators were deleted and the data-collection protocol was streamlined.

Internal consistency. The degree of coherence of items included on the *Program Administration Scale*, its internal consistency, was determined through computation of Cronbach's Alpha coefficient. Coefficient alpha for the total scale for Sample #1 was .85 and for Sample #2 it was .86, indicating that the PAS has acceptable internal consistency among items.

Inter-rater reliability. Inter-rater reliability, the degree to which the assessor's item scores match the PAS anchor's scores, was determined during a four-day training on the use of the instrument. Using a videotape of the entire interview protocol, assessors were rated on how often they matched the PAS anchor's scores within 1 point for each item. For Sample #1 individual assessor's inter-rater reliability scores ranged from 81% to 95% agreement on the 25 items. Overall inter-rater reliability was 90% for the eight assessors used in Sample #1. Inter-rater reliability for all certified PAS assessors gathering data for Sample #2 was 86% or higher.

Concurrent validity. Concurrent validity for the PAS was determined by a correlational analysis with two other instruments that measure early childhood organizational effectiveness: the Professional Growth subscale of the *Early Childhood Work Environment Survey* (ECWES) and the Parents and Staff subscale of the *Early Childhood Environment Rating Scale-Revised*. Moderate correlations with both the ECERS-R Parents and Staff subscale and ECWES Professional Growth subscale (.53 and .52, respectively) indicate that the PAS measures related but not redundant characteristics of organizational quality.

Research Notes

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Examining Family Child Care Quality from a Business Perspective

Research has demonstrated that center-based early childhood programs that have sound administrative practices are more apt to promote high-quality learning environments and positive development outcomes for children.¹ There is a growing consensus that sound business practices are equally important in family child care settings.

While there are several instruments that measure the quality of provider-child interactions and the quality of the learning environment in family child care, there has not been a valid and reliable measure of business and professional practices of family child care. With this in mind, the *Business Administration Scale for Family Child Care* (BAS) was developed to measure and improve this important dimension of family child care quality.² This Research Note summarizes the findings of a 2008 reliability and validity study of the BAS using a national sample of family child care providers.

Overview of BAS Items

The BAS includes 37 indicator strands organized in 10 items that measure the quality of the business and professional practices of family child care programs. Each item is rated on a 7-point scale from inadequate to excellent. Providers that employ assistant or substitute caregivers are scored on all 10 items; those without additional employees are scored on only the first 9 items. Item scores are averaged to achieve an overall BAS score.

Sample

A sample of 83 family child care providers was drawn from Florida, Tennessee, California, and Illinois. Thirty percent of providers were located in California, 31% in Florida, 30% in Tennessee, and 8% in Illinois. Programs were located across urban, suburban, and rural regions of their states and ranged in size by the number of children served. Table 1 provides a summary of program characteristics.

Findings

Content validity. A panel of seven national family child care experts evaluated each indicator and item on the BAS to ensure that key business and professional practices of family child care were included and that indicators appropriately represented increasing levels of quality on a continuum.

Descriptive statistics. The average BAS score for all items was calculated at 3.78 with a range of scores from 1.70 to 6.60. The distribution of item scores revealed that 25% of items were scored at a 1 level and 30% of items were scored at a 6 or 7 level. This suggests that the BAS has an acceptable distribution of item scores across the quality continuum. Most providers in this study did not receive a copy of the BAS prior to administration. It is anticipated that as the BAS becomes more broadly used, items scored at the 1 level will decrease.

Internal consistency. The degree of coherence of items included in the BAS was examined. Coefficient alpha for the total 10-item scale (n = 65) was calculated at .77, and for the 9-item scale (n = 83) at .73 indicating that the BAS has acceptable internal consistency among items and that the items reliably measure the construct.

BAS Items

- Qualifications and Professional Development
- Income and Benefits
- Work Environment
- Fiscal Management
- Recordkeeping
- Risk Management
- Provider-Parent Communication
- Community Resources
- Marketing and Public Relations
- Provider as Employer

Table 1. Sample Characteristics

Number of Children Served by Age (N=606)*					
Birth – 2.11 years		3 – 4.11 years		5 – 12 years	
N	%	N	%	N	%
204	33.7	256	42.2	146	24.1
Number of Programs Serving Age Groups (N=64)*					
Birth – 2.11 years		3 – 4.11 years		5 – 12 years	
N	%	N	%	N	%
62	96.9	60	93.8	39	60.9
Program Size					
Small (1 – 5 children)		Medium (6 – 10 children)		Large (11 – 16 children)	
N	%	N	%	N	%
10	12	37	44.6	36	43.4

* 19 providers did not provide specific information on the ages of children served.

Continued on back page

Distinctiveness of items. The 10 items were correlated to determine the extent to which they measure distinct, though somewhat related aspects of family child care business practices. Item inter-correlations ranged from .01 to .44 with a median value of .23; confirming that for the most part, the BAS measures distinct characteristics of organizational quality.

Inter-rater reliability. The degree to which the 21 assessors' item scores matched the BAS anchor's scores was determined using a videotape protocol. Overall inter-rater reliability was calculated at 94%; individual assessor's inter-rater reliability scores ranged from 90% to 100% agreement. Individual item-level agreement ranged from 67% to 100% with a median item agreement of 100%.

Differentiating programs. A one-way analysis of variance (ANOVA) was conducted to determine if the BAS could differentiate programs of varying quality based on their FCCERS-R score.³ The results of the ANOVA provide confirmatory evidence that programs with higher FCCERS-R scores had significantly higher BAS scores ($M=3.87$, $S.D.=.94$) than those with lower FCCERS-R scores ($M=3.08$, $S.D.=.89$).

To assure that the BAS does not unfairly discriminate between large and small programs and that it is applicable across geographic regions, two analyses of variance were conducted. Both examinations found that programs of varying sizes and programs in different geographic regions did not have significantly different overall BAS scores.

Concurrent validity. Concurrent validity was determined by a correlational analysis with another measure of organizational effectiveness—the Parents and Provider subscale of the FCCERS-R. The moderate correlation of $r = .49$ between the two instruments suggests that the BAS measures related, but not redundant, characteristics of organizational quality.

Discussion and Recommendations

The results of this validity and reliability study confirm that the *Business Administration Scale for Family Child Care* meets several psychometric criteria. The instrument demonstrates good internal consistency. It measures distinct but related business and professional practices of family child care. The instrument differentiates between low- and high-quality programs and is applicable for use in different geographic regions and in programs of varying sizes. Finally, the BAS has good inter-rater reliability and was found to be related to, but not redundant, with other measures of organizational effectiveness.

This research provides evidence of the important link between the quality of business and professional practices in family child care and the quality of care provided to young children. As well, this research demonstrates that the BAS is both a valid and reliable measure of this important dimension of family child care quality. Continued research is needed to understand how the BAS can be used as a tool to support family child care program improvement efforts.

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For further information about research conducted by the McCormick Tribune Center for Early Childhood Leadership, call 800-443-5529, ext. 5060. Funding for the Center's Research Notes is provided by the McCormick Foundation, the Joyce Foundation, and the Illinois Department of Human Services. Individuals may photocopy and disseminate freely.

Research Notes

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Head Start Administrative Practices, Director Qualifications, and Links to Classroom Quality

An emerging body of research confirms practical wisdom from the field that center directors are the gatekeepers to quality. Through the teachers they hire, the administrative practices they put into place, and their ability to promote a shared vision, directors create professional environments that enable teachers to provide enriching learning environments for children. Recognizing the importance of program leadership, an increasing number of state initiatives are including a measure of administrative practices in their approaches to assessing and improving program quality across early learning settings.

To help inform these initiatives, this research examined how administrative practices in Head Start programs are related to classroom quality. The research also looked at director qualifications in Head Start programs to understand how specific dimensions of director qualifications are related to the quality of Head Start administrative practices and the quality of the classroom learning environment.

Sample and Measures

The sample for this study comprised 452 Head Start classrooms in 138 centers in Chicago. Approximately one-half of the centers were part-day. The majority of programs had four to five classrooms. The centers employed approximately 15 staff and enrolled, on average, 79 children. More than one-half of the programs (63%) were accredited. Centers experienced an average of 25% staff turnover during the 12 months prior to this study.

The *Program Administration Scale* (PAS) was used to assess the quality of administrative practices at each of the Head Start centers.¹ The PAS contains 25 items, organized into 10 subscales, with each item measured on a 1-7 scale; 1 indicating inadequate administrative practices and 7 indicating excellent administrative practices. The qualifications of the on-site administrator (Head Start director/manager) and classroom teaching staff were assessed using items from the PAS that measure the level of general education, specialized education in early childhood education or child development, and years of relevant experience. Directors were also assessed on their specialized education in program administration and on their professional contributions.

To assess classroom quality, each Head Start classroom was administered the *Early Childhood Environment Rating Scale-Revised* (ECERS-R).² The ECERS-R contains 42 items, organized into 7 subscales, with each item measured on a 1-7 scale; 1 indicating inadequate quality and 7 indicating excellent quality. Data were collected May 2006 through January 2007.

Findings

Are administrative practices predictive of Head Start classroom quality?

To address this research question, a multiple regression analysis, controlling for length of day, number of teachers, annual turnover rate, lead teacher qualifications, and child enrollment was conducted to understand whether higher PAS scores predicted higher ECERS-R scores. Mean PAS scores for this sample were calculated at 3.42 with scores ranging from 1.58 to 5.88 while mean ECERS-R scores were calculated at 4.20 with scores ranging from 2.41 to 6.12.

Results of the analysis indicated that administrative quality accounted for 26% of the variance in Head Start classroom quality ($t = 3.62, p = .0001$) demonstrating that administrative practices, as measured by the PAS, strongly influenced the quality of care that children receive in their classrooms.

Table 1. Distribution of Director Qualifications (n=138)

	Less than an A.A. degree	A.A. degree or higher	B.A. degree or higher	M.A. degree or higher
General education	9%	91%	62%	28%
Specialized ECE coursework	Less than 18 ECE credits	21+ ECE credits	24+ ECE credits	30+ ECE credits
	27%	73%	63%	54%
Specialized management coursework	No credits in management	9+ credits in management	15+ credits in management	21+ credits in management
	43%	57%	38%	15%
Experience	Less than 1 year experience	1+ years experience	3+ years experience	5+ years experience
	6%	94%	85%	75%
Professional contributions			4+ professional contributions in the last 3 years	6+ professional contributions in the last 3 years
			12%	5%

Continued on back page

What is the relationship between director qualifications and the quality of administrative practices?

To address this research question, an overall PAS score was calculated using all PAS items except staff qualifications. Correlations were then conducted between the different dimensions of director qualifications and PAS scores. Table 1 displays the percentage of directors who reached various professional development benchmarks.

Correlations revealed that higher-quality administrative practices were associated with directors who had an M.A. degree ($r = .22, p = .009$), had completed more management coursework ($r = .20, p = .018$), and had made more professional contributions during the past three years ($r = .248, p = .003$). Lower quality administrative practices were associated with directors who had completed less than 9 credits of management coursework ($r = -.185, p = .03$).

What is the relationship between director qualifications and Head Start classroom quality?

Correlations between ECERS-R scores and dimensions of director qualifications suggest that higher classroom quality is associated with directors who had a B.A. degree or higher ($r = .218, p = .01$), had completed 24 or more hours of ECE coursework ($r = .192, p = .02$), and had made at least four professional contributions during the past three years ($r = .20, p = .018$). Lower classroom quality was associated with directors who had earned less than an A.A. degree ($r = -.189, p = .026$).

What is the relationship between director qualifications and lead teacher qualifications?

Table 2 displays the qualifications of Head Start lead teachers in this sample.

Using a combined index of the dimensions of director qualifications noted in Table 1, correlations were conducted between director qualifications

and lead teacher qualifications. Results of the correlations revealed that directors with higher educational qualifications were more likely to employ teachers who had higher levels of education. For example, nearly 60% of the lead teachers in this sample who had a master's degree or higher were employed in centers with directors who had a master's degree or higher.

	Less than an A.A. degree	A.A. degree or higher	B.A. degree or higher	M.A. degree or higher
General Education	30%	70%	31%	3%
Specialized ECE Coursework	Less than 12 ECE credits 30%	21-29 ECE credits 70%	30+ ECE credits 57%	State certification (Type 04) 13%
Experience	Less than 6 months experience 6%	6-11 months experience 95%	1-2 years experience 91%	3+ years experience 86%

Implications for Practice

The results of this research confirm that within Head Start programs, having sound administrative practices in place helps ensure that children receive the classroom experiences they need to thrive. However, this research also indicates that the average Head Start program has less than optimal administrative practices in place.

In recent months, the federal government has made substantial investments to support Head Start. The results of this research suggest that focusing attention on helping directors improve their administrative practices is a sound way to maximize this investment and ensure better classroom quality.

This research also suggests that when directors have an advanced degree and more management coursework, they are better able to implement sound administrative and hiring practices that support teachers in providing higher quality learning environments. Having more early childhood coursework also appears to be directly related to classroom quality, perhaps through a director's ability to translate theory into practice and provide reflective supervision. Consequently, all of the dimensions of director qualifications appear important to both center- and classroom-level quality. Future research, however, should examine the direct and mediated pathways between director qualifications and classroom quality.

References

1. Takan, T. N., & Bloom, P. J. (2004). *Program Administration Scale*. New York: Teachers College Press.
2. Harms, T., Clifford, R., & Cryer, D. (1998). *The Early Childhood Environment Rating Scale-Revised*. New York: Teacher's College Press.

For further information about research conducted by the McCormick Center for Early Childhood Leadership, call 800-443-5522, ext. 5060. Funding for the Center's Research Notes is provided by the McCormick Foundation and the Illinois Department of Human Services. Individuals may photocopy and disseminate freely.

Appendix (B)(4)-1

Chicago Public Schools Monitoring and Coaching Process

**CHICAGO PUBLIC SCHOOLS
OFFICE OF EARLY CHILDHOOD EDUCATION
Classroom Observation Monitoring Plan
2011-2012**

The following document details the protocol for monitoring preschool classrooms using the *Classroom Assessment Scoring System* and the *Early Language and Literacy Classroom Observation*. Taken together these data provide a rich timely portrayal of the classroom learning environment at a given point in time. As such these data 1) serve as valuable diagnostic tools for coaches and other program support staff and 2) provides the basis for program evaluation and student outcomes research.

Classroom Assessment Scoring System (CLASS) (Pianta, LaParo, and Hamre; 2008) This is a classroom “interaction” quality observation tool that measures the type and level of teacher/child interactions. The over-arching domains are: emotional support, classroom management, and instructional support.

Early Language and Literacy Classroom Observation (ELLCO) (Smith, Brady, and Anastasopoulos; 2008) This is a classroom “literacy environment” quality observation tool that measures the level of student support in five key literacy elements in the environment. Those areas are: structure, curriculum, language, books and reading, print and writing. Structure and curriculum measure “General Classroom Environment,” and the rest measures “Language and Literacy.”

For the 2011-2012 academic calendar CLASS and ELLCO will be used for all programs according to the following evaluation and support timeline:

ELLCO Scores <small>(General Classroom Environment Subscale Only)</small>	ELLCO Scores <small>(Language and Literacy Only)</small>	CLASS Scores <small>(Instructional Support Only)</small>	Quality Level	Support/Visitation Schedule	Observation Schedule
4.0-5.0	4.0-5.0	6.0-7.0	High	As Needed/ Requested	Once every two academic years
3.0-3.9	3.0-3.9	3.0-5.9	Moderate	Twice a month	Once every academic year
1.0-2.9	1.0-2.9	1.0-2.9	Low	Once a week	Within a 12 month period

<i>ELLCO/CLASS Observation Schedule</i>	
New Teachers	1 st year (Winter)

Appendix (B)(4)-2

Great START Wage Supplement Scale

Great START Wage Supplement Scale

Great START is available to Assistants, Teachers, Family Child Care Providers, Family Group Child Care Providers, and Directors who work in programs licensed by the Illinois Department of Children and Family Services.

Level	Option	Education	Eligibility ¹	Supp. ²
1		6 semester (9 qtr) hrs in ECE/CD ³	A/FCC	\$150
2	A	CDA	A/FCC	\$225
2	B	CCP	A/FCC	\$225
2	C	Montessori Credential (AMS or AMI credentials only) ⁴	A/FCC	\$225
2	D	12 sem hrs (18 qtr) hrs toward a degree (9 sem hrs in ECE/CD)	A/FCC	\$225
3	A	24 sem (36 qtr) hrs toward an Associates Degree in ECE/CD	A/FCC/G	\$375
3	B	24 sem (36 qtr) hrs related field (9 sem hrs ECE/CD)	A/FCC/G	\$375
3	C	CDA/CCP/Montessori Credential + 12 sem (18 qtr) hrs toward a degree	A/FCC/G/T	\$375
4	A	Approved Community College Early Childhood Certificate	A/FCC/G	\$525
4	B	36 sem (54 qtr) hrs toward Associates Degree in ECE/CD	A/FCC/G	\$525
4	C	36 sem (54 qtr) hrs toward a degree in related field (12 sem hrs in ECE/CD)	A/FCC/G	\$525
5	A	48 sem (72 qtr) hrs toward Associates Degree in ECE/CD	A/FCC/G	\$675
5	B	48 sem (72 qtr) hrs toward a degree in related field (15 sem hrs in ECE/CD)	A/FCC/G	\$675
5	C	Associates Degree with non ECE/CD major (15 sem (22 qtr) hrs in ECE/CD)	A/FCC/G/T	\$675
5	D	60 sem (90 qtr) hrs toward a degree in unrelated field (15 sem hrs in ECE/CD)	A/FCC/G/T	\$675
6	A	Associates Degree in ECE/CD	A/FCC/G/T/D	\$825
6	B	Associates Degree in any field with 18 sem (27 qtr) hrs in ECE/CD (21 sem hrs for Dir)	A/FCC/G/T/D	\$825
6	C	60 sem (90 qtr) hrs toward a degree in ECE or related field (15 sem hrs ECE/CD; 21 sem hrs for Dir)	A/FCC/G/T/D	\$825
6	D	90 sem (134 qtr) hrs toward a degree in an unrelated field (15 sem hrs in ECE/CD; 21 sem hrs for Dir)	A/FCC/G/T/D	\$825
6	E	Illinois Director Credential I	A/FCC/G/T/D	\$825
7	A	72 sem (107 qtr) hrs toward Bachelors Degree in ECE/CD	A/FCC/G/T/D	\$975
7	B	90 sem (134 qtr) hrs toward Bachelors Degree in related field (18 sem hrs in ECE/CD; 21 sem hrs for Dir)	A/FCC/G/T/D	\$975
7	C	Bachelors Degree in unrelated field (18 sem (27 qtr) hrs in ECE/CD; 21 sem hrs for Dir)	A/FCC/G/T/D	\$975
8	A	90 sem (134 qtr) hrs toward a Bachelors Degree in ECE/CD	A/FCC/G/T/D	\$1,200
8	B	Bachelors Degree in related field (24 sem hrs (36 qtr) in ECE/CD)	A/FCC/G/T/D	\$1,200
8	C	Bachelors Degree in unrelated field (30 sem hrs (45 qtr) in ECE/CD)	A/FCC/G/T/D	\$1,200
8	D	Illinois Director Credential II	A/FCC/G/T/D	\$1,200
9	A	Bachelors Degree in ECE/CD	A/FCC/G/T/D	\$1,575
9	B	Masters Degree in unrelated field (30 sem (45 qtr) hrs in ECE/CD)	A/FCC/G/T/D	\$1,575
10	A	Masters Degree in ECE/CD	A/FCC/G/T/D	\$1,950
10	B	Illinois Director Credential III	A/FCC/G/T/D	\$1,950

- ECE = Early Childhood Education; CD = Child Development
- A person is only eligible at a level if their job category is shown in the "Eligibility" column.
A person will only be eligible at a level if they meet the educational requirements listed at that level.
- Wage supplements are paid and shown in 6-month increments. Wage Supplements will be pro-rated if you work 15-29 hours per week. Practitioner must remain employed at same child care program to receive 6-month renewal supplement.
- Montessori credentials from American Montessori Society or Association Montessori International.
All ECE/CD courses must be passed with a "C" or higher.
Credentials other than those listed may be evaluated to determine eligibility as it applies to your current position.
Foreign transcripts must be evaluated by an evaluation service. The Great START office can assist you in locating one of these services.

Job Category Key

A = Assistant
FCC = Family Child Care Provider
G = Family Group Provider
T = Teacher
D = Director



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Appendix (C)(1)-1

Early Learning Standards

Section 235. Appendix A Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age

The Illinois Early Learning and Development Standards for children ages 3 to kindergarten enrollment as defined in Section 10-20.12 of the School Code are broad statements that provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. The standards are organized to parallel content in the Illinois State Goals for Learning (see 23 Ill. Adm. Code 1. Appendix D).

LANGUAGE ARTS

State Goal 1: Acquire foundational early literacy and language skills.

Standards:

Develop an appreciation for language and literacy activities.

Develop basic language skills.

Understand that language is used in a variety of ways to communicate.

State Goal 2: Develop age-appropriate early literacy reading skills and concepts.

Standards:

Demonstrate comprehension of text that is read aloud or seen in print.

Identify elements pertaining to the craft and structure of types of text.

Demonstrate understanding of text organization and basic features of print.

Demonstrate beginning letter and word recognition.

Demonstrate beginning phonological awareness.

State Goal 3: Develop early writing skills and concepts.

Standards:

Use writing to represent ideas and information.

Compose information to convey meaning.

Recognize multiple purposes and types of writing.

Explore writing and conveying ideas using digital tools.

State Goal 4: Comprehend the language of others.

Standards:

Demonstrate understanding through age-appropriate responses.

Understand language and information presented in a variety of ways.

State Goal 5: Use language, including body language, for expression.

Standards:

Communicate effectively using language appropriate to the situation and audience.

Demonstrate increasingly complex and varied use of language.

MATHEMATICS

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

Standards:

Demonstrate beginning understanding of number, number names and numerals.

Begin to construct sets, add and subtract to create new numbers.

Begin to make reasonable estimates of numbers.

Compare quantities using appropriate vocabulary terms.

State Goal 7: Explore measurement of objects and quantities.

Standards:

Measure and compare objects and quantities using standard and non-standard instruments and methods.

Begin to make estimates of measurements.

Explore tools used for measurement.

State Goal 8: Identify and describe common attributes, patterns and relationships in objects.

Standards:

Explore objects and patterns.

Describe and document patterns using symbols.

State Goal 9: Explore concepts of geometry and spatial relations.

Standards:

Recognize, name and replicate common shapes.

Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.

State Goal 10: Begin to make predictions and collect and analyze data information.

Standards:

Organize and describe data and information.

Gather information to answer questions.

SCIENCE

State Goal 11: Demonstrate curiosity about the world, and engage in scientific inquiry to answer questions.

Standards:

Develop skills to observe, collect information, ask questions, predict, explain and draw conclusions.

Use tools and technology to assist in scientific inquiry.

State Goal 12: Explore concepts and information about life, physical and earth sciences.

Standards:

Understand that living things grow and change.

Understand that living things rely on the environment and/or others to live and grow.

Explore the physical properties of objects.

Explore concepts of force and motion.

Explore concepts and information related to the Earth, including ways to take care of our planet.

Explore changes related to the weather and seasons.

State Goal 13: Understand basic safety rules for scientific inquiry.

Standard:

Understand rules to follow when investigating and exploring.

SOCIAL STUDIES

State Goal 14: Understand some concepts related to citizenship.

Standards:

Understand what it means to be a member of a group and community.

Understand ways groups make choices and decisions.

Understand the role that individuals can play in a group or community.

State Goal 15: Explore economic systems and human interdependence.

Standards:

Explore roles in the economic system and workforce.

Explore issues of limited resources in the classroom and world.

Explore concepts about trade as an exchange of goods or services.

State Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.

Standard:

Explore his or her self and history.

State Goal 17: Explore geography, the child's environment, and where people live, work, and play.

Standard:

Explore environments and where people live.

State Goal 18: Explore people and families.

Standards:

Explore people, their similarities and their differences.

Develop an awareness of self within the context of family.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning and engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency and control of large and small muscles.

Demonstrate awareness and coordination of body movements.

Demonstrate knowledge of rules and safety during physical activity.

State Goal 20: Develop habits for life-long fitness.

Standard:

Achieve and maintain a health-enhancing level of physical fitness.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standard:

Explain the basic principles of health promotion, illness prevention, treatment and safety.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standard:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Identify ways to keep the body healthy.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard:

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

THE ARTS

State Goal 25: Gain exposure to and explore the arts.

Standards:

Investigate, explore and participate in the arts.

Display an awareness of some distinct characteristics of the arts.

State Goal 26: Understand that the arts can be used to communicate ideas and emotions.

Standard:

Understand ways to express meaning through the Arts.

SOCIAL/EMOTIONAL DEVELOPMENT

State Goal 27: Develop self-awareness and self-management skills to achieve school and life success and develop positive relationships with others.

Standards:

Identify and manage one's emotions and behavior.

Recognize own uniqueness and personal qualities.

Demonstrate skills related to successful personal and school outcomes.

State Goal 28: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standards:

Develop positive relationships with peers and adults.

Recognize and appreciate individual and group similarities and differences.

Use communication and social skills to interact effectively with others.

Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.

State Goal 29: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Standards:

Begin to consider ethical, safety and societal factors in making decisions.

Apply decision-making skills to deal responsibly with daily academic and social situations.

Contribute to the well-being of one's school and community.

ENGLISH LANGUAGE LEARNER HOME LANGUAGE

State Goal 30: Use the home language to communicate within and beyond the classroom setting.

Standards:

Use the home language for use for a variety of social and academic purposes.

State Goal 31: Use the home language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Use the home language in order to attain benchmarks across the learning areas and to build upon and develop transferable language and literacy skills.

(Source: Amended at 36 Ill. Reg. _____, effective _____)

Section 235.APPENDIX C: Illinois Early Learning and Development Guidelines – Children from Birth to Age 3

The Illinois Early Learning and Development Guidelines for children from birth to age 3 are broad statements that provide parents, teachers and caregivers useful information about a child's growth and development.

SOCIAL AND EMOTIONAL DEVELOPMENT

Empathy

Standard:

Children demonstrate an emerging ability in understanding someone else's feelings and sharing in the emotional experience of others.

Social Communication

Standard:

Children demonstrate the ability to communicate with others to get intended results.

Relationship with Peers

Standard:

Children develop the desire and ability to engage with other children.

Relationship with Adults

Standard:

Children develop preferences for familiar adults and build their capacity to seek assistance to meet their needs.

Moral Development

Standard:

Children demonstrate the ability to understand the social definition of "right" and "wrong".

Safety Awareness

Standard:

Children develop the ability to recognize risky situations and respond accordingly.

Attachment Relationships

Standard:

Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

Emotional Expression

Standard:

Children demonstrate the ability to identify and express emotions in an effective manner.

Self-Concept

Standard:

Children develop identity of self in relation to others.

COGNITIVE DEVELOPMENT

Concept Development

Standard:

Children demonstrate the ability to connect pieces of information to understand abstract ideas.

Logic and Reasoning

Standard:

Children demonstrate the ability to use judgments and rationale based on previous experiences in decision-making processes.

Math and Numeracy

Standard:

Children demonstrate awareness of quantity and counting.

Spatial Relationships

Standard:

Children demonstrate an awareness of how objects move and fit into space.

Memory

Standard:

Children develop the ability to acquire, store, and recall past experiences and translate them into new experiences.

Symbolic Thought

Standard:

Children demonstrate the understanding of non-literal descriptors for concepts and ideas.

Science Skills and Knowledge

Standard:

Children demonstrate a basic awareness of scientific concepts.

LANGUAGE, LITERACY AND COMMUNICATION

Early Literacy

Standard:

Children demonstrate interest and comprehension with printed materials.

Language Acquisition – Expressive Communication

Standard:

Children demonstrate the ability to use expressive vocabulary in order to communicate.

Language Acquisition – Receptive Communication

Standard:

Children demonstrate the ability to understand verbal communications.

Creative Expression

Standard:

Children demonstrate the ability to convey ideas and emotions through creative expression.

PHYSICAL DEVELOPMENT, HEALTH, AND MOTOR DEVELOPMENT

Fine Motor

Standard:

Children demonstrate the ability to coordinate and move small muscles.

Gross Motor

Standard:

Children demonstrate strength, coordination, and controlled use of large muscles.

Perceptual Development

Standard:

Children demonstrate the ability to distinguish between and process sensory stimuli in their environment.

Self-care

Standard:

Children demonstrate the desire and ability to practice self-care routines.

APPROACHES TO LEARNING

Confidence and Risk Taking

Standard:

Children demonstrate the willingness to choose a variety of familiar and new experiences.

Curiosity and Initiative

Standard:

Children demonstrate an eagerness and interest in learning through verbal and nonverbal means.

Creativity, Inventiveness, and Imagination

Standard:

Children demonstrate the ability to use creativity, inventiveness, and imagination while they explore, play, and solve problems through new experiences.

Persistence, Effort, and Attentiveness

Standard:

Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

Problem-solving

Standard:

Children attempt a variety of strategies to overcome obstacles and find solutions to tasks, questions, and challenges.

Sensory Exploration

Standard:

Children use multiple strategies and all available senses to explore their environment.

SELF-REGULATION

Emotional Regulation/Expressions

Standard:

Children demonstrate the ability to initiate, inhibit, and modulate emotional expression.

Behavioral Regulation

Standard:

Children demonstrate the ability to initiate, inhibit, and modulate behaviors in accordance with social conventions.

Attention Regulation

Standard:

Children demonstrate the ability to sustain attention through distractions and maintain engagement in activities through increasing difficulty.

Physiological Regulation

Standard:

Children demonstrate the ability to control physical movements to produce desired results with the body and the ability to modulate biological processes to meet internal and external demands.

(Source: Added at 36 Ill. Reg. _____, effective _____)

Illinois Early Learning Project Tip Sheets

Encouraging Scientific Thinking: Rain or Shine



Everyone talks about the weather—including curious preschool children. Young children are keen observers of their surroundings. Describing, collecting, and recording information are important skills they can develop as they think about the weather (see Illinois Early Learning Benchmarks 12.E.ECa and 11.A.ECb).



Talk about the weather.

Introduce weather-related words as you encourage children to observe and describe the weather each day. Ask questions such as, “Do you think it is sunny or cloudy, hot or cold, windy or calm?” If it’s raining, “Is the rain pouring or sprinkling? Is it just misty or really heavy?” If it’s snowing, “How could you describe snow to someone who’s never seen it?” “How can you tell when the wind is blowing? Can you see it?” “What sound does the rain make?” Ask the children if they have other questions.



Think about the effects of different kinds of weather.

Discuss ways people are affected by the weather. Ask questions such as, “Why did you wear a sweater today?” “Did you need an umbrella on the way to school?” “Why do we need to know if a storm is coming?” “Why do farmers care about the weather?” “How do we stay warm in winter and cool in summer?”



Try some weather activities.

- Set up a rain gauge on rainy days using a clear plastic tumbler or wide-mouth bottle. Let a child mark the level of the rain one day, empty it, and then set it back outside. Check it again the next day. Is there more or less rainwater in it? Help make a simple bar graph to record daily observations.
- Look up on a cloudy day. Are the clouds moving or still? Talk about the color and shapes of the clouds. Provide chalk or crayons and blue or black paper for drawing.
- Create rainbows on a sunny day by using safe prisms inside or a sprinkler outside. Talk about the colors.
- Go outside on a windy day. Ask questions such as, “What can you see being moved by the wind?” “Does the wind make you feel colder or warmer?” Let children blow bubbles to see which way the wind is blowing.
- Let your young scientists fill a plastic or paper cup with snow on a snowy day. Mark the level of the snow on the cup and bring it inside. Measure the level of the water when the snow melts. Is it higher or lower than the mark made showing the level of the snow?



Help preschoolers record their observations.

Preschool children can chart their daily weather observations for several days. Children can draw the sun, rain, or snow and dictate a brief description. Use the chart to answer questions such as, “How many days in a row did the sun shine?” “Did it rain yesterday?” Weather observations can also be included in a class journal.



For related Web resources, see “Encouraging Scientific Thinking: Rain or Shine” at <http://illinoisearlylearning.org/tips.htm>.

Any opinions, findings, conclusions, or recommendations expressed in this tip sheet are those of the author(s) and do not necessarily reflect the views of the Illinois State Board of Education.



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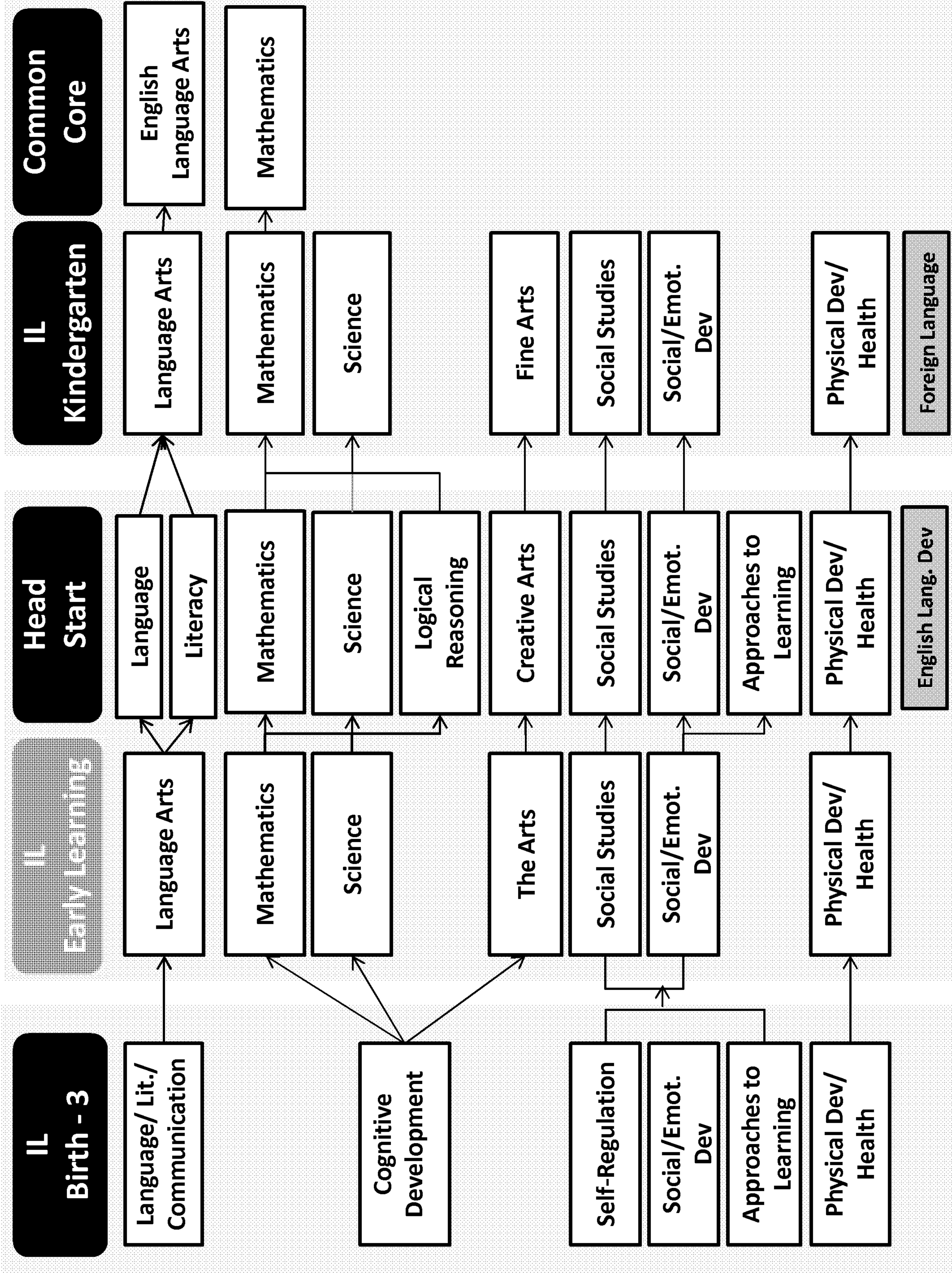
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Appendix (C)(1)-3

Erikson Institute Standards Alignment Analysis

Alignment of Standards



**IL Early Learning Standards, Preschool - Revised:
Alignment to Other Standards**

9/15/11

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This document demonstrates the alignment of the Revised IL Early Learning Standards for preschool children to the Head Start Child Development and Early Learning Framework (Head Start), the IL Kindergarten Standards, and the Common Core State Standards for Kindergarten.

Language Arts

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
DOMAIN			
Language Arts	Language Development Literacy Knowledge and Skills	Language Arts	
SUBDOMAIN(S)			
Foundational Skills	Book Appreciation and Knowledge	Language	
Standards and Benchmarks			
Standard 1.A: Develop an appreciation for language and literacy activities. <u>Benchmark 1.A.ECa:</u> Demonstrate interest in reading-related activities. <u>Benchmark 1.A.ECb:</u> Demonstrate interest in	<ul style="list-style-type: none"> Shows interest in shared reading experiences and looking at books independently. 	No comparable standard.	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards Common Core State Standards (K)
language activities. <u>Benchmark 1.A.ECc:</u> Demonstrate interest in early writing activities.	No comparable standard.	<u>CC.K.L.1</u> Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>CC.K.L.1.b</u> Conventions of Standard English: Use frequently occurring nouns and verbs. <u>CC.K.L.1.c</u> Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). <u>CC.K.L.1.d</u> Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). <u>CC.K.L.1.e</u> Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <u>CC.K.L.1.f</u> Conventions of Standard English: Produce and expand complete sentences in shared language activities.
Standard 1.B: Develop basic language skills. <u>Benchmark 1.B.ECa:</u> Begin to understand and use conventions of standard English. <u>Benchmark 1.B.ECb:</u> Begin to understand and use increasingly complex vocabulary.		<u>CC.K.L.2</u> Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. <u>CC.K.L.2.a</u> Conventions of Standard English: Capitalize the first

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards Common Core State Standards (K)
		<p>word in a sentence and the pronoun I.</p> <p><u>CC.K.L.2.b Conventions of Standard English</u>: Recognize and name end punctuation.</p> <p><u>CC.K.L.2.c Conventions of Standard English</u>: Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><u>CC.K.L.2.d Conventions of Standard English</u>: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><u>CC.K.L.4 Vocabulary Acquisition and Use</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><u>CC.K.L.4.a Vocabulary Acquisition and Use</u>: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><u>CC.K.L.4.b Vocabulary Acquisition and Use</u>: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p><u>CC.K.L.5 Vocabulary Acquisition and Use</u>: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><u>CC.K.L.5.a Vocabulary Acquisition and Use</u>: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><u>CC.K.L.5.b Vocabulary Acquisition and Use</u>: Demonstrate</p>

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Standard 1.C: Understand that language is used in a variety of ways to communicate.</p> <p>Benchmark 1.C.ECa: Begin to understand that listening and reading can be used to gather information and learn new things.</p> <p>Benchmark 1.C.ECb: Begin to understand that speaking and writing are ways to express needs, wants and ideas.</p>	<ul style="list-style-type: none"> Recognizes the association between spoken or signed and written words. Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories or giving an opinion. 	<p>understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><u>CC.K.L.5.c Vocabulary Acquisition and Use:</u> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><u>CC.K.L.5.d Vocabulary Acquisition and Use:</u> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><u>CC.K.L.6 Vocabulary Acquisition and Use:</u> Use words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>No comparable standard.</p>

Illinois Early Learning Standards - Revised		Head Start		Illinois Kindergarten Learning Standards		Common Core State Standards (K)	
SUBDOMAIN(S)							
Reading		Book Appreciation and Knowledge Phonological Awareness Alphabet Knowledge Print Conceptions and Conventions		Reading Literature Reading Informational Text Reading Foundational Skills			
Standards and Benchmarks							
Standard 2.A: Demonstrate comprehension of text that is read aloud or seen in print. Benchmark <u>2.A.ECa</u> : Retell or reenact a story. Benchmark <u>2.A.ECb</u> : Ask and answer appropriate questions about a story. Benchmark <u>2.A.ECc</u> : Predict what will happen next using pictures and content for guides. Benchmark <u>2.A.ECd</u> : Identify facts and concepts from		<ul style="list-style-type: none"> Asks and answers questions and makes comments about print materials. Retells stories or information from books through conversation, artistic works, creative movement or drama. Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of 		<u>CC.K.R.L.1 Key Ideas and Details</u> : With prompting and support, ask and answer questions about key details in a text. <u>CC.K.R.L.2 Key Ideas and Details</u> : With prompting and support, retell familiar stories, including key details. <u>CC.K.R.L.3 Key Ideas and Details</u> : With prompting and support, identify characters, settings and major events in a story. <u>CC.K.R.L.7 Integration of Knowledge and Ideas</u> : With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <u>CC.K.R.L.9 Integration of Knowledge and Ideas</u> : With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <u>CC.K.R.L.10 Range of Reading and Level of Text Complexity</u> :			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
informational text read aloud.	topics.	Actively engage in group reading activities with purpose and understanding. <u>CC.K.R.1.1 Key Ideas and Details</u> : With prompting and support, ask and answer questions about key details in a text. <u>CC.K.R.1.2 Key Ideas and Details</u> : With prompting and support, identify the main topic and retell key details of a text. <u>CC.K.R.1.3 Key Ideas and Details</u> : With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <u>CC.K.R.1.7 Integration of Knowledge and Ideas</u> : With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <u>CC.K.R.1.8 Integration of Knowledge and Ideas</u> : With prompting and support, identify the reasons an author gives to support points in a text. <u>CC.K.R.1.9 Integration of Knowledge and Ideas</u> : With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). <u>CC.K.R.1.10 Range of Reading and Level of Text Complexity</u> : Actively engage in group reading activities with purpose and understanding.	<u>CC.K.R.F.4 Fluency</u> : Read emergent-reader texts with purpose

<p>Illinois Early Learning Standards - Revised</p>	<p>Head Start</p>	<p>Illinois Kindergarten Learning Standards</p> <p>Common Core State Standards (K)</p>
<p>Standard 2.B: Identify elements pertaining to the craft and structure of types of text. Benchmark 2.B.ECa: Identify the title, author and illustrator of the story, with prompting and support. Benchmark 2.B.ECb: Distinguish between informational texts (e.g. newspaper report, book about butterflies), fiction (e.g. folk and fairy tales; stories, realistic fiction) and poetry (e.g., finger plays, nursery rhymes, etc.) with assistance. Benchmark 2.B.ECc: Understand that different text forms, such as magazines, notes, lists, letters and storybooks, are used for</p>	<ul style="list-style-type: none"> Recognizes the difference between pretend or fantasy situations and reality. 	<p>and understanding.</p> <p><u>CC.K.R.L.4 Craft and Structure:</u> Ask and answer questions about unknown words in a text. <u>CC.K.R.L.5 Craft and Structure:</u> Recognize common types of texts (e.g., storybooks, poems). <u>CC.K.R.L.6 Craft and Structure:</u> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <u>CC.K.R.I.4 Craft and Structure:</u> With prompting and support, ask and answer questions about unknown words in a text. <u>CC.K.R.I.5 Craft and Structure:</u> Identify the front cover, back cover and title page of a book. <u>CC.K.R.I.6 Craft and Structure:</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
different purposes.			
<p>Standard 2.C: Demonstrate understanding of text organization and basic features of print.</p> <p><u>Benchmark 2.C.ECa:</u> Demonstrate an understanding of how books are read.</p> <p><u>Benchmark 2.C.ECb:</u> Demonstrate an understanding that symbols have meaning and that print carries a message.</p>	<ul style="list-style-type: none"> Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author and illustrator. Understands that print conveys meaning. Understands conventions, such as print moves from left to right and top to bottom of a page. Recognizes the association between spoken or signed 		<p><u>CC.K.R.F.1 Print Concepts:</u> Demonstrate understanding of the organization and basic features of print.</p> <p><u>CC.K.R.F.1.a Print Concepts:</u> Follow words from left to right, top to bottom and page by page.</p> <p><u>CC.K.R.F.1.b Print Concepts:</u> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><u>CC.K.R.F.1.c Print Concepts:</u> Understand that words are separated by spaces in print.</p>

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
	and written words.	<p>Standard 2.D: Demonstrate beginning letter and word recognition.</p> <p><u>Benchmark 2.D.ECa:</u> Identify some letters, including those in own name.</p> <p><u>Benchmark 2.D.ECb:</u> Make some letter-sound matches.</p> <p><u>Benchmark 2.D.ECc:</u> Identify environmental print and labels.</p>	<p><u>CC.K.R.F.1.d Print Concepts:</u> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><u>CC.K.R.F.3 Phonics and Word Recognition:</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.K.R.F.3.a Phonics and Word Recognition:</u> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p><u>CC.K.R.F.3.b Phonics and Word Recognition:</u> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><u>CC.K.R.F.3.c Phonics and Word Recognition:</u> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><u>CC.K.R.F.3.d Phonics and Word Recognition:</u> Distinguish between similarly spelled words by identifying the sounds of the</p>
<p>• Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>• Recognizes that letters of the alphabet have distinct sound(s) associated with them.</p> <p>• Attends to the beginning letters and sounds in familiar words.</p> <p>• Identifies letters and associates correct sounds with letters.</p>	<p><u>CC.K.R.F.1.d Print Concepts:</u> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><u>CC.K.R.F.3 Phonics and Word Recognition:</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.K.R.F.3.a Phonics and Word Recognition:</u> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p><u>CC.K.R.F.3.b Phonics and Word Recognition:</u> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><u>CC.K.R.F.3.c Phonics and Word Recognition:</u> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><u>CC.K.R.F.3.d Phonics and Word Recognition:</u> Distinguish between similarly spelled words by identifying the sounds of the</p>		

<p>Illinois Early Learning Standards - Revised</p>	<p>Head Start</p>	<p>Illinois Kindergarten Learning Standards</p>	<p>Common Core State Standards (K)</p>
	<ul style="list-style-type: none"> Recognizes print in everyday life, such as numbers, letters, one’s name, words and familiar logos and signs. 	<p>letters that differ.</p>	
<p>Standard 2.E: Demonstrate beginning phonological awareness.</p> <p><u>Benchmark 2.E.ECa:</u> Begin to develop phonological awareness by participating in rhyming activities.</p> <p><u>Benchmark 2.E.ECb:</u> Identify and discriminate between words in language.</p> <p><u>Benchmark 2.E.ECc:</u> Identify and discriminate between separate syllables in words.</p> <p><u>Benchmark 2.E.ECd:</u> Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</p> <ul style="list-style-type: none"> Recognizes words as a unit of print and understands that letters are grouped to form words. 	<ul style="list-style-type: none"> Identifies and discriminates between words in language. Identifies and discriminates between separate syllables in words. Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. Recognizes words as a unit of print and understands that letters are grouped to form words. 	<p>CC.K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>CC.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words.</p> <p>CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend and segment syllables in spoken words.</p> <p>CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>CC.K.R.F.2.d Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>CC.K.R.F.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
different words begin or end with the same sound.			
SUBDOMAIN(S)			
Writing	Early Writing	Writing	
Standards and Benchmarks			
<p>Standard 3.A: Use writing to represent ideas and information.</p> <p><u>Benchmark 3.A.ECa:</u> Write using age-appropriate symbols to represent written information.</p> <p><u>Benchmark 3.A.ECb:</u> Write some letters on request.</p>	<ul style="list-style-type: none"> • Experiments with writing tools and materials. • Uses scribbles, shapes, pictures and letters to represent objects, stories, experiences or ideas. • Copies, traces or independently writes letters or words. 	<p><u>CC.K.W.1 Text Types and Purposes:</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p><u>CC.K.W.2 Text Types and Purposes:</u> Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>CC.K.W.3 Text Types and Purposes:</u> Use a combination of</p>	

<p>Illinois Early Learning Standards - Revised</p>	<p>Head Start</p>	<p>Illinois Kindergarten Learning Standards</p> <p>Common Core State Standards (K)</p>
<p>Standard 3.B: Compose information to convey meaning. <u>Benchmark 3.B.ECa:</u> Dictate stories and experiences. <u>Benchmark 3.B.ECb:</u> Generate ideas for a picture, story or shared writing.</p>	<ul style="list-style-type: none"> Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories or giving an opinion. Represents people, places, or things through drawings, movement, and three-dimensional objects. 	<p>drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p> <p><u>CC.K.L.1.a Conventions of Standard English:</u> Print many upper- and lowercase letters.</p> <p><u>CC.K.W.5 Production and Distribution of Writing:</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><u>CC.K.W.7 Research to Build and Present Knowledge:</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>CC.K.W.8 Research to Build and Present Knowledge:</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Standard 3.C: Recognize multiple purposes and types of writing. <u>Benchmark 3.C.ECa:</u> Recognize writing can be used for a variety of purposes and that writing comes in different forms.</p>	<p>No comparable standard.</p>	<p><u>CC.K.W.1 Text Types and Purposes:</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p><u>CC.K.W.2 Text Types and Purposes:</u> Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are</p>

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
		writing about and supply some information about the topic. <u>CC.K.W.3 Text Types and Purposes</u> : Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.	
<p>Standard 3.D: Explore writing and conveying ideas using digital tools.</p> <p><u>Benchmark 3.D.ECa:</u> Experiment with writing using digital tools, such as computers or ipads.</p>	No comparable standard.	<p><u>CC.K.W.6 Production and Distribution of Writing</u>: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
SUBDOMAIN(S)			
Receptive Language	Receptive Language	Standards and Benchmarks	Listening and Speaking
<p>Standard 4.A: Demonstrate understanding through age-appropriate responses.</p> <p><u>Benchmark 4.A.ECa:</u> Respond to directions with multiple</p>	<ul style="list-style-type: none"> Attends to language during conversations, songs, stories, or other learning experiences. 	<p><u>CC.K.SL.1 Comprehension and Collaboration</u>: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><u>CC.K.SL.1.a Comprehension and Collaboration</u>: Follow agreed-upon rules for discussions (e.g., listening to others and taking</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards Common Core State Standards (K)
<p>steps. Benchmark 4.A.ECb: Show understanding by asking and answering relevant questions or adding comments relevant to the topic.</p>		<p>turns speaking about the topics and texts under discussion). CC.K.SL.1.b <u>Comprehension and Collaboration</u>: Continue a conversation through multiple exchanges. CC.K.SL.2 <u>Comprehension and Collaboration</u>: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.K.SL.3 <u>Comprehension and Collaboration</u>: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Standard 4.B: Understand language and information presented in a variety of ways. Benchmark 4.B.ECa: Comprehend different forms of language that use varied grammatical structures. Benchmark 4.B.ECb: Comprehend increasingly complex and varied vocabulary. Benchmark 4.B.ECc:</p>	<ul style="list-style-type: none"> • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or exclamations. • Comprehends different grammatical structures or rules for using language. 	<p>No comparable standard.</p>

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
Understand information communicated in a variety of ways.			
SUBDOMAIN(S)			
Expressive Language	Expressive Language	Expressive Language	Speaking and Listening
Standards and Benchmarks			
Standard 5.A: Communicate effectively using language appropriate to the situation and audience. Benchmark 5.A.ECa: Demonstrate the ability to express ideas using a variety of media. Benchmark 5.A.ECb: Use language for a variety of purposes. Benchmark 5.A.ECc: Speak in a way that is understood by both a familiar and an unfamiliar peer or adult.	<ul style="list-style-type: none"> • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Engages in storytelling. • Engages in conversations with peers and adults. 	<p><u>CC.K.SL.1</u> <u>Comprehension and Collaboration:</u> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><u>CC.K.SL.1.a</u> <u>Comprehension and Collaboration:</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>CC.K.SL.1.b</u> <u>Comprehension and Collaboration:</u> Continue a conversation through multiple exchanges.</p> <p><u>CC.K.SL.2</u> <u>Comprehension and Collaboration:</u> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><u>CC.K.SL.3</u> <u>Comprehension and Collaboration:</u> Ask and answer questions in order to seek help, get information, or clarify</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Standard 5.B: Demonstrate increasingly complex and varied use of language. <u>Benchmark 5.B.ECa:</u> Use increasingly complex phrases, sentences and vocabulary.</p>	<ul style="list-style-type: none"> • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. 	<p>something that is not understood. <u>CC.K.SL.4 Presentation of Knowledge and Ideas:</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <u>CC.K.SL.5 Presentation of Knowledge and Ideas:</u> Add drawings or other visual displays to descriptions as desired to provide additional detail. <u>CC.K.SL.6 Presentation of Knowledge and Ideas:</u> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><u>CC.K.L.4 Vocabulary Acquisition and Use:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <u>CC.K.L.4.a Vocabulary Acquisition and Use:</u> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). <u>CC.K.L.4.b Vocabulary Acquisition and Use:</u> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <u>CC.K.L.5 Vocabulary Acquisition and Use:</u> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>

Mathematics

Illinois Early Learning Standards - Revised Head Start		Illinois Kindergarten Learning Standards Common Core State Standards (K)	
DOMAIN			
Mathematics	Mathematics Knowledge and Skills	Mathematics	Mathematics
SUBDOMAIN(S)			
Number and Operations	Number Concepts and Quantity	Counting and Cardinality Operations and Algebraic Thinking	
Standards and Benchmarks			
<p>Standard 6.A: Demonstrate beginning understanding of number, number names and numerals.</p> <p><u>Benchmark 6.A.ECa:</u> Explore quantity and number.</p> <p><u>Benchmark 6.A.ECb:</u> Count with understanding and recognize “how many” in sets of three to five objects.</p> <p><u>Benchmark 6.A.ECc:</u> Use one-to-one counting and subitizing</p>	<ul style="list-style-type: none"> Recognizes numbers and quantities in the everyday environment. Recites numbers in the correct order and understands that numbers come “before” or “after” one another. Associates quantities and the names of numbers with written numerals. Uses one-to-one counting 	<p>Counting and Cardinality</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one</p>	

<p>Illinois Early Learning Standards - Revised</p>	<p>Head Start</p>	<p>Illinois Kindergarten Learning Standards</p>	<p>Common Core State Standards (K)</p>
<p>(identifying the number of objects without counting) to determine quantity. <u>Benchmark 6.A.ECd</u>: Recognize and describe the concept of zero. <u>Benchmark 6.A.ECe</u>: Connect numbers to quantities they represent using physical models and representations. <u>Benchmark 6.A.ECf</u>: Recognize written numerals and differentiates numerals from letters. <u>Benchmark 6.A.ECg</u>: Verbally recite numbers from 0 – 10.</p>	<p>and subitizing (identifying the number of objects without counting) to determine quantity.</p> <ul style="list-style-type: none"> • Uses the number name of the last object counted to represent the number of objects in the set. 	<p>object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Operations and Algebraic Thinking K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.3 Decompose numbers less than or equal to 10 into pairs</p>
<p>Standard 6.B: Begin to add and subtract to create new numbers. <u>Benchmark 6.B.ECa</u>: Show understanding of how to count and construct sets (5-10 objects). <u>Benchmark 6.B.ECb</u>:</p>	<ul style="list-style-type: none"> • Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. • Identifies the new number created when numbers are 	<p>object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Operations and Algebraic Thinking K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.3 Decompose numbers less than or equal to 10 into pairs</p>

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
Recognize that numbers (or sets of objects) can be combined or separated to make another number. <u>Benchmark 6.B.ECc</u> : Identify the new number created when numbers are combined or separated. <u>Benchmark 6.B.ECd</u> : Solve simple mathematical problems.	combined or separated.	in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.5 Fluently add and subtract within 5.	
Standard 6.C : Begin to make reasonable estimates of numbers. <u>Benchmark 6.C.ECa</u> : Estimate number of objects in a set.	No comparable standard.	No comparable standard.	
Standard 6.D : Compare quantities using appropriate vocabulary terms. <u>Benchmark 6.D.ECa</u> : Make comparisons of quantities. <u>Benchmark 6.D.ECb</u> : Describe the comparison with appropriate vocabulary terms,	<ul style="list-style-type: none"> Uses a range of strategies, such as counting, subitizing or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to. 	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
such as more, less, greater than, fewer, or equal to.			
SUBDOMAIN(S)			
Measurement	Measurement and Comparison	Measurement and Data	
Standards and Benchmarks			
<p>Standard 7.A: Measure and compare objects and quantities using standard and non-standard instruments and methods.</p> <p><u>Benchmark 7.A.ECa:</u> Order, compare and describe objects according to a single attribute.</p> <p><u>Benchmark 7.A.ECb:</u> Use standard and non-standard methods to measure objects and quantity.</p> <p><u>Benchmark 7.A.ECc:</u> Use vocabulary that describes length, height, weight and size.</p>	<ul style="list-style-type: none"> • Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier). • Orders objects by size or length. • Uses nonstandard and standard techniques and tools to measure and compare. 	<p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p><u>Benchmark 7.A.ECd</u>: Begin to construct a sense of time through participation in daily activities.</p>			
<p>Standard 7.B: Begin to make estimates of measurements. <u>Benchmark 7.B.ECa</u>: Practice estimating in everyday play and in solving everyday measurement problems.</p>	No comparable standard.	No comparable standard.	No comparable standard.
<p>Standard 7.C: Explore tools used for measurement. <u>Benchmark 7.C.ECa</u>: Practice using standard and non-standard instruments and tools to measure objects and quantities.</p>	No comparable standard.	No comparable standard.	No comparable standard.
SUBDOMAIN(S)			
Attributes and Patterns	Patterns	Measurement and Data	
Standards and Benchmarks			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Standard 8.A: Explore objects and patterns.</p> <p><u>Benchmark 8.A.ECa:</u> Sort, order, compare and describe objects according to characteristics or attribute(s).</p> <p><u>Benchmark 8.A.ECb:</u> Recognize, duplicate, create and extend simple patterns in various formats.</p>	<ul style="list-style-type: none"> Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape or size. Recognizes, duplicates, and extends simple patterns. Creates patterns through the repetition of a unit. Classifies, compares, and contrasts objects, events, and experiences. 	<p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	
<p>Standard 8.B: Describe and document patterns using symbols.</p> <p><u>Benchmark 8.B.ECa:</u> Recreate patterns of objects on paper, using symbols to represent objects, with adult help if needed.</p>	<p>No comparable standard.</p>	<p>No comparable standard.</p>	
<p>Standard 8.C: Covered in Standard 6.B</p>			
SUBDOMAIN(S)			

Illinois Early Learning Standards - Revised		Head Start		Illinois Kindergarten Learning Standards		Common Core State Standards (K)	
Geometry and Spatial Relations		Geometry and Spatial Sense		Geometry			
Standards and Benchmarks							
<p>Standard 9.A: Recognize, name and replicate common shapes.</p> <p>Benchmark 9.A.ECa: Recognize and name common shapes, and describe some of their attributes.</p> <p>Benchmark 9.A.ECb: Replicate simple two-dimensional shapes.</p>	<ul style="list-style-type: none"> Recognizes and names common shapes, their parts, and attributes. Combines and separates shapes to make other shapes. Compares objects in size and shape. 	<p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>	<p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind</p>				
<p>Standard 9.B: Demonstrate an understanding of location and ordinal position, using</p>	<ul style="list-style-type: none"> Understands directionality, order and position of objects, such as up, down, 						

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>appropriate vocabulary. <u>Benchmark 9.B.ECa</u>: Show understanding of location and ordinal position. <u>Benchmark 9.B.ECb</u>: Use appropriate vocabulary for identifying location and ordinal position.</p>	<p>in front, behind.</p>	<p>and next to.</p>	
SUBDOMAIN(S)			
<p>Predicting and Analyzing Information</p>	<p>No comparable subdomain or standards</p>	<p>No comparable subdomain or standards</p>	
<p>Standard 10.A: Organize and describe data and information. <u>Benchmark 10.A.ECa</u>: Organize, represent and analyze information using concrete objects, pictures, and graphs, with teacher support. <u>Benchmark 10.A.ECb</u>: Make predictions about what will happen next.</p>			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Standard 10.B: Gather information to answer questions.</p> <p><u>Benchmark 10.B.ECa:</u> Gather data about themselves and their surroundings.</p>			

Science

Illinois Early Learning Standards - Revised		Head Start		Illinois Kindergarten Learning Standards		Common Core State Standards (K)	
Science							
DOMAIN							
Science	Science Knowledge and Skills	Science	Science	Science	Science	Science	N/A
SUBDOMAIN(S)							
Curiosity and Inquiry							
Standards and Benchmarks							
<p>Standard 11.A: Develop skills to observe, collect information, ask questions, predict, explain and draw conclusions.</p> <p><u>Benchmark 11.A.ECa:</u> Use senses to explore and observe materials, change, processes, relationships and natural phenomena.</p> <p><u>Benchmark 11.A.ECb:</u> Make predictions based on observations</p>	<ul style="list-style-type: none"> • Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. • Observes and discusses common properties, differences and comparisons among objects. 	<p>Standard 11.A: Know and apply the concepts, principles and processes of scientific inquiry.</p> <p><u>Benchmark 11.A.ECa:</u> Use senses to explore and observe materials.</p> <p><u>Benchmark 11.A.ECb:</u> Begin to develop questions on scientific topics, such as</p>					

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
and manipulation of things and events in the environment. <u>Benchmark 11.A.ECc</u> : Collect, describe, compare and record information. <u>Benchmark 11.A.ECd</u> : Test predictions through exploration and experimentation. <u>Benchmark 11.A.ECe</u> : Generate explanations and communicate conclusions regarding their experiments and explorations. <u>Benchmark 11.A.ECf</u> : Express wonder and ask questions about their world.	<ul style="list-style-type: none"> Participates in simple investigations to form hypotheses, gather observations, draw conclusions and form generalizations. Collects, describes, and records information through discussions, drawings, maps and charts. Describes and discusses predictions, explanations and generalizations based on past experience. Seeks multiple solutions to a question, task, or problem. Recognizes cause and effect relationships. 	natural phenomena. <u>Benchmark 11.A.ECc</u> : Seek information through observation, exploration and investigations. <u>Benchmark 11.A.ECd</u> : Collect, describe, compare and record information.	
Standard 11.B : Use tools and technology to assist in scientific inquiry. <u>Benchmark 11.B.ECa</u> : Use scientific tools for investigation. <u>Benchmark 11.B.ECb</u> : Become	<ul style="list-style-type: none"> Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships. 	Standard 11.B : Know and apply the concepts, principles and processes of technological design. <u>Benchmark 11.B.ECa</u> : Use simple tools and	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
familiar with technological tools that can aid in scientific inquiry.		equipment to enhance observation and gather data. <u>Benchmark 11.B.ECb:</u> Become familiar with the use of devices incorporating technology.	
SUBDOMAIN(S)			
Exploring Science Concepts	Conceptual Knowledge Of The Natural & Physical World Self, Family and Community (Social Studies Domain)	Concepts and Principles	
Standards and Benchmarks			
Standard 12.A: Understand that living things grow and change. <u>Benchmark 12.A.ECa:</u> Observe, investigate, describe and categorize living things. <u>Benchmark 12.A.ECb :</u> Show an awareness of changes that occur in oneself and the environment.	<ul style="list-style-type: none"> • Observes, describes and discusses living things and natural processes. 	Standard 12.A: Know and apply concepts that explain how living things function, adapt and change. <u>Benchmark 12.A.ECa:</u> Observe, categorize and describe characteristics, basic needs and life cycles.	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
		<p><u>Benchmark 12.A.ECb</u>: Show an awareness of changes that occur in themselves and their environment.</p>	
<p>Standard 12.B: Understand that living things rely on the environment and/or others to live and grow. <u>Benchmark 12.B.ECa</u>: Describe and compare basic needs of living things.</p>	<ul style="list-style-type: none"> Observes, describes and discusses living things and natural processes. 	<p>Standard 12.B: Know and apply concepts that describe how living things interact with each other and with their environment. <u>Benchmark 12.B.ECa</u>: Describe and compare basic needs of living things.</p>	
<p>Standard 12.C: Explore the physical properties of objects. <u>Benchmark 12.C.ECa</u>: Identify, describe and compare the physical properties of objects. <u>Benchmark 12.C.ECb</u>: Experiment with changes in matter when combined with other substances.</p>	<ul style="list-style-type: none"> Observes, describes and discusses properties of materials and transformation of substances. 	<p>Standard 12.C: Know and apply concepts that describe properties of matter and energy and the interactions between them. <u>Benchmark 12.C.ECa</u>: Identify, describe and compare properties of objects (e.g., size, shape and color).</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Standard 12.D: Explore concepts of force and motion.</p> <p><u>Benchmark 12.D.ECa:</u> Describe the effects of some forces in nature.</p> <p><u>Benchmark 12.D.ECb:</u> Describe the effect of force on objects in and outside the classroom.</p>	<p>No comparable standards.</p>	<p>Standard 12.D: Know and apply concepts that describe force and motion and the principles that explain them.</p> <p><u>Benchmark 12.D.ECa:</u> Describe the effects of forces in nature.</p>	
<p>Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet.</p> <p><u>Benchmark 12.E.ECa:</u> Observe and describe characteristics of earth, water and air.</p> <p><u>Benchmark 12.E.ECb:</u> Participate in discussions about simple ways to take care of the environment.</p>	<ul style="list-style-type: none"> Recognizes that people share the environment with other people, animals and plants. Understands that people can take care of the environment through activities, such as recycling. 	<p>Standard 12.E: Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p><u>Benchmark 12.E.ECa:</u> Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (e.g., rainy, snowy, sunny and windy).</p> <p><u>Benchmark 12.E.ECb:</u> Understand the purpose of recycling.</p> <p><u>Benchmark 12.E.ECc:</u> Explore and describe properties of</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
		rocks, soils, water and air.	
<p>Standard 12.F: Explore changes related to the weather and seasons.</p> <p><u>Benchmark 12.F.ECa:</u> Observe and discuss changes in weather and seasons using common vocabulary.</p>	No comparable standards.	<p>Standard 12.F: Know and apply concepts that explain the composition and structure of the universe and Earth’s place in it.</p> <p><u>Benchmark 12.F.ECa:</u> Identify basic concepts associated with night/day and seasons.</p>	
SUBDOMAIN(S)			
<p>Safety Practices in Scientific Exploration</p>	No Comparable Subdomain	<p>Science, Technology and Society</p>	
Standards and Benchmarks			
<p>Standard 13.A: Understand rules to follow when investigating and exploring.</p> <p><u>Benchmark 13.A.ECa:</u> Begin to understand basic safety practices one must follow when exploring and engaging in scientific inquiry.</p>	No comparable standards.	<p>Standard 13.A: Know and apply the accepted practices of science.</p> <p><u>Benchmark 13.A.ECa:</u> Begin to understand basic safety practices.</p> <p><u>Benchmark 13.A.ECb:</u> Use observation skills to learn to</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
No comparable standards.	No comparable standards.	document changes in science.	
No comparable standards.	No comparable standards.	<p>Standard 13.B: Know and apply concepts that describe the interaction between science, technology and society.</p> <p><u>Benchmark 13.B.ECa:</u> Express curiosity and ask questions about their world.</p> <p><u>Benchmark 13.B.ECb:</u> Recognize common scientific instruments.</p> <p><u>Benchmark 13.B.ECc:</u> Form explanations and communicate scientific information.</p> <p><u>Benchmark 13.B.ECd:</u> Begin to be aware of technology and how it affects their lives.</p> <p><u>Benchmark 13.B.ECe:</u> Begin to understand ways to reduce, reuse and recycle materials.</p>	

Social Studies

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
DOMAIN			
Social Studies	Social Studies Knowledge & Skills	Social Science	N/A
SUBDOMAIN(S)			
Citizenship	Self, Family and Community	Political Systems	
Standards and Benchmarks			
<p>Standard 14.A: Understand what it means to be a member of a group and community.</p> <p><u>Benchmark 14.A.ECa:</u> Recognize the reasons for rules in the home and classroom and for laws in the community.</p> <p><u>Benchmark 14.A.ECb:</u> Contribute to the well-being of one's classroom, school and community.</p>	<ul style="list-style-type: none"> Understands the reasons for rules in the home and classroom and for laws in the community 	<p>Standard 14.A: Understand and explain basic principles of the United States government.</p> <p><u>Benchmark 14.A.ECa:</u> Recognize and demonstrate the reasons for rules.</p> <p><u>Benchmark 14.A.ECb:</u> Demonstrate beginning awareness of city/town,</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
		state and country.	
<p>Standard 14.C: Understand ways groups make choices and decisions. <u>Benchmark 14.C.ECa:</u> Participate in voting as a way of making choices.</p>		<p>Standard 14.C: Understand election processes and responsibilities of citizens. <u>Benchmark 14.C.ECa:</u> Participate in voting as a way of making choices.</p>	
<p>Standard 14.D: Understand the role that individuals can play in a group or community. <u>Benchmark 14.D.ECa:</u> Develop an awareness of what it means to be a leader.</p>	No comparable standard.	<p>Standard 14.D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations. <u>Benchmark 14.D.ECa:</u> Show beginning understanding of what it means to be a leader. <u>Benchmark 14.D.ECb:</u> Develop an awareness of roles of leaders in their environment.</p>	
SUBDOMAIN(S)			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
Economic Systems and Human Interdependence	Self, Family and Community	Economic Systems	
Standards and Benchmarks			
<p>Standard 15.A: Explore roles in the economic system and workforce. <u>Benchmark 15.A.ECa:</u> Describe some people’s jobs and what is needed to perform those jobs. <u>Benchmark 15.A.ECb:</u> Discuss why people work.</p>	<ul style="list-style-type: none"> Recognizes a variety of jobs and the work associated with them. 	<p>Standard 15.A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. <u>Benchmark 15.A.ECa:</u> Identify community workers and the services they provide. <u>Benchmark 15.A.ECb:</u> Describe some people’s jobs and what is required to perform them.</p>	
<p>Standard 15.B: Explore issues of limited resources in the classroom and world. <u>Benchmark 15.B.ECa:</u> Understand that some resources and money</p>	<p>No comparable standard.</p>	<p>Standard 15.B: Understand that scarcity necessitates choices by consumers. <u>Benchmark 15.B.ECa:</u> Become aware of the</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
are limited.		difference between needs and wants.	
<p>Standard 15.D: Explore concepts about trade as an exchange of goods or services.</p> <p><u>Benchmark 15.D.ECa:</u> Begin to understand the use of money to obtain goods and services.</p>	No comparable standard.	<p>Standard 15.D: Understand trade as an exchange of goods or services.</p> <p><u>Benchmark 15.D.ECa:</u> Begin to understand the use of trade or money to obtain goods and services.</p> <p><u>Benchmark 15.D.ECb:</u> Begin to understand how people rely on others for goods and services.</p>	
SUBDOMAIN(S)			
Individual History	History and Events	History	
Standards and Benchmarks			
Standard 16.A: Explore his or her self and his or her history.	<ul style="list-style-type: none"> Differentiates between past, present and future. 	Standard 16.A: Apply the skills of historical analysis	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p><u>Benchmark 16.A.ECa</u>: Recall information about the immediate past.</p> <p><u>Benchmark 16.A.ECb</u>: Develop a basic awareness of self as an individual.</p>	<ul style="list-style-type: none"> Recognizes events that happened in the past, such as family or personal history. Understands how people live and what they do changes over time. 	<p>and interpretation.</p> <p><u>Benchmark 16.A.ECa</u>: Recall information about the immediate past.</p> <p><u>Benchmark 16.A.ECb</u>: Show some awareness of time and how the past influences people's lives.</p> <p><u>Benchmark 16.A.ECc</u>: Become aware of how people in different places have different experiences.</p>	
<p>No comparable standard.</p>	<p>No comparable standard.</p>	<p>Standard 16.B: Understand the development of significant political events.</p> <p><u>Benchmark 16.B.ECa</u>: Become aware of local and national holidays (e.g., Martin Luther King, Jr. Day, Veteran's Day, and 4th of July).</p>	
SUBDOMAIN(S)			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
Geography	Self, Family and Community	Geography	Geography
Standards and Benchmarks			
<p>Standard 17.A: Explore environments and where people live.</p> <p><u>Benchmark 17.A.ECa:</u> Locate objects and places in familiar environments.</p> <p><u>Benchmark 17.A.ECb:</u> Express beginning geographic thinking.</p>	<ul style="list-style-type: none"> • Describes or draws aspects of the geography of the classroom, home and community. • Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water or land formations. 	<p>Standard 17.A: Locate, describe and explain places, regions and features on the Earth.</p> <p><u>Benchmark 17.A.ECa:</u> Locate objects and places in the community.</p> <p><u>Benchmark 17.A.ECb:</u> Express beginning geographic thinking (e.g., maps or models).</p> <p><u>Benchmark 17.A.ECc:</u> Show beginning awareness of the relationships between people and where they live.</p>	
No comparable standard.	No comparable standard.	Standard 17.C: Understand relationships between geographic factors and society.	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
No comparable standard.	No comparable standard.	<p><u>Benchmark 17.C.ECa</u>: Begin to develop an awareness of ways people depend on and interact with the environment (e.g., fishing, farming and industry).</p> <p>Standard 17.D: Understand the historical significance of geography.</p> <p><u>Benchmark 17.D.ECa</u>: Explore differences between urban and rural.</p>	
SUBDOMAIN(S)			
People and Families	Self, Family and Community	Social Systems	
Standards and Benchmarks			
<p>Standard 18.A: Explore people, their similarities, and their differences.</p> <p><u>Benchmark 18.A.ECa</u>: Recognize similarities and differences in</p>	<ul style="list-style-type: none"> • Identifies personal and family structure. • Understands similarities and respects differences among people. 	<p>Standard 18.A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
people.		<p><u>Benchmark 18.A.ECa:</u> Identify similarities and differences in people’s characteristics, habits and living patterns.</p>	
<p>Standard 18.B: Develop an awareness of self within the context of family.</p> <p><u>Benchmark 18.B.ECa:</u> Understand that each of us belongs to a family and recognize that families vary.</p>	<ul style="list-style-type: none"> Identifies personal and family structure. 	<p>Standard 18.B: Understand the roles and interactions of individuals and groups in society.</p> <p><u>Benchmark 18.B.ECa:</u> Understand that each of us belong to a family and recognize that families vary.</p>	

Physical Development and Health

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
DOMAIN			
SUBDOMAIN(S)			
Physical Development and Health	Physical Development and Health	Physical Development and Health	N/A
Movement, including Gross and Fine Motor	Gross Motor Skills Fine Motor Skills	Movement, including Gross and Fine Motor	
Standards and Benchmarks			
<p>Standard 19.A: Demonstrate physical competency and control of large and small muscles.</p> <p><u>Benchmark 19.A.ECa:</u> Engage in active play using gross and fine motor skills.</p> <p><u>Benchmark 19.A.ECb:</u> Move with balance and control in a range of physical activities.</p>	<ul style="list-style-type: none"> • Participates in structured and unstructured physical activities. • Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing and hopping. 	<p>Standard 19.A: Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.</p> <p><u>Benchmark 19.A.ECa:</u> Engage in active play using gross and fine motor skills.</p> <p><u>Benchmark 19.A.ECb:</u> Move with balance and control.</p>	

<p>Illinois Early Learning Standards - Revised</p>	<p>Head Start</p>	<p>Illinois Kindergarten Learning Standards</p>	<p>Common Core State Standards (K)</p>
<p><u>Benchmark 19.A.ECc</u>: Use strength and control to accomplish tasks. <u>Benchmark 19.A.ECd</u>: Use eye-hand coordination to perform tasks. <u>Benchmark 19.A.ECe</u>: Use writing and drawing tools with some control.</p>	<ul style="list-style-type: none"> • Develops hand strength and dexterity. • Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. • Manipulates a range of objects, such as blocks or books. • Manipulates writing, drawing and art tools. 	<p><u>Benchmark 19.A.ECc</u>: Use strength and control to effectively accomplish tasks. <u>Benchmark 19.A.ECd</u>: Use eye-hand coordination to perform tasks. <u>Benchmark 19.A.ECe</u>: Use writing and drawing tools with some control.</p>	
<p>Standard 19.B: Demonstrate awareness and coordination of body movements. <u>Benchmark 19.B.ECa</u>: Coordinate movements to perform complex tasks. <u>Benchmark 19.B.ECb</u>: Demonstrate body awareness when moving in different spaces. <u>Benchmark 19.B.ECc</u>: Combine large motor movements with and without the use of</p>	<ul style="list-style-type: none"> • Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. • Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, 	<p>Standard 19.B: Analyze various movement concepts and applications. <u>Benchmark 19.B.ECa</u>: Coordinate movements to perform complex tasks.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
equipment.	catching, kicking, bouncing or hitting balls and riding a tricycle.		
<p>Standard 19.C: Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p><u>Benchmark 19.C.ECa:</u> Follow simple safety rules while participating in activities.</p>	<ul style="list-style-type: none"> Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. 	<p>Standard 19.C: Demonstrate knowledge of rules and safety during physical activity.</p> <p><u>Benchmark 19.C.ECa:</u> Show understanding and follow simple health and safety rules.</p>	
SUBDOMAIN(S)			
Physical Fitness	Physical Health Status	Physical Fitness	
Standards and Benchmarks			
<p>Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.</p> <p><u>Benchmark 20.A.ECa:</u> Participate in activities to enhance physical fitness.</p> <p><u>Benchmark 20.A.ECb:</u> Exhibit</p>	<ul style="list-style-type: none"> Gets sufficient rest and exercise to support healthy development. 	<p>Standard 20.A: Know and apply the principles and components of health-related fitness.</p> <p><u>Benchmark 20.A.ECa:</u> Understand the importance of physical fitness.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
increased endurance.			
No comparable standard.	No comparable standard.	Standard 20.B: Assess individual fitness levels. Benchmark 20.B.ECa: Develop increased endurance.	
No comparable standard.	No comparable standard.	Standard 20.C: Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan. Benchmark 20.C.ECa: Exhibit structured and unstructured physical activity daily.	
SUBDOMAIN(S)			
Group Activity	Health Knowledge and Practice	Group Activity	
Standards and Benchmarks			
Standard 21.A: Demonstrate individual responsibility during	<ul style="list-style-type: none"> Follows basic health and safety rules and responds 	Standard 21.A: Demonstrate individual responsibility during	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>group physical activities. <u>Benchmark 21.A.ECa</u>: Follow rules and procedures when participating in group physical activities. <u>Benchmark 21.A.ECb</u>: Follow directions, with occasional adult reminders, during group activities.</p>	<p>appropriately to harmful or unsafe situations.</p>	<p>group physical activities. <u>Benchmark 21.A.ECa</u>: Follow rules and procedures when participating in group physical activities. <u>Benchmark 21.A.ECb</u>: Follow directions with little or no reinforcement during periods of group activities. <u>Benchmark 21.A.ECc</u>: Work independently on a task for short periods of time.</p>	
<p>Standard 21.B: Demonstrate cooperative skills during structured group physical activity. <u>Benchmark 21.A.ECa</u>: Demonstrate ability to cooperate with others during group physical activities.</p>	<p>No comparable standard.</p>	<p>Standard 21.B: Demonstrate cooperative skills during structured group physical activity. <u>Benchmark 21.A.ECa</u>: Demonstrate ability to cooperate with others during group physical activities.</p>	
SUBDOMAIN(S)			

Common Core State Standards (K)		Illinois Kindergarten Learning Standards	Head Start	Illinois Early Learning Standards - Revised
	Healthy Living	Healthy Living	Health Knowledge and Practice	Healthy Living
Standards and Benchmarks				
	<p>Standard 22.A: Explain the basic principles of health promotion, illness prevention and safety.</p> <p><u>Benchmark 22.A.ECa:</u> Participate in simple practices that promote healthy living and safety and prevent illness.</p> <p>Standard 23.B: Identify ways to keep the body healthy.</p> <p><u>Benchmark 23.B.ECa:</u> Perform self-care tasks.</p>	<ul style="list-style-type: none"> Communicates an understanding of the importance of health and safety routines and rules. Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults. Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. Recognizes the importance of doctor and dentist visits. Cooperates during doctor and dentist visits and health and developmental screenings. 	<p>Standard 22.A: Explain the basic principles of health promotion, illness prevention and safety.</p> <p><u>Benchmark 22.A.ECa:</u> Identify simple practices that promote healthy living and prevent illness.</p> <p><u>Benchmark 22.A.ECb:</u> Demonstrate personal care and hygiene skills, with adult reminders.</p> <p><u>Benchmark 22.A.ECc:</u> Identify and follow basic safety rules.</p>	<p>Standard 22.A: Explain the basic principles of health promotion, illness prevention and safety.</p> <p><u>Benchmark 22.A.ECa:</u> Identify simple practices that promote healthy living and prevent illness.</p> <p><u>Benchmark 22.A.ECb:</u> Demonstrate personal care and hygiene skills, with adult reminders.</p> <p><u>Benchmark 22.A.ECc:</u> Identify and follow basic safety rules.</p>
	<p>Standard 22.B: Describe and explain the factors that influence health among individuals, groups</p>	No comparable standard.	No comparable standard.	No comparable standard.

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
		and communities. <u>Benchmark 22.B.ECa</u> : Encourage others in making positive health choices (e.g., eating, cleanliness and health practices).	
No comparable standard.	No comparable standard.	Standard 22.B : Explain how the environment can affect health. <u>Benchmark 22.B.ECa</u> : Begin awareness of cause of environmental health risks (e.g., air, water and sun).	
SUBDOMAIN(S)			
Human Body and Growth	Health Knowledge and Practice	Human Body and Growth	
Standard 23.A : Describe and explain the structure and functions of human body systems and how they interrelate. <u>Benchmark 23.A.ECa</u> : Identify	No comparable standards.	Standard 23.A : Describe and explain the structure and functions of human body systems and how they interrelate. <u>Benchmark 23.A.ECa</u> : Identify body parts.	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
body parts and their functions.			
<p>Standard 23.B: Identify ways to keep the body healthy.</p> <p><u>Benchmark 23.B.ECa:</u> Identify examples of healthy habits.</p> <p><u>Benchmark 23.B.ECb:</u> Identify healthy and non-healthy foods and explain the effect of these foods on the body.</p>	<ul style="list-style-type: none"> Distinguishes food on a continuum from most healthy to less healthy. Eats a variety of nutritious foods. 	<p>Standard 23.B: Identify ways to keep the body healthy.</p> <p>Standard 23.C: Describe factors that affect growth and development.</p> <p><u>Benchmark 23.C.ECb:</u> Identify examples of good nutrition and importance for good health.</p>	
No comparable standard.	No comparable standard.	<p>Standard 23.C: Describe factors that affect growth and development.</p> <p><u>Benchmark 23.C.ECa:</u> Recognize that people grow and change.</p>	
SUBDOMAIN(S)			
Healthy Communication and Decision-Making	Health Knowledge and Practice	Healthy Communication and Decision-Making	
Standards and Benchmarks			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Standard 24.A: Covered in Social/Emotional Development, 32.D</p>		<p>Standard 24.A: Demonstrate procedures for communication in positive ways, resolving differences and preventing conflict. <u>Benchmark 24.A.ECa:</u> Use appropriate communication skills when expressing needs, wants, and feelings. <u>Benchmark 24.A.ECa:</u> Use socially acceptable ways to resolve conflict.</p>	
<p>No comparable standard.</p>	<p>No comparable standard.</p>	<p>Standard 24.B: Apply decision-making skills related to the protection and promotion of individual health. <u>Benchmark 24.B.ECa:</u> Explore choices that can affect health (e.g., brushing teeth, washing hands and nutrition).</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> <p><u>Benchmark 24.C.ECa:</u> Participate in activities to learn to avoid dangerous situations.</p>	<ul style="list-style-type: none"> Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. 	<p>Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> <p><u>Benchmark 24.C.ECa:</u> Learn to avoid dangerous situations.</p>	
SUBDOMAIN(S)			
No comparable subdomain or standards	Physical Health Status	No comparable subdomain or standards	
Standards and Benchmarks			
	<ul style="list-style-type: none"> Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases. Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. Maintains physical growth within the Centers for Disease 		

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
	<p>Control and Prevention (CDC) recommended ranges for weight by height by age.</p> <ul style="list-style-type: none"> • Gets sufficient rest and exercise to support healthy development. 		

The Arts

Illinois Early Learning Standards - Revised		Head Start		Illinois Kindergarten Learning Standards		Common Core State Standards (K)	
DOMAIN							
SUBDOMAIN(S)							
The Arts	Creative Arts Expression	Fine Arts	N/A				
Standards and Benchmarks							
<p>Explore and Respond</p> <p>Standard 25.A: Investigate, explore and participate in the arts.</p> <p>Benchmark 25.A.ECa: Movement and Dance: Investigate, explore and participate in dance and creative movement activities.</p> <p>Benchmark 25.A.ECb: Drama:</p>	<p>Creative Movement and Dance</p> <p>Music</p> <ul style="list-style-type: none"> Moves to different patterns of beat and rhythm in music. Expresses what is felt and heard in various musical tempos and styles. Uses creativity and imagination to manipulate materials and assume roles in 	<p>Language Of The Arts</p> <p>Standard 25.A: Understand the sensory elements, organizational principles and expressive qualities of the arts.</p> <p>Benchmark 25.A.ECa: Dance: Investigate and explore the elements of dance.</p> <p>Benchmark 25.A.ECb: Drama:</p>					

<p>Illinois Early Learning Standards - Revised</p>	<p>Head Start</p>	<p>Illinois Kindergarten Learning Standards</p>	<p>Common Core State Standards (K)</p>
<p>Investigate, explore and participate in dramatic activities. <u>Benchmark 25.A.ECc: Music:</u> Investigate, explore and participate in music activities. <u>Benchmark 25.A.ECd: Visual Arts:</u> Investigate, explore and participate in activities using visual arts materials.</p>	<p>dramatic play situations.</p> <ul style="list-style-type: none"> • Engages in pretend play and acts out roles. • Participates in music activities, such as listening, singing or performing. • Experiments with musical instruments. • Uses different materials and techniques to make art creations. 	<p>Investigate the elements of drama. <u>Benchmark 25.A.ECc: Music:</u> Investigate the elements of music. <u>Benchmark 25.A.ECd: Visual Arts:</u> Investigate and explore the elements of visual arts. Standard 26.A: Understand the sensory elements, organizational principles and expressive qualities of the arts. <u>Benchmark 26.A.ECa: Dance:</u> Participate in dance and creative movement activities. <u>Benchmark 26.A.ECb: Participate in drama activities.</u> <u>Benchmark 26.A.ECc: Participate in music activities by identifying a variety of sounds and sound sources (e.g., instrumental, voices and environmental sounds).</u> <u>Benchmark 26.A.ECd: Participate in the visual arts. Identify media and tools used in painting,</u></p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
		<p>drawing and constructing.</p> <p>Standard 26.B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p> <p><u>Benchmark 26.B.ECa:</u> Create or perform story elements and characterizations.</p> <p><u>Benchmark 26.B.ECb:</u> Listen to, sing or play a variety of music representing diverse cultures and styles.</p>	
<p>Standard 25.B: Display an awareness of some distinct characteristics of the arts.</p> <p><u>Benchmark 25.B.ECa:</u> Describe or respond to own creative work or the creative work of others.</p>	<ul style="list-style-type: none"> • Discusses one’s own artistic creations and those of others. 	<p>Standard 25.B: Understand the similarities, distinctions and connections in and among the arts.</p> <p><u>Benchmark 25.B.ECa:</u> Describe or respond to own creative work or the creative work of others.</p> <p><u>Benchmark 25.B.ECb:</u> Respond to artistic creations or events.</p>	
SUBDOMAIN(S)			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
Self-Expression	<p>Music</p> <p>Creative Movement and Dance</p> <p>Art</p> <p>Drama</p>	Creating and Performing	
Standards and Benchmarks			
<p>Standard 26.B: Understand ways to express meaning through the Arts.</p> <p><u>Benchmark 26.B.ECa:</u> Use creative arts as an avenue for self-expression.</p>	<ul style="list-style-type: none"> • Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character. • Expresses what is felt and heard in various musical tempos and styles. • Uses creative movement to express concepts, ideas, or feelings. • Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. 	<p><u>Benchmark 26.B.ECc:</u> Use a variety of materials to explore and express ideas</p>	

Social/Emotional Learning

Illinois Early Learning Standards - Revised		Head Start		Illinois Kindergarten Learning Standards		Common Core State Standards (K)	
DOMAIN							
Social/Emotional Learning		Social and Emotional Development Approaches to Learning		Social/Emotional Learning		N/A	
SUBDOMAIN(S)							
Self-Awareness		Self-concept and Self-efficacy		Self-Awareness			
		Emotional and Behavioral Health					
		Initiative and Curiosity					
		Persistence and Attentiveness					
		Cooperation					
Standards and Benchmarks							
Standard 31.A: Identify and manage one's emotions and behavior. <u>Benchmark 31.A.ECa:</u> Recognize and label basic emotions. <u>Benchmark 31.A.ECb:</u> Use		<ul style="list-style-type: none"> Recognizes and labels emotions. Handles impulses and behavior with minimal direction from adults. Follows simple rules, routines 		Standard 31.A: Identify and manage one's emotions and behavior. <u>Benchmark 31.A.ECa:</u> Recognize emotions and how they are linked to behavior.			

<p>Illinois Early Learning Standards - Revised</p>	<p>Head Start</p>	<p>Illinois Kindergarten Learning Standards</p>	<p>Common Core State Standards (K)</p>
<p>appropriate communication skills when expressing needs, wants and feelings. <u>Benchmark 31.A.ECc</u>: Express feelings that are appropriate to the situation. <u>Benchmark 31.A.ECd</u>: Begin to understand and follow rules. <u>Benchmark 31.A.ECe</u>: Use materials with purpose, safety and respect. <u>Benchmark 31.A.ECf</u>: Begin to understand the consequences of his or her behavior.</p>	<p>and directions.</p> <ul style="list-style-type: none"> • Shifts attention between tasks and moves through transitions with minimal direction from adults. • Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. • Refrains from disruptive, aggressive, angry or defiant behaviors. • Adapts to new environments with appropriate emotions and behaviors. 	<p><u>Benchmark 31.A.ECb</u>: Express frustration and anger effectively and without harming others, self, or property. <u>Benchmark 31.A.ECc</u>: Demonstrate control of impulsive behavior.</p>	
<p>Standard 31.B: Recognize uniqueness and personal qualities. <u>Benchmark 31.B.ECa</u>: Describe self using several basic characteristics. <u>Benchmark 31.B.ECb</u>: Recognize self as unique individual, having his or her own abilities,</p>	<ul style="list-style-type: none"> • Identifies personal characteristics, preferences, thoughts and feelings. • Demonstrates age-appropriate independence in a range of activities, routines and tasks. • Shows confidence in a range of abilities and in the capacity to accomplish tasks and take 	<p>Standard 31.B: Recognize personal qualities and external supports. <u>Benchmark 31.B.ECa</u>: Identify and express one’s likes and dislikes, needs and wants, strengths and challenges. <u>Benchmark 31.B.ECb</u>: Use simple strategies to gain assistance.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>characteristics, feelings, thoughts, interests and preferences. <u>Benchmark 31.B.ECc</u>: Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.</p>	<p>on new tasks.</p>		
<p>Standard 31.C: Demonstrate skills related to successful personal and school outcomes. <u>Benchmark 31.C.ECa</u>: Exhibit eagerness and curiosity as a learner. <u>Benchmark 31.C.ECb</u>: Demonstrate persistence and creativity in seeking solutions to problems. <u>Benchmark 31.C.ECc</u>: Show some initiative, self-direction and independence in actions. <u>Benchmark 31.C.ECd</u>: Demonstrate engagement and sustained attention in activities.</p>	<ul style="list-style-type: none"> • Demonstrates age-appropriate independence in decision making regarding activities and materials. • Demonstrates flexibility, imagination and inventiveness in approaching tasks and activities. • Demonstrates eagerness to learn about and discuss a range of topics, ideas and tasks. • Asks questions and seeks new information. • Maintains interest in a project or activity until completed. 	<p>Standard 31.C: Demonstrate skills related to achieving personal and academic goals. <u>Benchmark 31.C.ECa</u>: See one's self as a learner. <u>Benchmark 31.C.ECb</u>: Analyze why one achieved or did not achieve a goal.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
	<ul style="list-style-type: none"> • Sets goals and develops and follows through on plans. • Resists distractions, maintains attention, and continues the task at hand through frustration or challenges. 		
SUBDOMAIN(S)			
Social Awareness and Interaction	Social Relationships	Social Awareness	
Standards and Benchmarks			
Standard 32.A: Develop positive relationships with peers and adults. <u>Benchmark 32.A.ECa:</u> Show empathy, sympathy and caring for others. <u>Benchmark 32.A.ECb:</u> Recognize the feelings and perspectives of others. <u>Benchmark 32.A.ECc:</u> Interact easily with familiar adults. <u>Benchmark 32.A.ECd:</u>	<ul style="list-style-type: none"> • Expresses empathy and sympathy to peers. • Recognizes and labels others' emotions. • Communicates with familiar adults and accepts or requests guidance. • Develops friendships with peers. • Establishes secure relationships with adults. • Recognizes how actions affect 	Standard 32.A: — Recognize the feelings and perspectives of others. <u>Benchmark 32.A.ECa:</u> Learn to identify the feelings and perspectives of others. <u>Benchmark 32.A.ECb:</u> Use observational and listening skills to identify the feelings and perspectives of others. <u>Benchmark 32.A.ECc:</u> Have positive relationships with one or	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>Demonstrate attachment to familiar adults. <u>Benchmark 32.A.ECe</u>: Develop positive relationships with peers.</p>	<p>others and accepts consequences of one's actions.</p>	<p>two peers, and show the capacity to care about them. <u>Benchmark 32.A.ECd</u>: Display the capacity for humor.</p>	
<p>Standard 32.B: Recognize and appreciate individual and group similarities and differences. <u>Benchmark 32.B.ECa</u>: Describe ways that people are similar and different. <u>Benchmark 32.B.ECb</u>: Describe positive qualities in others.</p>	<ul style="list-style-type: none"> Understands similarities and respects differences among people. (<i>Domain: Social Studies, Subdomain: Self, Family and Community</i>) 	<p>Standard 32.B: Recognize individual and group similarities and differences. <u>Benchmark 32.B.ECa</u>: Describe ways that people are similar and different. <u>Benchmark 32.B.ECb</u>: Describe positive qualities in others. <u>Benchmark 32.B.ECc</u>: Accept and interact with peers and adults of ethnic groups other than own.</p>	
<p>Standard 32.C: Use communication and social skills to interact effectively with others. <u>Benchmark 32.C.ECa</u>: Communicate and interact verbally and nonverbally with other children. <u>Benchmark 32.C.ECb</u>: Engage in</p>	<ul style="list-style-type: none"> Cooperates with others. Uses socially appropriate behavior with peers and adults, such as helping, sharing and taking turns. Plans, initiates and completes learning activities with peers. Joins in cooperative play with others and invites others to 	<p>Standard 32.C: Use communication and social skills to interact effectively with others. <u>Benchmark 32.C.ECa</u>: Identify ways to work and play well with others. <u>Benchmark 32.C.ECb</u>: Demonstrate appropriate social and classroom behavior.</p>	

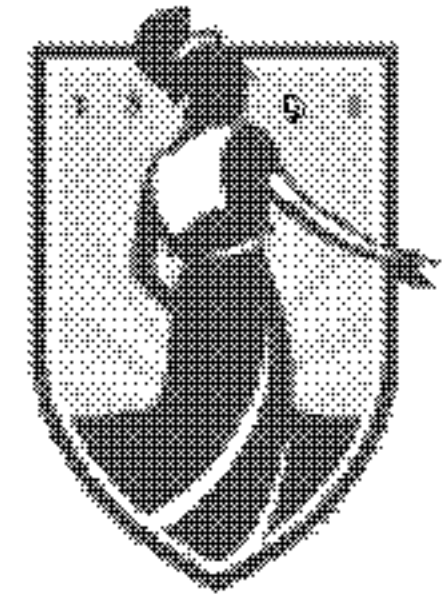
Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p>cooperative group play. <u>Benchmark 32.C.ECc</u>: Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.</p>	<p>play.</p> <ul style="list-style-type: none"> Models or teaches peers. Helps, shares and cooperates in a group. 	<p><u>Benchmark 32.C.ECc</u>: Show interest in others; exchange information with and request information from others appropriately.</p>	
<p>Standard 32.D: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways. <u>Benchmark 32.D.ECa</u>: Begin to share materials and experiences and take turns. <u>Benchmark 32.D.ECb</u>: Solve simple conflicts with peers with independence, using gestures or words. <u>Benchmark 32.D.ECc</u>: Seek adult help when needed to resolve conflict.</p>	<ul style="list-style-type: none"> Resolves conflict with peers alone and/or with adult intervention as appropriate. 	<p>Standard 32.D: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways. <u>Benchmark 32.D.ECa</u>: Identify problems and conflicts commonly experienced by peers. <u>Benchmark 32.D.ECb</u>: Identify approaches to resolving conflicts constructively. <u>Benchmark 32.D.ECc</u>: Take turns fairly easily.</p>	
SUBDOMAIN(S)			

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
Decision-making	No Comparable Subdomain or Standard	Decision-making	
Standards and Benchmarks			
<p>Standard 33.A: Begin to consider ethical, safety and societal factors in making decisions.</p> <p><u>Benchmark 33.A.ECa:</u> Participate in discussions about why rules exist.</p> <p><u>Benchmark 33.A.ECb:</u> Follow rules and make good choices about behavior.</p>	<p>No comparable standard.</p>	<p>Standard 33.A: Begin to consider ethical, safety and societal factors in making decisions.</p> <p><u>Benchmark 33.A.ECa:</u> Identify social norms and safety considerations that guide behavior.</p> <p><u>Benchmark 33.A.ECb:</u> Assert own rights and needs appropriately.</p>	
<p>Standard 33.B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p><u>Benchmark 33.A.ECa:</u> Participate in discussions about finding alternative solutions to problems.</p>	<p>No comparable standard.</p>	<p>Standard 33.B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p><u>Benchmark 33.B.ECa:</u> Identify a range of decisions that students make at school.</p> <p><u>Benchmark 33.B.ECb:</u> Make positive choices when interacting with classmates.</p>	

Illinois Early Learning Standards - Revised	Head Start	Illinois Kindergarten Learning Standards	Common Core State Standards (K)
<p><i>See Social Studies Standard 14.A</i></p>		<p>Standard 33.C: Contribute to the well-being of one's school and community. <u>Benchmark 33.C.ECa:</u> Identify and perform roles that contribute positively to one's classroom. <u>Benchmark 33.C.ECb:</u> Identify and perform roles that contribute to one's family.</p>	

Appendix (C)(1)-4

Analysis of Infant-Toddler Standards



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

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October 15, 2011

Harriet Meyer, Co-Chair
Julie Smith, Co-Chair
Illinois Early Learning Council
James R. Thompson Center
100 W. Randolph, 16-100
Chicago, IL 60601

Dear Ms. Meyer and Ms. Smith:

I have had the pleasure of reviewing the Illinois Early Learning and Development Guidelines for Children from Birth to Age 3. The purpose of my review was to examine the overall quality of the Guidelines, to ensure that they are developmentally appropriate, and to provide feedback on the extent to which the document reflects an inclusive approach to working with children with disabilities and children from diverse cultural and linguistic backgrounds. Having conducted four national studies on early learning and development standards and worked with numerous states to develop early learning and development standards, I feel I am qualified to conduct this type of review and offer the following observations.

First, it is quite evident that the Guidelines are comprehensive and address all domains of children's learning and development that are important for school readiness. The document includes standards for the following domains: Social and Emotional Development; Cognitive Development; Language, Literacy and Communication; Physical, Health and Motor Development; Self-Regulation, and Approaches Toward Learning. The document, therefore, addresses all of the Essential Domains of School Readiness required for the Race to the Top Early Learning Challenge. Beyond just considering the domain areas, however, I found that the standards within each domain are comprehensive and address all significant content within each domain. Important developmental content, such as attachment and cognitive development, as well as age-appropriate pre-cursors for academic skills and content knowledge are addressed.

In addition to being comprehensive, the standards establish age-appropriate and developmentally significant expectations for infants and toddlers. Each of the standards articulates skills, abilities and/or knowledge that are appropriate for the infant-toddler age

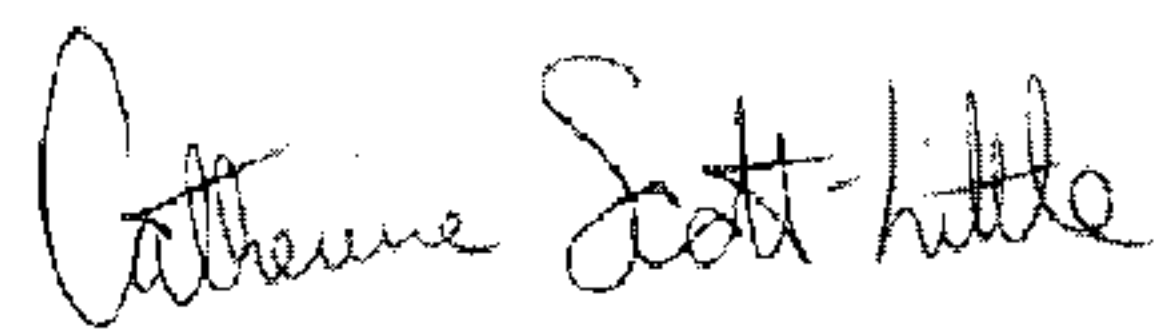
period, and the age-specific descriptions and indicators are developmentally appropriate for the age groupings within the standards.

The overall quality of the standards within the Guidelines document is good. The standards are worded clearly, in a manner that should be understood by most early educators. The standards are also written so that the behavioral expectations are observable.

Finally, it is evident that the writers of the Guidelines have considered how the document will be used with children from diverse backgrounds. The language used in the standards is inclusive and provides opportunities for children to demonstrate competencies in multiple ways. This means that children with disabilities and English Learners have the opportunity to demonstrate progress on the standards in the way and with the language that best suits their strengths. Furthermore, the guiding principles and guidance for how the document should be used will emphasize the importance of individually, developmentally and culturally appropriate activities to support children's progress on the standards.

I would like to commend the Infant-Toddler Committee for their work. It's clear that the Committee has been very thoughtful in their approach to writing early development and learning standards and I am sure that the document will serve the state well in the coming years.

Sincerely,



Catherine Scott-Little, Ph.D.
Associate Professor

Cc: Jeanna Capito, Karen Yarbrough, Co-chairs, Infant Toddler Committee

Appendix (C)(2)-1

Description of Assessment Training Offered System-wide

Basic training provided on Comprehensive Assessment System

- **Ages & Stages-3**
This webinar (workshop) will provide participants with an introduction to the newly revised Ages and Stages Questionnaires (ASQ-3). Through the use of presentation and activities, participants will walk through the ASQ-3 from administration to scoring and interpreting scores. An emphasis will be placed on what's new in the ASQ-3, why, how, and when to use this screening tool with young children and families, and sharing the screening results with families. Tips and strategies on the effective use of screening with the ASQ-3 will be shared.
- **Ages & Stages-SE**
This training prepares program staff to use the Ages and Stages Questionnaire: Social Emotional as a supplement to the Ages and Stages Questionnaire (ASQ) or other developmental screening tools. Designed for use with children up to age five, the ASQ:SE helps family support professionals and parents identify age-appropriate social and emotional behavior, address areas of concern and the need for further assessment, and explain to parents the variables that can affect their child's social and emotional development.
- **Teaching Strategies GOLD™ Assessment System**
Discuss and explore the components of the assessment system: observation, documentation, portfolio building, and reporting. Discuss and explore implementing the GOLD™ assessment system to assess children's progress. Learn to set up practical systems for observing children and documenting progress. Plan for individual children, small groups, and the whole class using the information gathered
- **Using the High/Scope COR (Child Observation Record) Method of Assessment**
Use the COR to identify what children are learning through their play. Use the COR to identify the developmental levels in children's anecdotes. Complete the Child Development Summary. Complete a COR Family Report. Use the COR to share information with parents
- **Work Sampling System Illinois (WSS IL)**
Review the Illinois Early Learning Standards for ages 3-5. Analyze and discuss purpose of assessment and current assessment practices in early childhood education. Determine effective observation tools and strategies for early childhood classrooms. Learn techniques to develop portfolios to provide documentation. Examine various methods of documentation using WSS IL and the Illinois Early Learning Standards. Discuss evaluation of documentation and development of methods to report to parents and administration. Participate in work groups to identify, create, and share effective and practical techniques for implementing WSS IL.
- **An Introduction to the Environment Rating Scales (ERS):** is a four hour training for **all child care providers**. After completion of this training, child care practitioners will have knowledge of the ERS; be able to use tool(s) for self-assessment of program(s) and/or hire a consultant to use tool(s) for assessment; be able to use ERS results to plan program improvements; be aware of ERS linkages to national accreditation processes, Illinois Early Learning Standards (IELS) and the Illinois Department of Human Services (IDHS) Quality Rating System (QRS).
- **An Introduction to the Family Child Care Rating Scale:** is a four hour training for **Family Child Care providers**. After completion of this training, child care practitioners will have knowledge of the ERS; be able to use tool(s) for self-assessment of program(s) and/or hire a consultant to use tool(s)

for assessment; be able to use ERS results to plan program improvements; be aware of ERS linkages to national accreditation processes, IELS and the IDHS QRS.

- **Getting Ready for the PAS:** Designed for **child care center administrators**, this session provides an overview of the Program Administration Scale (PAS). The PAS is designed to measure the quality of leadership and management practices of center-based early childhood programs. After completing this training, providers will have a basic knowledge of the PAS, be able to use the tool for program improvement, and know how to prepare for the PAS assessment. This training is required to apply for star levels 3 and 4 of the Quality Counts: Quality Rating System. (4 hour training)
- **Getting Ready for the BAS:** Designed for **family child care providers**, this session provides an overview of the Business Administration Scale (BAS). The BAS is designed to assess the quality of administrative practices of family child care businesses. After completing this training, providers will have a basic knowledge of the BAS, be able to use the tool for program improvement, and know how to prepare for the BAS assessment. This training is required to apply for star levels 3 and 4 of the Quality Counts: Quality Rating System. (2 hour training)

Appendix (C)(2)-2

Chart of Assessments Used by Chicago Public Schools and Chicago Head Start

Assessments Plans for CPS and DFSS Early Childhood Programs (2011-12)

Screening Tools	Early Screening Inventory – Revised (ESI-R) Ages and Stages Questionnaire (ASQ)	A brief developmental screening instrument individually administered to children from 3 to 6 years of age. It is designed to identify children who may need special educational services. ASQ-3 is a developmental and social-emotional screening tool for children from one month to 5 ½ years. It is designed to look at strengths and trouble spots, educate parents about developmental milestones, and incorporate parents' knowledge about their children. Areas screened: Communication, gross motor, fine motor, problem solving, and personal-social.	Administered Teachers Parents	CPS Every child screened at beginning of school year. Every child screened at beginning of school year.	DFSS Every child screened at beginning of school year. Every child screened at beginning of school year.
Environment Rating Scales	Early Childhood Environment Rating Scale – Revised (ECERS-R) and related scales	Scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. In addition to the ECERS-R preschool classroom measure, scales for other ages or settings include: <ul style="list-style-type: none"> • The Infant/Toddler Environment Rating Scale-Revised (ITERS-R) • The Family Child Care Environment Rating Scale-Revised (FCCERS-R) • The School-Age Care Environment Rating Scale (SACERS) 	Trained Assessors	In 2010-11, CPS stopped systematically assessing classrooms with the ECERS-R. (Now used solely as a coaching tool in select classrooms that receive a low quality rating on the ELLCO measure of General Classroom Environment – see below).	In 2010-11, all classrooms and family child care homes were assessed with the ECERS-R, ITERS-R, FCCERS-R or SACERS. In 2011-12, ERS measures will only be used when the CLASS is not developmentally appropriate (see CLASS section, below).
Early Language and Literacy Classroom Observation tool (ELLCO)	Early Language and Literacy Classroom Observation tool (ELLCO)	A classroom “literacy environment” observation tool that measures the degree to which teachers promote young children’s literacy development through materials and interactions. It measures: Classroom Structure, Curriculum, Language Environment, Books and Reading, Print and Early Writing.	Trained Assessors	In 2010-11, all CPS early childhood classrooms were assessed with the ELLCO. The 2011-12 observation and coaching schedule will be triggered by previous scores on the CLASS	Not used in DFSS classrooms except those also funded by CPS.

			Administered	CPS	DFSS
Teacher-Child Interactions	Classroom Assessment Scoring System (CLASS)	An observational tool that assesses 3 broad domains of effective interactions that characterize children's classroom experiences in Pre-k-3 rd grades: <u>Emotional Support</u> , <u>Classroom Organization</u> , and <u>Instructional Support</u> . Each domain is comprised of multiple dimensions of effective interactions known to contribute to children's success in school, such as Teacher Sensitivity, Behavior Management, and Quality of Feedback.	Trained Assessors	In 2009-10 all preschool-age classrooms were assessed on the CLASS' three dimensions. In 2010-11, only the Instructional Support domain of the CLASS was used. CLASS and ELLCO scores determine the future assessment and coaching schedule for individual teachers.	CLASS scores trigger varying levels of coaching and support. In 2011-12, all preschool-age classrooms will be assessed using the CLASS. Early Head Start will be assessed using the ITERS-R or FCCERS-R.
Assessment / Child Outcomes	Teaching Strategies GOLD	Launched in 2010, this is an observational assessment system for children from birth through kindergarten that blends ongoing assessment for all areas of development and learning with intentional, focused, performance-tasks for selected predictors of school success in the areas of literacy and numeracy. Primary purposes are to: <ul style="list-style-type: none"> • Observe and document children's development and learning over time. • Support, guide, and inform planning and instruction. • Report and communicate with family members and others. • Identify children who might benefit from special help or further evaluation. 	Teachers (some parental input)	All children assessed with GOLD three times per year.	All children assessed with GOLD four times per year.
Preschool Longitudinal Study (PLS)	<ul style="list-style-type: none"> • Peabody Picture Vocabulary Test (PPVT-III) • Preschool Mini-Assessment(PMA) • Woodcock-Johnson-III Subtest 1,3,4,7,10 & 21 	A survey of child outcomes and classroom quality in CPS preschools conducted by the Office of Early Childhood Education. The study selects a representative sample of classrooms, collects teacher ratings, conducts child interviews and assesses aptitude and achievement. Purposes is to document learning in classrooms and clarify contribution of preschool programs to student outcomes.	Trained Assessors / Coaches / Teachers	Sample: In 2010-11 approximately 1,600 students were assessed in the Fall and Spring for the PLS.	Not conducted in DFSS classrooms

Appendix (C)(4)-1

Strengthening Families Illinois description

FY2012 Key Areas of Work

Strengthening Families Illinois (SFI) is a statewide movement and collaboration among more than 40 partner organizations and over 100 direct service programs working to build six Protective Factors to keep families strong. SFI has been building family and community resilience and effective partnerships between parents and the systems that serve them and their children. Our network of parent leaders are mobilizing thousands of parents to strengthen families in their communities. At SFI early childhood programs throughout Illinois, staff and families are partnering to keep children safe and families strong.

By promoting a strengths-based, family-centered approach in schools, agencies, and organizations serving children and their families, SFI partners are keeping families strong and preventing child abuse and neglect.

Early Childhood:

Building the capacity of early childhood programs to strengthen families and prevent child abuse and neglect.:

- 13 Learning Networks located throughout each of the 6 DCFS regions representing 147 early childhood programs.
- Learning Network programs serving 11,891 children and 9,999 families.
- Network programs access SFI training to support implementation, meet monthly for peer to peer support / learning and to reinforce training concept, assess their program's program strategies in building Protective Factors.
- SFI programs submit annual plans to embed practice, increase and strengthen parent engagement, and collaborate with child welfare staff at the local level.
- SFI Programs are registered on the DCFS Statewide Provider Database.
- Stand alone programs that are not located within Learning Network regions can join the statewide network commit to Strengthening Families approach through www.strengtheningfamiliesillinois.org.

SFI Learning Network Evaluation reports and Staff Survey analysis indicate:

- 92% of respondents found SFI helped them define and articulate their family engagement and family support efforts.
- 84% of respondents have made changes to their programs as a result of participation in SFI.
- 74-77% of staff surveyed indicate SFI participation having a positive impact on:
 - Parent engagement;
 - Supportive / respectful relationships between staff and parents;
 - Opportunities for parent feedback.

Parent Leadership:

SFI team and Regional Parent Engagement Coordinators in every region are working with SFI programs to support their parent engagement efforts and connecting with parents directly in communities to raise awareness of the Protective Factors and resources to help keep their families strong. Key areas of work supporting parent leadership efforts are the Love Is Not Enough Campaign, Parent Cafes, Statewide Leadership Team, Awaken to Your Potential Leadership Training, and Quarterly Confabs. Parents are strengthening their leadership skills and taking a lead role in building Protective Factors in their own families and communities.

- 6797 parents have participated in over 400 Parent Cafes since 2007 in English and Spanish.
- 491 parents and providers have received trained to facilitate and/or host Parent Cafes in their own communities.
- 4197 parents have joined the SFI Statewide Leadership Team by committing to keeping their own families and communities strong.
- Parents can access valuable information in English and Spanish on the Protective Factors and find locations of Parent Cafes and Leadership Training opportunities at www.keepyourfamilystrong.org or www.strengtheningfamiliesillinois.org.
- Awaken to Your Potential Leadership Training is helping parents identify and realize their goals.
- Café Talk brings café conversations to all settings and is being used by parents, early childhood, and child welfare staff.
- Strengthening Dads Initiative is increasing awareness of the critical roles that fathers play in families. Steering committee has been developed to plan a Dads Confab / Conference and referring dads to Parent Cafes and training.
- Afterheadstartwhat.com resource connecting current and former Head Start Parents to SFI Parent Leadership Opportunities.
- Developing www.BeStrongFosterParents.com website to provide 24/7 information for Foster Parents.

What are parents saying?

"The Parent Café was more than just mingling with other parents, it was an actual method to help myself grow." – Gabriel Gousman, SFI Parent Leader

Parent Café Evaluations indicate:

- 82% of participants follow through on a commitment from a previous café.
- 99.4% of participants find the café was helpful
- 98.2% of participants would recommend Parent Cafes to a friend and family member.
- 97.8% participants plan to attend a future café.
- Approximately 80% of participants report an increase in Protective Factors overall as a result of their participation in the cafe (Questions 6a – 6m on evaluation)

"I was reaffirmed...challenged by Awaken to Your Potential (ATYP). This is like my new beginnings in my hand and I need to protect it." – Quoted from a participant in a recent evaluation study of Awaken to Your Potential.

ATYP Evaluations indicate:

- 100% of participants report that they strongly agree or agree that they would recommend the training to others.
- 89% agree or strongly agree that they are better able to be the parent they want to be.
- 100% agree or strongly agree that they:
 - Are more aware of themselves and what they want in their life.
 - Have learned a way to clarify aspirations and set goals in their own lives.
 - Have more tools and skills for dealing with stress and challenging situations.
 - Have learned strategies to be more positive.
 - Have grown as a person, as a parent, and as a leader.
- 96% agree or strongly agree that they have increased their network of support.

Child Welfare Collaboration:

Child Welfare agencies are partnering with early childhood programs and using system-wide tools and training to keep all families with young children strong. SFI is partnering with DCFS and POS agencies to support their efforts to:

- Protect children by strengthening and supporting their families.
- Using the Protective Factors as a framework for all child welfare services.
- Helping parents access resources that keep their children, families, and communities safe and strong.

SFI is providing direct technical assistance to One Hope United POS Agency to support their efforts to embed the Protective Factors throughout their agency.

SFI has provided technical assistance to DCFS on a number of initiatives in support of their efforts as well. Examples include:

- Learning Collaborative training development
- CANS Assessment
- Differential Response
- School Readiness

Other Key Collaboration Partners in FY12:

- DCFS Family Advocacy Centers
- Child Care Resource and Referral Agencies and INCCRRA
- Ounce of Prevention Fund
- IDHS / Head Start
- Birth to 5 Child Welfare
- Maryville Academy
- Alternative Schools Network
- Haymarket Treatment Center
- COFI

Documentation of Program Standards related to Family Engagement

Child Care Center Licensing	TQRIS Star 2	TQRIS Star 3 (Note: for Star 4 see NAEYC, Preschool for All, or HS/EHS)	NAEYC	EHS/HS	Part B	Part C	Nurse-Family Partnership	Parents as Teachers	Healthy Families
<p>The staff of the day care center shall have a written plan for encouraging parents to visit the center to observe and participate in their children's experience. Parents shall be allowed to visit the center without an appointment any time during normal hours of operation.</p>	<p>Parents are invited to visit the classroom.</p>	<p>At least adequate standards in elements including: inviting parents to visit the classroom; family participation in meetings and special events (as measured by Family Support and Involvement items in PAS).</p>	<p>Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility.</p>	<p>Parents have access at all times to programs and are encouraged to volunteer; parent engagement is currently being emphasized in E/HS; meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background' services provided in language most comfortable with</p>	<p>Parents are members of the IEP team and participate in all IEP meetings. Parents have rights to participate and consent to all aspects of the special education evaluations, eligibility and placement decisions.</p>	<p>Family participation integral component of program, and families play key role in service delivery.</p>		<p>Parent educators share information about parenting skills and child development in ways that are respectful of families' behaviors and cultural norms (PV 13). Parent educators schedule personal visits on a variety of weekdays, evenings, and weekends (PV 1).</p>	<p>6 Services should focus on supporting the parent as well as supporting parent-child interaction and development. Issues identified in the family/participant assessment are addressed during the course of home visiting. GA-3. The program has a mechanism in place for families to provide formal input into the program.</p>

Center Licensing		for Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers	
Routines, such as naps and feeding, shall take into consideration parents' information and wishes about the routines followed in the home.	Program provides orientations for new families; asks families about beliefs, culture, and childrearing practices.	At least adequate standards in elements including: providing orientations for new families; asking families about beliefs, culture, and childrearing practices; holding formal parent conferences; communicating with parents in their primary language (as measured by Family Communications items in PAS).	Program staff use a variety of formal and informal strategies (including conversations) to learn from families about family structure; preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds. Program staff establish intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time. The program works with families on shared child care issues, including routine separations, special needs, and daily care issues. Program staff	Parent conferences held 2 times per year or more as needed with teacher and family support staff; home visits held 2 times per year with teacher and family support staff; informal conversations at drop off and pick up; monthly parent meetings; communication should take place in parents' home language.	See above.	See above.	Parent educators demonstrate a range of communication techniques that are well-matched to the family's communication styles (PV 11).	6-2.B. The hom visitor and family/participa collaborate to assess family/participa needs and the services which desired to help address these needs.

Center Licensing		for Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers	

Center Licensing			
for Star 4 see NAEYC, Preschool for All, or HS/EHS)			
		<p>At least adequate standards in offering family supports; inviting parents to visit the classroom; family participation in activities (as measured by Family Support and Involvement items in PAS).</p>	
		<p>There is a plan for involving families in activities.</p>	
		<p>Outreach to families is addressed in a comprehensive manner. Fathers are not specified.</p>	
		<p>Emphasis on male involvement; fatherhood initiative begun in 1999; GSS running male involvement group with male staff from agencies who in turn carry out male involvement activities at sites.</p>	
		<p>Both parents, guardians and surrogate parents have legal rights to participation in all aspects of programming in language of family.</p>	
Partnership	<p>which teach concepts and skills of emotional connectedness between parent and child.</p>	<p>Engagement of all family members that work with child in language of family is critical component of service delivery.</p>	
Teachers	<p>questions and concerns the parent(s) may have, and information about what to expect regarding child development during the coming months. Parent educators use the Born to Learn curriculum to deliver personal visits with a focus on child development and parent-child interaction.</p>	<p>Whenever feasible, fathers, significant others and/or family members are encouraged to attend the visits. Specific materials for fathers are contained in the curriculum. Many programs have also developed specific outreach efforts for fathers.</p>	
		<p>Parent educators involve fathers in personal visits (PV 3).</p>	<p>information on appropriate info and child development w participants.</p>

Center Licensing		for Star 4 see NAEYC, Preschool for All, or HS/EHS)	Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs. To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options. Program staff encourage continuity of services for children by	Transition planning required; transition plan completed for each child making a transition; parents involved in plan and activities; parent meeting held to inform on Options for Knowledge.	Local school districts are required to participate in transition meetings scheduled by EI for children who are receiving these services and are turning 3 years of age.	Activities for transitioning children begin at 30 months of age by communicating with families their rights regarding transition, discussing Part B services or other community options available after age 3, and initiating communication with the local education agency. If a child is eligible for Part B, a meeting is held at least 90 days before the child is eligible for preschool services. Children make the transition one day prior to their 3rd birthday.	Partnership	Teachers
			<p>Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs. To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options. Program staff encourage continuity of services for children by</p>	<p>Transition planning required; transition plan completed for each child making a transition; parents involved in plan and activities; parent meeting held to inform on Options for Knowledge.</p>	<p>Local school districts are required to participate in transition meetings scheduled by EI for children who are receiving these services and are turning 3 years of age.</p>	<p>Activities for transitioning children begin at 30 months of age by communicating with families their rights regarding transition, discussing Part B services or other community options available after age 3, and initiating communication with the local education agency. If a child is eligible for Part B, a meeting is held at least 90 days before the child is eligible for preschool services. Children make the transition one day prior to their 3rd birthday.</p>		<p>Parent educators help families when they transition out of the program providing information and connecting families to community resources that meet their interests and needs (RN 7).</p>

Center Licensing	NAEYC, Preschool for All, or HS/EHS)	communicating with other agencies and programs to achieve mutually desired outcomes for children and to guide collaborative work.				Partnership	Teachers		
	for Star 4 see NAEYC, Preschool for All, or HS/EHS)	communicating with other agencies and programs to achieve mutually desired outcomes for children and to guide collaborative work.				Service coordinators refer to social support services as determined beneficial to families, and these services can be provided as part of a child's IFSP.	The ecological context in which NFP services occur is also integral to the NFP curriculum. Drawing on the theory of human ecology, the curriculum contains both environment and friends and family domains which cover concepts related to community, culture and their interactions.	The program connects families to needed resources and takes an active role in the community, establishing ongoing relationships with other institutions and organizations that serve families (RN).	7 At a minimum families should linked to a medical provider to assure optimal health development (e.g. timely immunizations, well-child care, etc.). Depending on the family's needs they may also be linked to additional services such as financial, food, housing assistance programs, school readiness program, child care, job training program, family support centers, substance abuse treatment programs, and domestic violence shelters.
	At least adequate standards in offering family supports such as social functions for families and staff, seminars or support groups, adult classes for parents, or information/referral to supportive services (as measured by Family Support and Involvement items in PAS).	The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.	Parents meetings; sometimes parent groups held; not so much required as included within are so parent engagement and support.						
	Program offers family supports such as social functions for families and staff.								

Center Licensing		for Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers
Intergenerational activities shall be guided by written plans; there shall be written policies addressing health and safety issues.	Program offers family supports such as family meetings	At least adequate standards in elements including: offering family supports such as family meetings; family participation in activities (as measured by Family Support and Involvement items in PAS).	Outreach to families is addressed in a comprehensive manner. Family members are not specified.				Group meeting topics and formats are responsive to the special populations or groups served by the program such as teen parents, foster parents, grandparents, non-English speaking parents, etc. (GM 7).

Center Licensing	Program offers family supports such as information/referral to supportive services.	NAEYC, Preschool for All, or HS/EHS)	Program staff provide information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children. Based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the	Community partnerships required; tend to be with health facilities, dental offices, social service agencies in community, etc.	The IEP team, teachers, and providers make referrals and connections to outside services as deemed appropriate.	Program maintains collaborative relationships with primary referral sources, including child care providers, social service agencies, physicians, and other health care professionals.	Partnership	Teachers	7-3 Families are linked to additional services on an as-needed basis or into account or more of the following: information gathered in the assessment process through the development of IFSP, through home visits, from other service providers etc.
		At least adequate standards in elements including: offering family supports such as information/referral to supportive services (as measured by Family Support and Involvement items in PAS); program staff involvement in local community organizations and early childhood professional community (as measured by Community Outreach items in PAS).	Program staff provide information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children. Based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the	Community partnerships required; tend to be with health facilities, dental offices, social service agencies in community, etc.	The IEP team, teachers, and providers make referrals and connections to outside services as deemed appropriate.	Program maintains collaborative relationships with primary referral sources, including child care providers, social service agencies, physicians, and other health care professionals.	The NFP implementing agency convenes a long-term community advisory board that meets at least quarterly to promote a community support system for the program and to promote program quality and sustainability (model element #17).	Parent educators are knowledgeable about community resources, including informal networks, local customs, and events (RN 1). The program has a comprehensive, annually updated resource network directory that includes health, mental health, education, and social service resources (RN 2). Program staff work on a regular basis with other local providers of services and programs to address the needs of the population the program serves (e.g., early intervention resources (RN 10).	7-3 Families are linked to additional services on an as-needed basis or into account or more of the following: information gathered in the assessment process through the development of IFSP, through home visits, from other service providers etc.

Center Licensing	for Star 4 see NAEYC, Preschool for All, or HS/EHS)	list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.		Not applicable.	Service coordinators and providers must make referrals for families who need this assistance.	Program outcomes of NFP include helping teen mothers complete high school as well as supporting mothers in recognizing and achieving other educational and vocational goals. These outcomes are directly related to improving parental literacy.	Parent educators include a book sharing activity during personal visits (PV 30). Parent educators encourage parents to foster literacy in the home environment by modeling reading and writing for their child, engaging their child in literacy activities, and providing literacy materials for their child's use.
				Program offers family supports such as adult literacy classes.	At least adequate standards in offering family supports such as operating a children's book lending library; holding adult literacy classes; providing information/referrals to supportive services (as measured by Family Support and Involvement items in PAS).	Programs provide information on community support. Adult and Family Literacy is not specifically defined as a program standard.	Family literacy programs required; usually programs do family literacy nights a couple of times per year with age appropriate literacy activities for children and families; parents referred to GED or ESL as needed.

Center Licensing	For Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers		
						(PV 31).		
	<p>At least adequate standards in elements including: parents' use of an assessment tool to evaluate the program; program decision making is influenced by staff and parent evaluations of the program (as measured by Program Evaluation items in PAS)</p>	<p>Program staff engage with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning. Program staff encourage families to regularly contribute to decisions about their child's goals and plans for activities and services.</p>	<p>Head Start requires that parents be involved in decision making for program; grantee Policy Council held monthly with parent representatives from each agency; must approve HS application; new hires; service area plans; selection criteria, etc.</p>	<p>Parents are members of the IEP team and participate in all IEP meetings. Parents have rights to participate and consent to all aspects of the special education evaluations, eligibility and placement decisions.</p>	<p>Family participation is integral component of program, and the law mandates parent involvement and consent at all stages of service delivery.</p>	<p>The primary level of intervention for NFP is with the parents, consequently there is a strong focus on parental involvement. Specifically, the curriculum aims to prepare women to embrace their role as mothers and to continue in their own life course development.</p>	<p>PAT programs forge partnerships with families based on equality, mutuality, and respect (GP VII). Parents are used as a resource to identify topics for group meetings, plan group meetings, and facilitate group meetings (GM 9).</p>	<p>6-2 Delivery of services to families is guided by the process and the program uses family support practices. 6-2.B home visitor and family collaborator to assess family needs and the services which are desired to help address these needs. GA-3 The program has a mechanism in place for families to provide formal input into the program.</p>

Center Licensing		for Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers	
						<p>NHVs receive training in motivational interviewing techniques to help facilitate communication with clients to develop partnerships. Client visits teach principles of goal setting, including written documentation of client goals and activities. The educational methods employed</p>	<p>Recognizing that parents are their children's first and most influential teachers, PAT services are aimed at providing the information, support and encouragement that parents need to help their children develop optimally during their early years. Parent educators partner with families to establish</p>	<p>6-2. Delivery of services to families/participants is guided by the Individual Family Support Plan (IFSP) and the process of developing the uses family/participants support practice</p>
						<p>The program's governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles.</p>	<p>Not applicable.</p>	

Center Licensing	for Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers	Requirements to
					emphasize strength based and client centered principles. Regular visits allow NHVs to provide follow up and support to help families make progress toward their goals.	record, and achieve child development and parenting goals that are developmentally appropriate for their children and within the scope of the program (PV 15). Successful PAT programs recognize that all families have strengths and that families' ability to learn and grow is maximized by building on these strengths (GP V).	Requirements to communicate and interact in culturally competent and linguistically sensitive manner embedded throughout standards.
							Requirements to communicate and interact in culturally competent and linguistically sensitive manner embedded throughout standards.
							All materials, discussions, and consents must use the language of the family, and all services delivered with cultural competence and linguistic sensitivity.
							All materials, discussions, and consents must use the language of the family, and all services delivered with cultural competence and linguistic sensitivity.
							Requirements to communicate and interact in culturally competent and linguistically sensitive manner embedded throughout standards. See references in individual standards.
							The curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, experiences, and language. Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society including: gender, age, language, and abilities.
							Requirements to communicate and interact in culturally competent and linguistically sensitive manner embedded throughout standards.
							Requirements to communicate and interact in culturally competent and linguistically sensitive manner embedded throughout standards.
							Requirements to communicate and interact in culturally competent and linguistically sensitive manner embedded throughout standards.

Center Licensing	for Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers

Children are provided with opportunities for language acquisition that align with the program philosophy, consider family perspectives, and consider community perspectives. Children are provided opportunities to experience oral and written communication in a language their family uses or understands. To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals), participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and

Center Licensing		for Star 4 see NAEYC, Preschool for All, or HS/EHS)				Partnership	Teachers
			<p>their families. The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures.</p>				

Appendix (D)(1)-1

PDAC Membership List

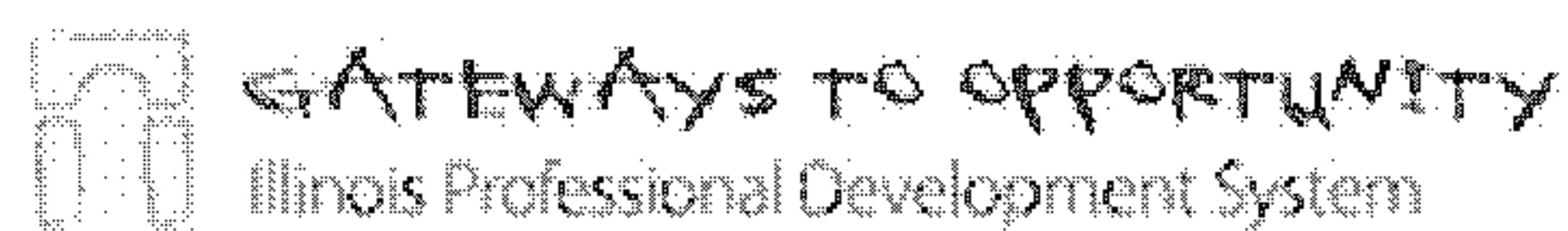
Professional Development Advisory Council (PDAC)

These organizations and/or agencies are or have been represented on PDAC.

Illinois Department of Human Services
Illinois Department of Children and Family Services
Illinois State Board of Education
Illinois Head Start Collaboration Office
Illinois Head Start Association
Illinois Department of Human Services / Migrant Head Start
Illinois Early Learning Project: Clearinghouse on Early Education and Parenting at University of Illinois
Illinois Action for Children
Illinois Afterschool Network
Illinois AEYC
Illinois Early Childhood Asset Map (IECAM)
Illinois Center for Violence Prevention
Illinois Early Intervention Training Program
Illinois STARnet
Illinois Early Learning Project: Clearinghouse on Early Education and Parenting at University of Illinois
Infant Welfare Society of Evanston
Illinois Resource Center
Higher Education Institutions—Higher Education faculty representing 30 two- and four-year institutions
from all geographic regions of the state
Baby TALK, Inc.
Caregiver Connections
Carole Robertson Center for Learning
CCR&R's—5 different agencies from around the state have member representation
Chicago Public Schools—Community Partnership Program (CPS)
Chicago Department of Children and Youth Services
Chicago Allies for Youth Success
Christopher House
Childcare Network of Evanston
Child Care Center Directors/Owners—6 programs represented
City of Chicago
Collaboration for Early Childhood
Early Intervention
El Valor Community Partner
Family Child Care—2 programs represented
Latino Policy Forum
McCormick Center for Early Childhood Leadership
Montessori Education Center
Ounce of Prevention
PACT
PCCEO Early Head Start
Regional Office of Education
SEIUnion
Strengthening Families
Tazewell County Health Department
University of Illinois Extension

Appendix (D)(1)-2

Gateways to Opportunity Content Areas



Gateways to Opportunity Content Areas

The foundation of a professional development system is the identification of knowledge and skills that ensure all professionals are highly qualified to nurture and support the development and learning of children, youth and families. The Content Areas provide the framework to develop competencies that will guide levels of education, training and role responsibilities. The seven Content Areas listed below represent key areas of knowledge that inform professionals who work with children, youth and families.

- * human growth and development
- * health, safety and well-being
- * observation and assessment
- * curriculum or program design
- * interactions, relationships and environments
- * family and community relationships
- * personal and professional development

Content Area A: HUMAN GROWTH AND DEVELOPMENT

Knowledge of human development and growth is at the core of professional practice. Professionals understand emerging principles, theories and knowledge of growth and development as a foundation for all aspects of their work with children, youth and families. They understand the mutual influences among different domains of development and the contexts in which individuals develop. These understandings provide the foundation for interactions with children, youth and families and for implementation of appropriate practices in programs.

Content Area B: HEALTH, SAFETY AND WELL BEING

Physical health, mental health and safety are the foundations for development and learning in children and youth. Professionals collaborate with families, health and other professionals to provide safe, healthy environments to foster the physical, cognitive, language and social-emotional development of children and youth. They take responsibility for providing multiple opportunities for children, youth and families to learn positive habits and decision-making skills that will ensure their health, safety and well being.

Content Area C: OBSERVATION AND ASSESSMENT

Knowledge gained from informal and formal observations and assessments provide an understanding about children, youth and families, as well as the means for program development, evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal research-based assessments to gather and share information about an individual's skills, abilities, interests and needs and to monitor an individual's progress. They use information gathered through assessments and knowledge to continually evaluate, reflect on and inform

their approaches and program practices.

Content Area D: CURRICULUM OR PROGRAM DESIGN

Program design and curriculum development are a collaborative and dynamic professional endeavor. Professionals have broad knowledge of appropriate program design, curriculum and/or goals for children, youth and families. They plan and implement bias-sensitive, integrated programs that build on the abilities and interests of children, youth and families and support their learning and development in all areas.

Content Area E: INTERACTIONS, RELATIONSHIPS AND ENVIRONMENTS

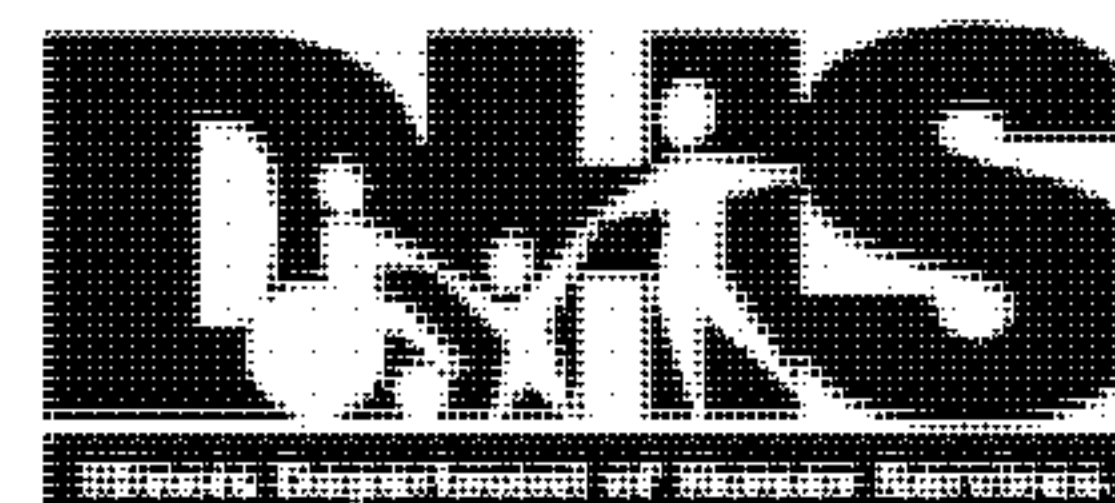
Professional relationships with children, youth and families are built on thoughtful interactions across a broad range of environments. These environments are designed to be sensitive to bias and to individual and cultural differences, to support learning and development and to intellectually stimulate children, youth and families. Through appropriate strategies and interactions, professionals build appropriate relationships with each child and youth along with the families. The strategies professions use actively engage all individuals in their development and learning and support positive interactions and relationships among children, youth and families.

Content Area F: FAMILY AND COMMUNITY RELATIONSHIPS

Positive, collaborative partnerships with families, colleagues, and community play a critical role in the development, learning and well being of children and youth. Professionals apply their knowledge of family and social systems to create reciprocal relationships that recognize and enhance the contributions of all participants. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values.

Content Area G: PERSONAL AND PROFESSIONAL DEVELOPMENT

Personal and professional development provides the foundation for best practices when working with children, youth and families. Professionals are committed to ongoing development and continually reflect on and take responsibility for their own values, choices and actions. They honor diversity in cultures, beliefs and practices and advocate for children, youth and families. They demonstrate the highest standard of individual conduct, personal accountability, trustworthiness, integrity, fairness, consideration of the rights of others and the highest principles of good business practices and relationships.



Appendix (D)(1)-3

ECE Content Area Standards

Section 26

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Joint Committee on Administrative Rules

ADMINISTRATIVE CODE

**TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL
PART 26 STANDARDS FOR CERTIFICATION IN EARLY CHILDHOOD EDUCATION
AND IN ELEMENTARY EDUCATION
SECTION 26.110 CURRICULUM: GENERAL**

Section 26.110 Curriculum: General

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas.

- a) Knowledge Indicators – The competent early childhood teacher:
 - 1) demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: language and literacy (English language arts); mathematics; science; health, safety, nutrition, and movement (physical development and health); art, music, and drama (fine arts); and social science.
 - 2) understands conceptually sound and meaningful curriculum for children from birth through grade three.
 - 3) demonstrates an understanding of current research, best practice, and professional standards.
- b) Performance Indicators – The competent early childhood teacher:
 - 1) plans, implements, and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade three.
 - 2) structures a variety of learning experiences that reflect the standards set forth in this Subpart A.

Joint Committee on Administrative Rules
ADMINISTRATIVE CODE

TITLE 23: EDUCATION AND CULTURAL RESOURCES
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CHAPTER I: STATE BOARD OF EDUCATION
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PART 26 STANDARDS FOR CERTIFICATION IN EARLY CHILDHOOD EDUCATION
AND IN ELEMENTARY EDUCATION
SECTION 26.120 CURRICULUM: ENGLISH LANGUAGE ARTS

Section 26.120 Curriculum: English Language Arts

The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations.

- a) Knowledge Indicators – The competent early childhood teacher:
- 1) understands vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.
 - 2) understands various language components in literacy development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech); as well as the pragmatic aspect of language (how language works in social contexts).
 - 3) demonstrates knowledge of a variety of materials for promoting literacy, including various genres and authors of children's literature, trade books (fiction and nonfiction), books designed for beginning readers, "big books", anthologies, newspapers, and magazines.
 - 4) understands a variety of age-appropriate strategies that promote reading and listening comprehension and foster development within and among the four language arts (listening, speaking, reading, and writing), including shared, guided, and interactive reading and writing.
 - 5) understands the relationships among oral language, written language, and the basic concepts of print.
 - 6) understands the appropriate use of the conventions involved in various forms of writing, such as stories, letters, journals, and poetry.
 - 7) understands skills and strategies that promote listening and speaking for

various purposes, discussion and comprehension, the ability to ask and respond to questions, and the ability to understand different literary and social contexts.

- 8) understands how to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- 9) understands children's abilities to communicate ideas through technology.

b) Performance Indicators – The competent early childhood teacher:

- 1) uses vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.
- 2) promotes integration of various language components in literacy development.
- 3) identifies, evaluates, and uses a variety of materials for promoting literacy, including various genres and authors of children's literature, trade books (fiction and nonfiction), books designed for beginning readers, "big books", anthologies, newspapers, and magazines.
- 4) applies a variety of age-appropriate strategies that promote reading and listening comprehension and foster development within and among the four language arts, including shared, guided, and interactive reading and writing.
- 5) assists students in developing basic concepts of print using activities based on oral and written language.
- 6) provides opportunities for students to use writing conventions involved in various forms of writing, such as stories, letters, journals, and poetry.
- 7) facilitates skills and strategies that promote listening and speaking for various purposes, discussion and comprehension, the ability to ask and respond to questions, and the ability to understand different literary and social contexts.
- 8) provides opportunities for children to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- 9) promotes children's abilities to communicate ideas through technology.

Joint Committee on Administrative Rules
ADMINISTRATIVE CODE

TITLE 23: EDUCATION AND CULTURAL RESOURCES
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PART 26 STANDARDS FOR CERTIFICATION IN EARLY CHILDHOOD EDUCATION
AND IN ELEMENTARY EDUCATION
SECTION 26.130 CURRICULUM: MATHEMATICS

Section 26.130 Curriculum: Mathematics

The competent early childhood teacher demonstrates proficiency in the use of mathematics; understands and communicates the major concepts, procedures, and reasoning processes of mathematics, which include number systems, number sense, geometry, measurement, statistics, probability, and algebra; and promotes the abilities of children from birth to grade three as they apply, interpret, and construct mathematical thinking skills in a variety of situations.

- a) Knowledge Indicators – The competent early childhood teacher:
- 1) understands problem-solving approaches that children may use to investigate and understand mathematical content.
 - 2) understands various approaches (estimation, mental math, manipulative modeling, pattern recognition, and technology) that can be used to explore and communicate mathematical ideas, solve problems, and investigate everyday situations.
 - 3) understands concepts, skills, and procedures related to number, number sense, computation and numeration.
 - 4) understands concepts, skills, and procedures related to geometry and spatial relationships.
 - 5) understands concepts, skills, and procedures related to measurement of attributes such as length, weight, volume, and temperature.
 - 6) understands concepts, skills, and procedures needed to collect and analyze data.
 - 7) understands concepts, skills, and procedures related to exploring concepts of chance.
 - 8) understands and uses patterns and relationships to analyze mathematical situations.

- b) Performance Indicators – The competent early childhood teacher:
- 1) provides opportunities for students to apply problem-solving strategies in order to investigate and understand mathematical content.
 - 2) uses various approaches (estimation, mental math, manipulative modeling, pattern recognition, and technology) to assist students as they explore and communicate mathematical ideas, solve problems, and investigate everyday situations.
 - 3) provides opportunities for children to learn and apply number, number sense, computation and numeration in everyday situations.
 - 4) provides opportunities for children to learn and apply geometry and spatial relationships in everyday situations.
 - 5) provides opportunities for children to learn and apply measurements such as length, weight, volume, and temperature in everyday situations.
 - 6) provides opportunities for children to learn and apply procedures needed to collect and analyze data in everyday situations as they use graphing and estimation.
 - 7) provides opportunities for children to learn and apply concepts of chance in everyday situations.
 - 8) provides opportunities for children to learn and apply patterns and relationships to analyze in their analysis of everyday situations.

Joint Committee on Administrative Rules
ADMINISTRATIVE CODE

TITLE 23: EDUCATION AND CULTURAL RESOURCES
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AND IN ELEMENTARY EDUCATION
SECTION 26.260 REFLECTION AND PROFESSIONAL GROWTH

Section 26.260 Reflection and Professional Growth

The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

- a) Knowledge Indicators – The competent early childhood teacher:
 - 1) understands that reflection is an integral part of professional growth and the improvement of instruction.
 - 2) understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
 - 3) understands major areas of research on the learning process and resources that are available for professional development.

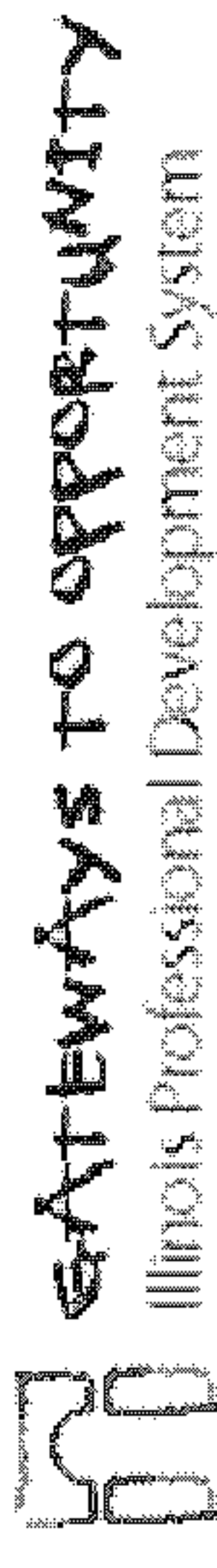
- b) Performance Indicators – The competent early childhood teacher:
 - 1) reflects on his or her practices, articulates a philosophy and rationale for decisions, and continually evaluates the effects of his or her choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development.
 - 2) actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
 - 3) participates in a variety of settings in which children, from birth through age eight, are served (such as public and private centers, schools, and community agencies).
 - 4) demonstrates ability to work effectively serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying

abilities.

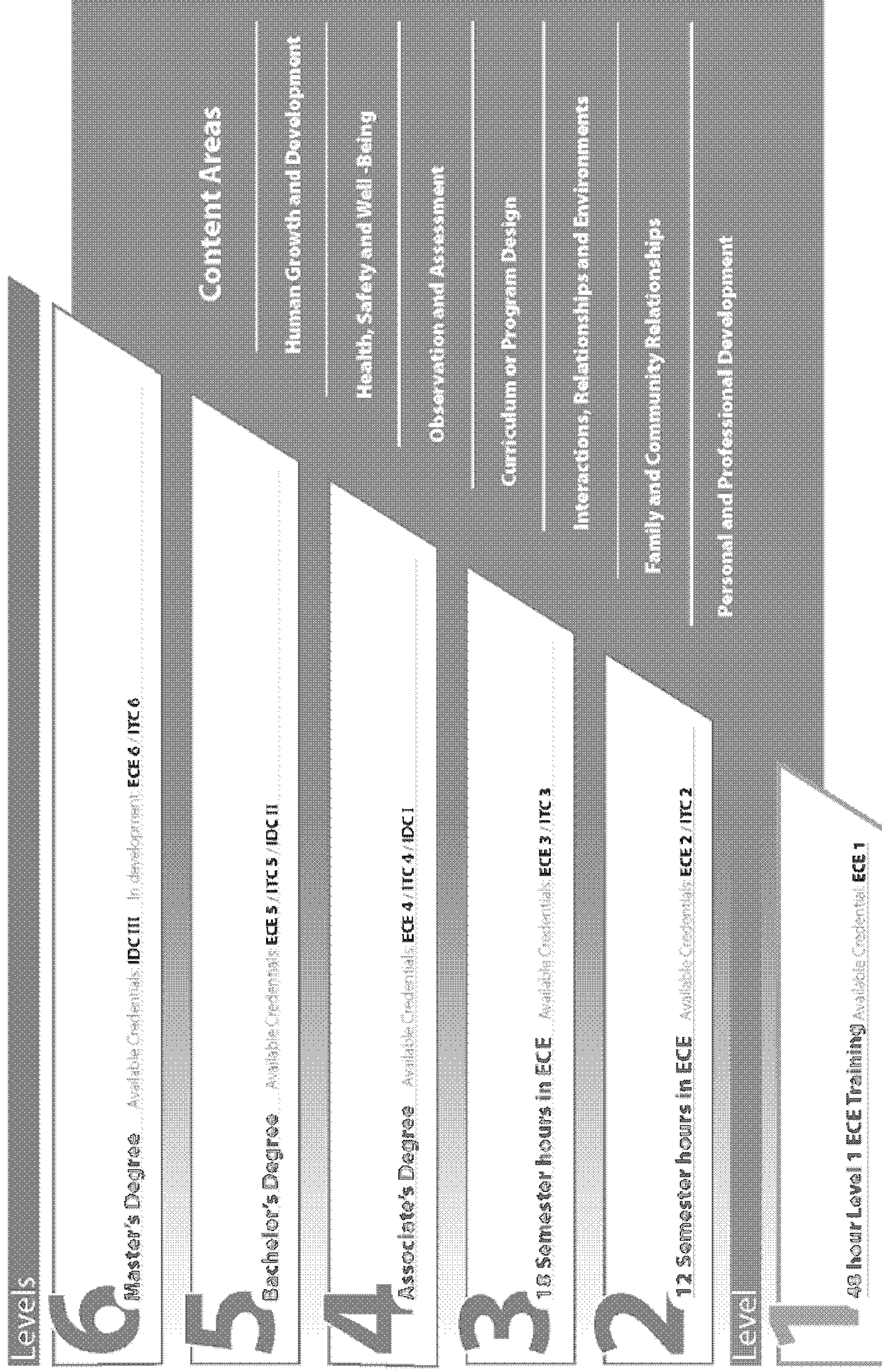
- 5) analyzes and evaluates experiences in working with parents and with interdisciplinary teams of professionals.
- 6) uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

Appendix (D)(1)-4

Career Lattice



Gateways to Opportunity Career Lattice



Credentials Key: **IDC**: Illinois Director Credential • **ECE**: Credential • **ITC**: Infant Toddler Credential
 Each Credential has specific requirements. For more information, visit www.gateways.com.

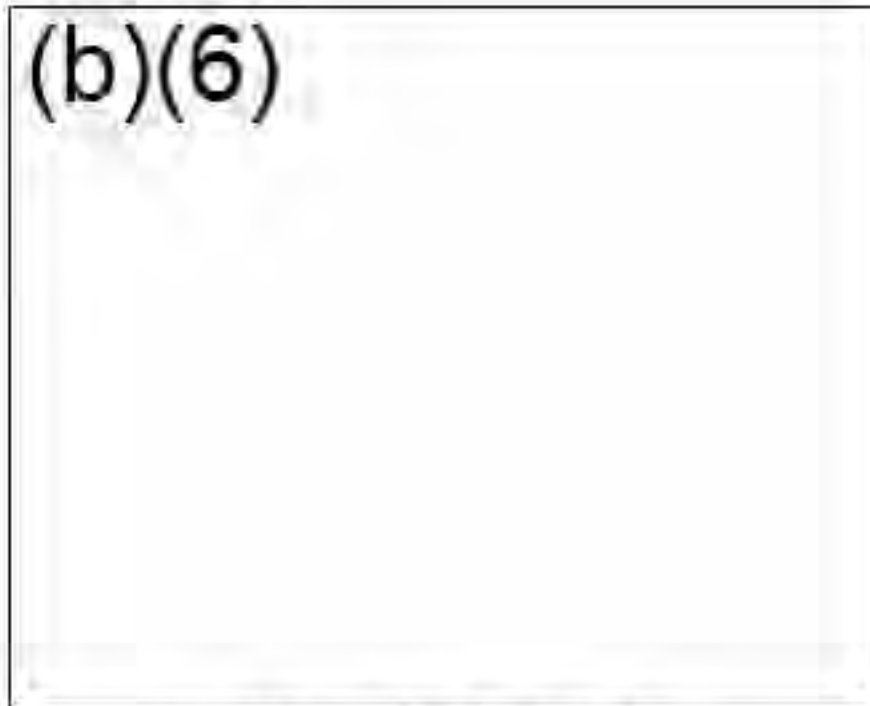
Funding provided by Illinois Department of Human Services, State Board of Early Childhood Education
 ECE 05/2024-07/28 ECE/ITC

Appendix (D)(1)-5

Description of ECE, IDC and ITC Credentials

ECE Credential

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[Gateways to Opportunity Credentials](#)

[ECE Credential](#)

[ECE Credential Components](#)

[ECE Recipients](#)

ECE Credential

The ECE Credential is a voluntary credential that defines what a person working with children birth to age 8 should know and be able to demonstrate at various levels of training, education, and experience within the early care and education field. The ECE Credential was developed from the seven Gateways Content Areas. The ECE Credential, awarded through Gateways to Opportunity, is recognized by the State of Illinois.

The seven Gateways Content Areas are:

1. Human Growth and Development
2. Health, Safety, and Well-Being
3. Observation and Assessment
4. Curriculum or Program Design
5. Interactions, Relationships, and Environments
6. Family and Community Relationships
7. Personal and Professional Development

Three areas are woven throughout the seven content areas listed above: (1) Children with Special Needs, (2) Culture and Diversity, and (3) Individual and Group Guidance.

A person applying for an ECE Credential will need to show competency in four areas:

1. General Education
2. Education and Training in Early Care and Education
3. Work and Practical Experience in Early Care and Education
4. Professional Contributions in Early Care and Education


How to receive the ECE Credential:

- [Participant Application and Credential Supplement](#)
- [Routes, Fees, and Submission Dates](#)
- [Components and Framework](#)

[New ECE Credential Recipients.](#)

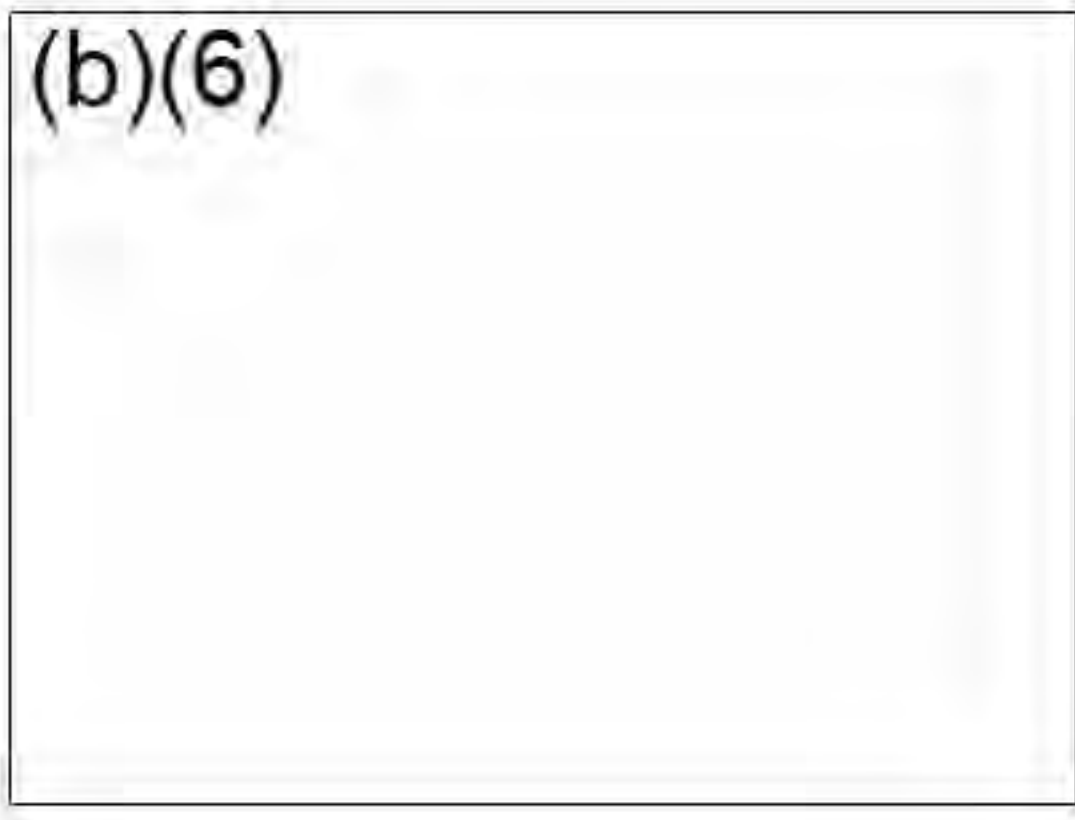
[Please contact us for additional information.](#)

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Gateways to Opportunity is funded by public and private support including the McCormick Foundation, the Grand Victoria Foundation, 



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- Gateways to Opportunity Credentials
- ECE Credential
- ECE Credential Components
- ECE Recipients

ECE Credential Components

The ECE Credential is earned through validation of accomplishments in the four competency components listed below (please view the ECE framework for more details). The ECE Credential has six levels. Each level has four components, and each component has specific requirements. The Level 1 ECE Credential is based on a defined program and 48-clock hours of training. The ECE Credential Levels 2-4 typically include coursework taken at the community college level. The ECE Credential Level 5 requires higher level coursework as related to a bachelor or graduate degree. An ECE Level 6 credential is currently under development and will require graduate degree coursework.

Component 1: General Education

Rationale: An individual's general level of education has been shown to be a strong predictor for high-quality educational practices demonstrated by ECE practitioners.

- ECE Framework

Component 2: Education and Training in Early Care and Education

Rationale: In order to be effective early care and education practitioners, a strong foundation in the fundamentals of child development and early care and education is needed.

ECE Content Areas:

- Human Growth and Development
- Health, Safety, and Well-Being
- Observation and assessment
- Curriculum or Program Design
- Interactions, Relationships, and Environments
- Family and Community Relationships
- Personal and Professional Development

To learn more about credential approved trainings, click here. Please note that while there are seven Content Areas in early care and education, three strands are woven throughout each area: children with special needs, culture and diversity, and individual and group guidance.

For more information, please see the ECE Content Areas.

Component 3: Work and Practical Experience in Early Care and Education

Rationale: In order to effectively work with children, practitioners need work and practical experience in the field of early care and education. On-the-job experience provides a basis for evaluating effective and ineffective practices. The worksite is a powerful laboratory for learning.

Component 4: Professional Contributions in Early Care and Education

Rationale: Effective ECE practitioners demonstrate leadership through active engagement in professional endeavors beyond the scope of their position.

Areas of Professional Contributions:

- Program Improvement
- Service in a Professional Organization
- Presentations/Training
- Advocacy
- Writing and Publication
- Research/Grants Writing

Click here to view the Career Lattice.

Please contact us for more information.

Gateways to Opportunity ECE Credential Framework

ECE Levels	General Education Requirements	Education and Training in Early Care & Education	Work and Practical Experience in Early Care & Education	Professional Contributions in Early Care & Education
Level 6	Graduate Degree	In Development		
Level 5	Bachelor's Degree	30 points in the ECE Content Areas (of level 5 benchmarks) – of which a maximum of 6 points may be from credential approved training, and 3 of those 6 points may come from assessment of prior learning	Minimum of 200 hours of ECE supervised experience or 1200 total hours of documented ECE work experience	Four professional contributions in three different areas within the last five years – one contribution must be in the area of program improvement.
Level 4	Associate's Degree or 60+ semester hours (including the nine semester hours listed at level 3)	24 points in the ECE Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning (must include 20 clock hours of ECE observation)	100 total hours of ECE supervised experience or 600 total hours of documented ECE work experience	Two professional contributions in two different areas within the last five years – one contribution must be in the area of program improvement.
Level 3	Three semester hours: Math Three semester hours: English Three semester hours: General Education elective (Psychology, Sociology, etc) (These 9 credits must be transferable)	18 points in the ECE Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning (must include 20 clock hours of ECE observation)	10 hours of ECE supervised experience or 400 total hours of documented ECE work experience	One professional contribution in any area within the last five years
Level 2	High School Diploma or GED	12 points in the ECE Content Areas (of level 2-4 benchmarks) – 3 points in Human Growth and Development, 3 points in Health Safety and Well-Being, and 6 points from ECE electives or 6 points in ECE electives and a CDA, CCP, or Montessori Credential through AMS* 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning	10 hours of ECE observation or 200 hours of documented ECE work experience	Membership in a related professional organization
Level 1	Level 1 ECE Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide			

Guide: A point is equivalent to one semester hour of college credit.

*American Montessori Society (AMS) Early Childhood and Infant/Toddler Credentials count for a maximum of 6 points of credential approved training for the ECE, Infant/Toddler Credential, or Illinois Director Credential.



GATEWAYS TO OPPORTUNITY
Illinois Professional Development System

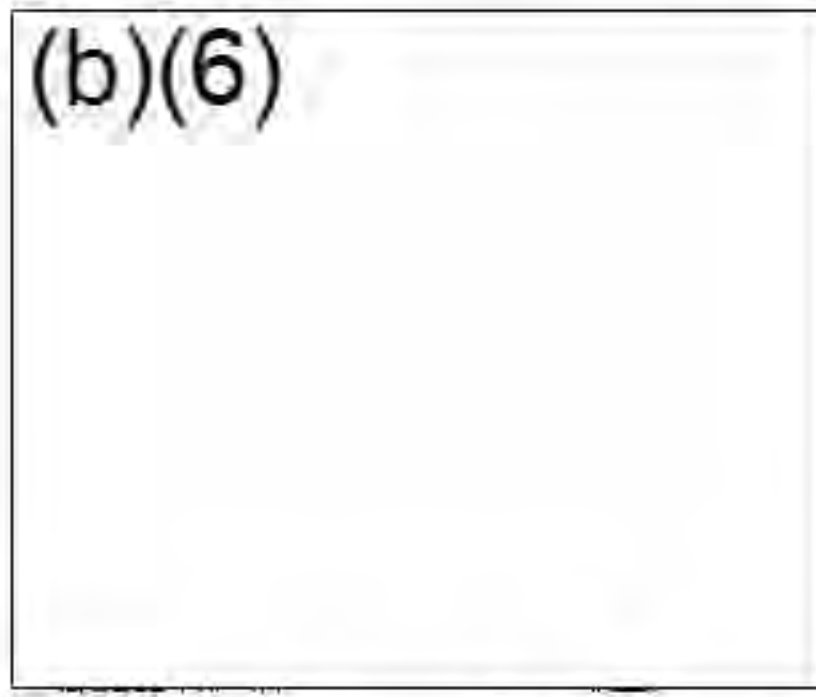
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Revised 9/2010

Gateways to Opportunity is administered through INCCORRA and funded by the Illinois Department of Human Services, Bureau of Child Care and Development, the McCormick Foundation and Grand Victoria Foundation.

FD010009 INCCORRA



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- ITC Components
- ITC Recipients

Infant Toddler Credential (ITC)

The Infant Toddler Credential (ITC) is a voluntary credential for practitioners who work with children birth to age 3. It validates the specialized knowledge, skills, and experience needed to work with infants and toddlers. The credential is recognized by the State of Illinois. Practitioners applying for the ITC must first meet the requirements for the ECE Credential.

The ITC was developed to:

- Recognize the specialized knowledge of those working with children birth to age 3.
- Enhance the quality of services.
- Increase positive outcomes for infants and toddlers.
- Acknowledge the dedication of those who pursue the credential.
- Advance the availability of infant toddler coursework and training.

How to receive the ITC:

- Participant Application and Credential Supplement
- Routes, Fees, and Submission Dates
- Components and Framework

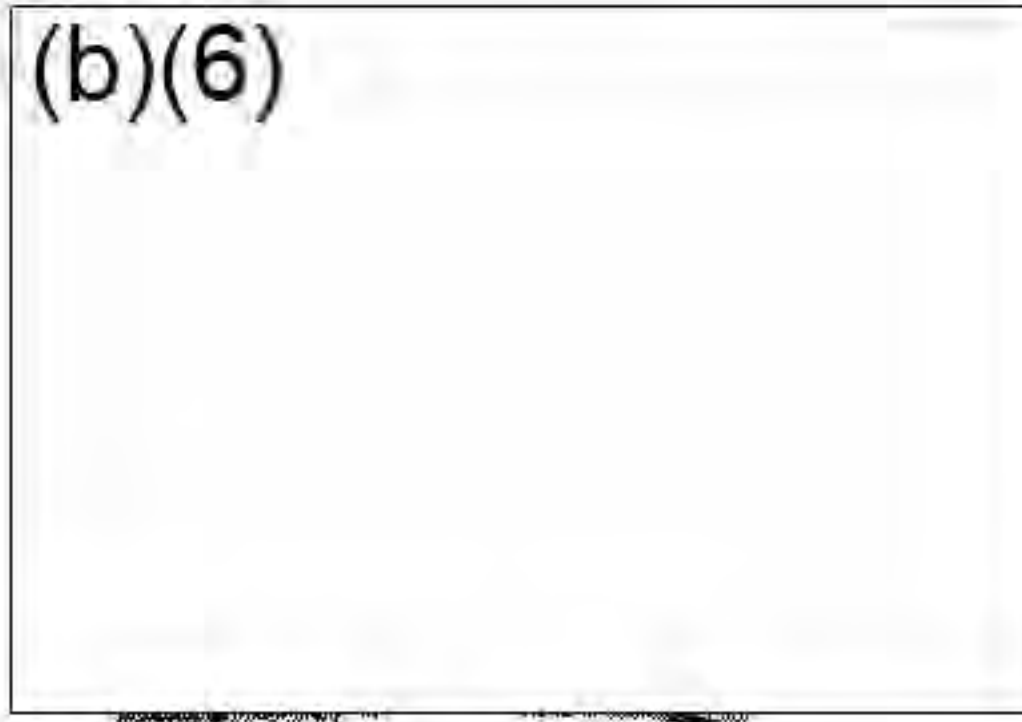
New Infant Toddler Credential (ITC) Recipients.

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- ITC Recipients

Infant Toddler Credential (ITC) Components

The Infant Toddler Credential (ITC) is earned through validation of accomplishments in the two competency components listed below (please view the ITC framework for more details). Each component has specific requirements. Practitioners applying for the ITC must first meet the requirements for the ECE Credential.

Component 1: Education and Training in Infants and Toddlers

Rationale: Practitioners with education and training specific to birth to age 3 increase their understanding of the needs of very young children, resulting in higher quality care for infants and toddlers.

- ITC Framework

The following Content Areas are included in both the ECE and ITC:

- Human Growth and Development
- Health, Safety, and Well-being
- Observation and Assessment
- Curriculum or Program Design
- Interactions, Relationships, and Environments
- Family and Community Relationships
- Personal and Professional Development

To learn more about credential approved trainings, click here.

Component 2: Work and Practical Experience with Infants and Toddlers


Rationale: Direct learning through supervised experience and/or work experiences with children birth to age 3 provide practical application of knowledge. Hands on opportunities are a powerful tool towards becoming a quality provider of care for infants and toddlers.

- Supervised Classroom Experience
- Classroom Observation
- Reflection
- Work Experiences

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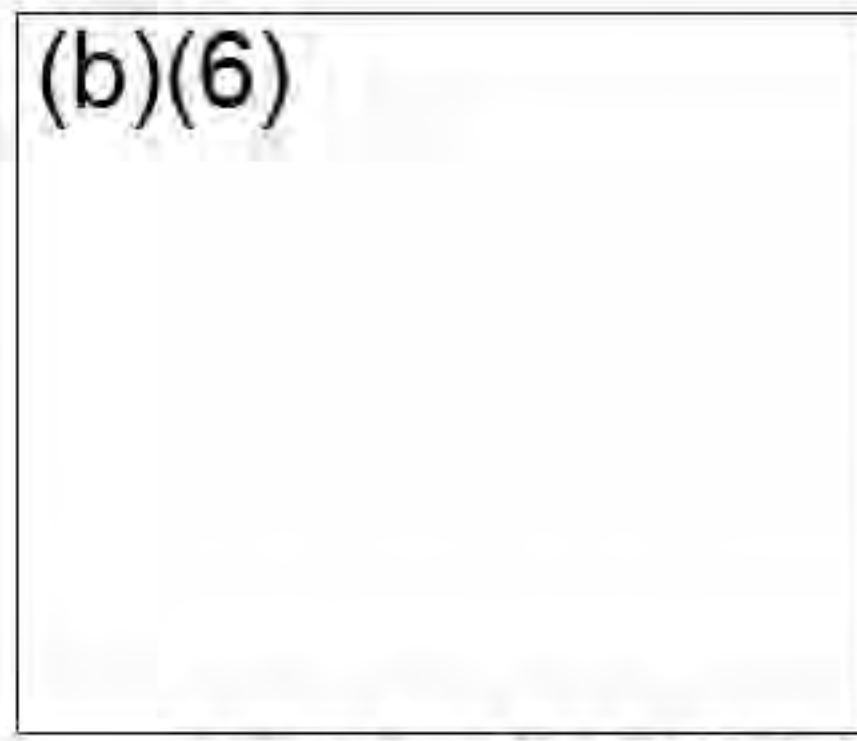
Infant Toddler Credential Framework

Infant Toddler Credential Levels	Education and Training in Infants & Toddlers	Work and Practical Experience in Infants & Toddlers
Level 6	In Development	
Level 5	12 points in Infant and Toddler education and approved training, of which a minimum of 6 points must be from college course work	100 hours of supervised experience in Infants and Toddlers <i>or</i> 1800 hours of documented IT work experience
Level 4	6 points in Infant and Toddler education and approved training, of which a minimum of 3 points must be from college course work	50 hours of supervised experience in Infants and Toddlers <i>or</i> 900 hours of documented IT work experience
Level 3	6 points in Infant and Toddler education and approved training, of which a minimum of 3 points must be from college course work	10 hours of supervised experience in Infants and Toddlers <i>or</i> 450 hours of documented IT work experience
Level 2	3 points in Infant and Toddler education and approved training, of which all 3 points may come from approved training	5 hours of supervised experience in Infants and Toddlers <i>or</i> 200 hours of documented IT work experience

Must meet ECE Credential requirements as the foundation of the Infant Toddler Credential.

Level 5	Bachelor's Degree	30 points* in the ECE Gateway Access Award* (maximum of 6 points may be from approved training)	Maximum of 200 hours of ECE supervised experience <i>or</i> 1200 hours of documented ECE work experience	Four professional contributions in three different areas within the last five years <i>or</i> one contribution must be in the area of program improvement.
Equivalent #1	Bachelor's Degree in Early Childhood Education, Early Childhood Development, or Early Childhood Studies from a regionally accredited institution.	30 points in the ECE Gateway Access Award (maximum of 6 points may be from approved training)	200 hours of supervised experience in ECE work experience	Four professional contributions in three different areas within the last five years.
Equivalent #2	Bachelor's Degree in Early Childhood Education, Early Childhood Development, or Early Childhood Studies from a regionally accredited institution.	30 points in the ECE Gateway Access Award (maximum of 6 points may be from approved training)	1200 hours of documented ECE work experience	Four professional contributions in three different areas within the last five years.
Equivalent #3	Bachelor's Degree in Early Childhood Education, Early Childhood Development, or Early Childhood Studies from a regionally accredited institution.	30 points in the ECE Gateway Access Award (maximum of 6 points may be from approved training)	200 hours of supervised experience in ECE work experience	Four professional contributions in three different areas within the last five years.

Guide: A point is equivalent to one semester hour of college credit.



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Illinois Director Credential (IDC)

The Illinois Director Credential (IDC) is a voluntary credential that validates the education, knowledge, and experience of early childhood/school-age education administrators. The IDC is recognized by the State of Illinois and is also recognized as the statewide standard of management and leadership capabilities by the National Association for the Education of Young Children (NAEYC). By achieving the IDC, the administrator is enhancing his or her commitment to positive social, emotional, cognitive, and physical outcomes for children.

The IDC was developed to:

- Acknowledge personal and professional development.
- Increase classroom quality by improving management skills and program management.
- Benefit directors, staff, children, and families through more effective and higher-quality programs with increased family support and community resources.

How to receive the IDC:

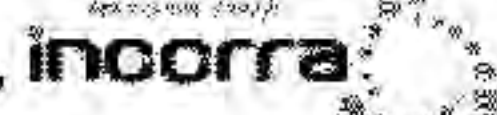
- Participant Application and Credential Supplement
- Routes, Fees, and Submission Dates
- Components and Framework

If you would like to renew or level advance, please click here.

New Illinois Director Credential (IDC) Recipients.

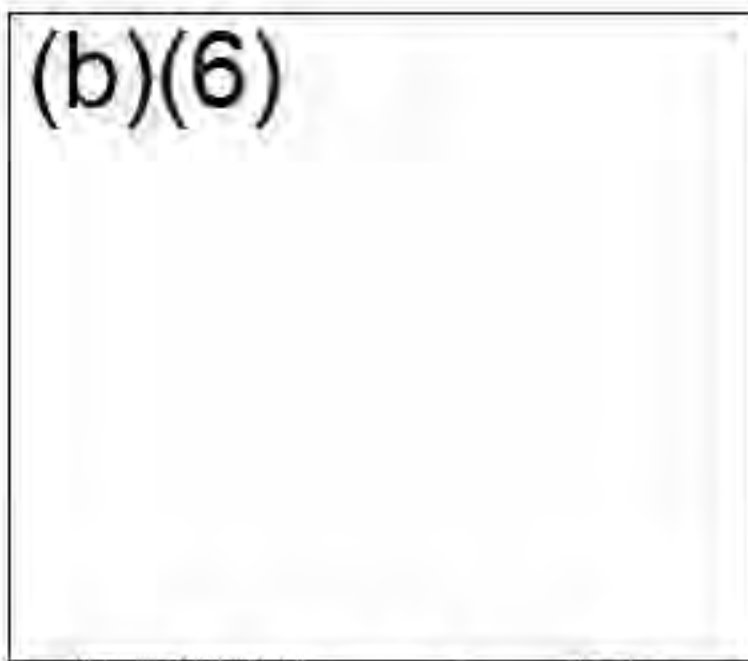
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Illinois Director Credential (IDC) Components

The Illinois Director Credential (IDC) is earned through validation of accomplishments in five competency components listed below. There are three levels at which the IDC may be awarded. Each level has five components, and each component has specific requirements. You must meet the requirements at each level in order to advance from one level to the next.

Component 1: General Education

Rationale: An individual's general level of education has been shown to be a strong predictor for high-quality educational practices both in teaching and in administration.

- IDC Framework

Component 2: Education and Training in Early Childhood/School-Age

Rationale: In order to be an effective administrator, a strong foundation in the fundamentals of child development and early childhood/school-age education is necessary.

- ECE Content

Please note that while there are seven Content Areas in early care and education, three strands are woven throughout each area: children with special needs, culture and diversity, and individual and group guidance.

Component 3: Education and Training in Early Childhood/School-Age Administration

Rationale: Effective administration of an early childhood/school-age education program requires knowledge and application of basic business and management practices.

- Personal and Professional Self-awareness
- Legal and Fiscal Management
- Human Resources Development
- Educational Programming
- Program Operations and Facilities Management
- Family Partnership
- Marketing and Public Relations
- Leadership and Advocacy
- Oral and Written Communication
- Technology

Component 4: Work and Practical Experience in Early Childhood/School-Age

Rationale: On-the-job experience provides a basis for evaluating effective and ineffective practices. The worksite is a powerful laboratory for learning.

Component 5: Work and Practical Experience in Early Childhood/School-Age Administration

Rationale: On-the-job experience provides a basis for evaluating effective and ineffective practices. The worksite is a powerful laboratory for learning.

Component 6: Professional Contributions in Early Childhood/School-Age

Rationale: An effective administrator demonstrates leadership through active engagement in professional endeavors beyond the scope of the daily management of a program.

Areas of Professional Contributions:

- Program Improvement
- Service in a Leadership Role in a Professional Organization
- Presentations/Training
- Advocacy
- Writing and Publication
- Research/Grants Writing

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Illinois Director Credential (IDC) Framework

Illinois Director Credential Levels	General Education Requirements	Education and Training in Early Childhood/School-Age	Education and Training in Early Childhood/School-Age Administration	Work and Practical Experience in Early Childhood/School-Age	Work and Practical Experience in Early Childhood/School-Age Administration	Professional Contributions in Early Childhood/School-Age
Level III	Graduate Degree	30 points in the Gateways to Opportunity Content Areas <small>Maximum of 6 points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas</small>	21 points in the Administrative Content Areas	None	6000 hours of documented Early Childhood/School-Age administrative experience	Six professional contributions with a minimum of one in at least four different areas completed within the last five years. Must include documentation of specialized expertise.
Level II	Baccalaureate Degree	24 points in the Gateways to Opportunity Content Areas <small>Maximum of 6 points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas</small>	15 points in the Administrative Content Areas <small>Maximum of 6 points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas</small>	100 hours of Early Childhood/School-Age teaching experience	300 hours of a supervised Early Childhood/School-Age administrative practicum or 3600 hours of documented Early Childhood/School-Age administrative experience	Four professional contributions with a minimum of one in at least three different areas completed within the last five years
Level I	Associate Degree	21 points in the Gateways to Opportunity Content Areas <small>Maximum of 3 points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas</small>	9 points in the Administrative Content Areas <small>Maximum of 3 points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas</small>	100 hours of Early Childhood/School-Age teaching experience	300 hours of a supervised Early Childhood/School-Age administrative practicum or 1200 hours of documented Early Childhood/School-Age administrative experience	Two professional contributions with a minimum of one in at least two different areas completed within the last five years

Appendix (D)(1)-6

ECE and ITC Credential Benchmarks



Benchmarks for Level 5 of the ECE Credential

Content Area A: HUMAN GROWTH AND DEVELOPMENT

Early childhood practitioners use current and emerging principles, theories and knowledge of developmental milestones as a foundation for all aspects of their work with young children, prenatal through age 8, and their families. Practitioners have a curiosity about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child developmental knowledge as the core of their professional practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They use their understanding as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other team members on behalf of children.

Performance Area A1		Level 5 Benchmarks	IPTS Matches
<i>Employs knowledge of concepts, principles, and theories of child development and learning, prenatal-age 8, to develop and provide a cohesive teaching/learning environment that is appropriate developmentally, culturally, and individually</i>			
Knowledge Skills and Dispositions	Achievement Expectation		
A.1.1 Concepts and principles of human development and of major theories and theorists that guide study and practice related to young children from the prenatal period-age 8, across and within developmental domains, including stage theories and the role of social and object play in early development and learning	Synthesis	<p>(Level 5: A1) Compares and contrasts the concepts and principles of major human development theories.</p> <p>(Level 5: A2) Communicates the most appropriate concepts and principles to apply at each developmental level for the young child.</p> <p>(Level 5: A3) Compares and contrasts anecdotes of young children representative of various developmental levels and social contexts.</p> <p>(Level 5: A4) Designs a learning environment appropriate to accommodate the heterogeneous population of young children</p>	2A 7 D
A.1.2 Holistic, developmental systems perspective on early development and learning, including interrelationships among domains of development and learning (e.g., language and learning, mental health and cognition, language and cognition) and between children's development and its cultural, neighborhood, and social contexts	Analysis		2A 3B 9B

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A.1.3 Continuity of early development, including continuity related to early central nervous system development and to early emotional well-being, prenatal period-age 8	Synthesis	(Level 5: A5) Incorporates bonding and attachment theories and related research as it relates to continuity of care and emotional well-being during the early years with knowledge of central nervous system development.	2C
A.1.4 Characteristics of social and physical environments that influence early development and learning, including those related to culture, language, and socioeconomic factors in family, community, and programs	Synthesis	(Level 5: A6) Designs a learning environment to accommodate expectations based on the knowledge of the children's culture, language, and socioeconomic factors.	7C, 7D
A.1.5 Basic health, nutrition, illness and safety needs of children, prenatal period-8, in relation to other aspects of development and learning	Synthesis	(Level 5: A7) Compares and contrasts observations of children's development and learning as related to basic health, nutrition, illness and safety needs and applied to the learning environment	2I
A.1.6 Role of personal and professional perspective or bias in interpreting and applying child development theory to interactions with children and families and to program planning	Evaluation	(Level 5: A8) Reflects on and analyzes one's personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning.	4B
Performance Area A2			
<i>Recognizes and interprets behavioral signals that provide information about typical and atypical development and learning in children prenatal period-age 8.</i>			
Knowledge, Skills, and Disposition	Achievement Expectations	Level 5 Benchmarks	IPTS Matches
A.2.1 Developmental sequences in the physical/motor, emotional, cognitive, language, and social domains	Evaluate	(Level 5: A9) Interprets normative development and identifies deviations of the normative sequence in all areas of development	2A, 2D
A.2.2 Developmental sequences and processes that may be unique to children acquiring English as a non-primary language	Synthesis	(Level 5: A10) Compares and contrasts developmental milestones and processes of children acquiring English as a non-primary language with those for whom English is a primary language.	3D 7A
A.2.3 Physical and social environmental risk and protective factors that influence development and learning from the prenatal period-age 8	Analysis Synthesis	(Level 5: A11) Recognizes the physical and social environmental risks and protective factors that potentially exist within communities and influence development and learning. (Level 5: A12) Anticipates the interaction between physical and social environmental risks and biological factors.	2F

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<p>A.2.4 Biological, health, and medical risk and protective factors that influence development and learning from the prenatal period-8</p>	<p>Analysis Synthesis</p>	<p>(Level 5: A13) Recognizes biological, health and medical risk and protective factors that potentially exist within communities and influence development and learning. (Level 5: A14) Anticipates the interaction between biological, health, and medical risks and physical and social factors. (Level 5: A15) Recognizes young children's uniqueness (Level 5: A16) Structures a learning environment with flexibility so as to adapt with respect to the individual needs, personality, and temperament of all young children. (Level 5: A17) Incorporates the learning environment and strategies to meet the special needs of all young children. (Level 5: A18) Recognizes the etiologies and characteristics of common disabilities. (Level 5: A19) Generates, according to law, steps for further assessment and teaming to determine and seek special services</p>	<p>2D</p>
<p>A.2.5 Individual differences in personality and temperament and their influence on children's needs in interpersonal and instructional settings and interactions</p>	<p>Analysis Synthesis</p>	<p>(Level 5: A15) Recognizes young children's uniqueness (Level 5: A16) Structures a learning environment with flexibility so as to adapt with respect to the individual needs, personality, and temperament of all young children.</p>	<p>2E</p>
<p>A.2.6 Characteristics and etiologies of common disabilities and their potential influences on sequences, characteristics and processes of development and learning (e.g., development of guided reach in children with visual impairment)</p>	<p>Synthesis</p>	<p>(Level 5: A17) Incorporates the learning environment and strategies to meet the special needs of all young children. (Level 5: A18) Recognizes the etiologies and characteristics of common disabilities.</p>	<p>3A</p>
<p>A.2.7 Delays and developmental differences that may indicate a need for special services</p>	<p>Synthesis</p>	<p>(Level 5: A19) Generates, according to law, steps for further assessment and teaming to determine and seek special services</p>	<p>2D</p>

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Content Area B: HEALTH, SAFETY AND WELL-BEING

Early childhood practitioners understand that children's physical health, mental health, and safety are the foundations for development and learning in children, birth through age 8. They acknowledge the value of creating a healthful environment to foster children's physical, cognitive, language and social-emotional development. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to children's individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn habits that will ensure their health and safety.

Performance Area B1			
Complies with safety and health regulations and provides and evaluates environments and curriculum that meet the emotional and physical health needs of young Children, birth-age 8			
Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks	IPTS Matches
B.1.1. Personal and professional commitment to infusing health and fitness principles throughout the curriculum and the learning environment	Synthesis	(Level 5: B1) Incorporates health and fitness opportunities that support children's need for physical activity throughout the day	2F, 2H
B.1.2. Basic health needs, and interrelationships among health, physical ability, and emotional well-being, including the effects of conflict, stress and trauma on health and the diversity of cultural practices surrounding nutrition, health and health care	Analysis	(Level 5: B2) Outlines methods for assisting children in developing culturally appropriate decision-making and interpersonal skills that enable them to make healthy choices, establish health-promoting behaviors, and establish personal safety	1.6E 2G, 2H
B.1.3. Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering	Synthesis	(Level 5: B3) Structures program policies and develops practices to create a sanitary environment that reduces the spread of infectious diseases	2H, 2I 5D 11C
B.1.4. Procedures for monitoring physical and emotional well-being and health, including signs of communicable diseases, emotional distress, abuse, and neglect	Synthesis	(Level 5: B4) Communicates daily with children to identify possible changes in behaviors or other signs of change	11K

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B.1.5. Approaches to teaching children about dental health, disease prevention, and fitness, including modeling behaviors, using daily routines to provide skill instruction (e.g., mealtime, cooking experiences, toileting) and sharing resources with families	Synthesis	(Level 5: B5) Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment (Level 5: B6) Creates a list of health-based community resources to be shared with colleagues and families (Level 5: B7) Diagrams steps to be followed when responding to children's injuries or other emergencies	1.6H
B.1.6. Regulations including required immunizations and procedures for providing first aid and CPR and for responding to medical emergencies	Analysis	(Level 5: B8) Creates methods for documenting responses to children's medical needs and for informing parents (Level 5: B9) Develops methods for documenting specific needs of children and for recording treatments received by children (Level 5: B10) Follows instructions of administration of medicine and approved medical treatments, including related documentation	2H 11C
B.1.7. Procedures for meeting individual health care needs related to medication and limitations on physical ability, as well as needs of children with seizure disorders and technology dependency, with consultation from parents and health professionals	Application		2H 5B, 6H
Performance Area B2			
Promotes and provides safe emotional and indoor and outdoor physical environments for young children, birth-age 8			
	Achievement Expectation	Level 5 Benchmarks	IPTS Matches
B.2.1. Basic physical and emotional needs of children and adults, and personal and professional commitment to creating safe, healthy early childhood environments	Synthesis	(Level 5: B11) Communicates the components for what makes a safe and healthy environment for children and adults	2F 5D
B.2.2. Signs of emotional distress, child abuse, and neglect in children, and responsibilities and procedures for reporting	Analysis	(Level 5: B12) Explains a variety of health appraisals that are appropriate for assessing children's emotional and physical health status (Level 5: B13) Outlines steps to take for recognizing, documenting, and reporting suspect abuse	11K
B.2.3. Principles and procedures for evaluating space, materials and equipment for use by children of different ages and abilities	Synthesis	(Level 5: B14) Designs an environment that is safe and free from potential physical dangers by identifying hazards, assessing risks, and taking appropriate action	2H 5C, 5D

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B.2.4. Current regulations, standards and guidelines related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	Synthesis	(Level 5: B15) Communicates with local and state health professionals to align program practices with regulations, standards and guidelines (Level 5: B16) Develops and communicates plans for responding to a variety of health and safety issues	2N 5D, 5J 11C
B.2.5. Approaches for teaching young children about safety (e.g., setting and enforcing behavioral expectations; modeling, discussing and providing skill instruction within daily routines; using pictures and diagrams of safety procedures; and sharing resources with families)	Synthesis	(Level 5: B17) Designs health, safety, and nutrition learning opportunities to match children’s developmental abilities and individual needs	2H, 2N
B.2.6. Procedures for achieving maximum independence in children with special needs (e.g., techniques for positioning and handling and use of adaptive equipment and prosthetic devices) with consultation from parents and health professional	Application	(Level 5: B18) Adapts indoor and outdoor environments, in consultation with parents and health professionals, to maximize participation of children with special needs in activities	3E
Performance Area B3			
<i>Promotes good nutrition and healthy eating habits in young children, birth-age 8.</i>			
Knowledge, Skills, and Disposition	Achievement Expectations	Level 5 Benchmarks	IPTS Matches
B.3.1. Nutritional needs of children, birth-age 8, and the interrelationships among nutrition, physical health development (including Central Nervous System development), fitness, emotional well-being, and learning	Analysis	(Level 5: B19) Analyzes a program’s health and nutrition plans and adapts practices to assure the needs of all children are met	2H 2N 5D 11C
B.3.2. Current regulations, standards and guidelines related to healthy food preparation for young children, including procedures for safe food handling	Analysis	(Level 5: B20) Outlines steps to be followed when preparing and handling food	2H, 2N 5D 11C
B.3.3. Health hazards in food, including choking and allergies, and appropriate selection and preparation of food for young children	Analysis	(Level 5: B21) Diagrams plans for responding to food related emergencies	2N, 2H 5D 11C
B.3.4. Approaches for teaching nutrition as a part of the ongoing curriculum and daily routine, incorporating foods from diverse cultures and providing opportunities to model and encourage healthy food choices, and sharing resources with families	Application	(Level 5: B22) Explains plans to colleagues and families (Level 5: B23) Utilizes families and community organizations as resources to plan active learning opportunities that are sensitive to food preferences and practices of individual families	2H 2N
B.3.5 Individual nutritional needs of children with allergies or disabilities, with consultation from parents and health professionals	Application	(Level 5: B24) Develops procedures to gather information from families about children’s nutritional and health needs	2O

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Content Area C: OBSERVATION AND ASSESSMENT

Knowledge of individual children's development and learning provides the framework for curriculum and teaching/learning interactions. Early childhood practitioners are curious about how children develop and learn, and value the roles of informal and formal observation and assessment. They understand the purposes, benefits and uses of observation and assessment information in early childhood settings. They view observation and assessment as ways to understand children, not only as means for evaluation and accountability. They take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child's skills, abilities, interests and needs, birth through age 8; to monitor children's progress; and to continually evaluate and reflect on and modify their own roles and practices.

Performance Area C1		Achievement Expectation	Level 5 Benchmarks	IPTS Matches
<i>Implements, interprets, summarizes, and communicates information from a variety of age and developmentally appropriate, informal and formal observation and assessment tools and approaches, to inform decisions about curriculum and teaching/learning interactions, to support communication with others, and to inform programmatic decisions important in early childhood settings for children, birth-age 8.</i>				
<i>Knowledge, Skills, and Disposition</i>				
C1.1. Ongoing observation (e.g., anecdotal records, in-time records, time sampling) and other authentic assessment and documentation methods (e.g., pictures, portfolios, journals, work sampling) used to understand children's development and learning, to determine children's interests and needs, to inform initial and ongoing decisions about curriculum and teaching/ learning interactions, and to support communication with others	Synthesis	(Level 5: C1) Incorporates various observation, assessment, and documentation procedures to gather information, evaluate, and assess children's development and learning	8A	
C1.2. Published early childhood assessments, including commonly used norm-referenced measures; curriculum-referenced measures; behavioral checklists; environmental checklists; and child-child and child-adult observations	Evaluation	(Level 5: C2) Evaluates the various types of assessment procedures that are used for various assessment procedures	8B, 8E, 8F, 8J	
C1.3. Variety of screening tools commonly used in early childhood settings and in the community to monitor young children's development and learning in multiple developmental domains and curriculum content areas, including development in home language whenever possible	Application	(Level 5: C3) Administers a range of screening tools used to monitor children's development and learning. (Level 5: C4) Utilizes multiple measures when screening young children	8B, 8E	

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C1.4 Adaptations in observation and assessment approaches and instruments to obtain valid, reliable information about learning and development of children with special needs	Application	(Level 5: C5) Adapts observation and assessment approaches and instruments used to obtain valid, reliable information, about learning and development of children with special needs.	8E, 8F
C1.5 Formats for summarizing observation and assessment information into individual and group profiles for use in initial and ongoing planning of curriculum and instruction, and to contribute to IEP and IFSP development	Application	(Level 5: C6) Utilizes reporting formats according to appropriate uses and benefits. (Level 5: C7) Utilizes assessment information to inform planning, instruction, and development of IEPs and IFSPs.	8D, 8E, 8F, 8H
C1.6 Methods to organize and maintain paper, product, and technology-based documentation and records of children's progress in relation to individual goals, including those on the IEP and IFSP, and in relation to relevant national, state and local standards such as the Illinois Early Learning Standards, the Head Start Outcomes Framework, the Illinois Learning Standards, and program developed assessment tools	Application	(Level 5: C8) Demonstrates ways to document procedures in use at local state and national levels. (Level 5: C9) Demonstrates ways to organize information about each child.	8F
C1.7 Written, oral, and technology-based formats for sharing observation and assessment information with children, families, other professionals, and appropriate local and state agencies	Analysis	(Level 5: C10) Implements written, oral and technology based formats used to share assessment information.	8G 8M
Performance Area C2			
<i>Applies measurement concepts and principles in evaluating and selecting observation and assessment approaches and instruments that are age and developmentally appropriate for early childhood settings, birth-8.</i>			
Knowledge, Skills, and Disposition	Achievement Expectations	Level 5 Benchmarks	IPTS Matches
C2.1. Potential influences of culture, primary language, age, and special needs on instrument selection, implementation, and interpretation of approaches, methods and instruments, and modifications and approaches to interpretation that take these influences into consideration	Application	(Level 5: C11) Recognizes potential assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child and family.	8E
C2.2. Assessment and observation methods, approaches and instruments that are appropriate for the purposes for which they are used with children from birth-8 (e.g., observing children's daily interactions; screening for special needs; planning curriculum for individual and group activities; monitoring children's progress; evaluating programs)	Application	(Level 5: C12) Demonstrates knowledge of appropriate and valid uses of assessment and observation methods, approaches and instruments.	8B

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<p>C2.3 Holistic approach to observation and assessment that reflects understanding of multiple, interrelated developmental domains and contexts, including implications for assessing the abilities and needs of children with special needs</p>	<p>Application</p>	<p>(Level 5: C13) Utilizes a holistic approach to observation and assessment that reflects understanding of multiple, interrelated domains and contexts, including implications for assessing the needs of children with special needs.</p>	<p>6D, 6H 8A</p>
<p>C2.4 Measurement concepts (e.g. validity, reliability, usefulness) and the benefits and limitations of a variety of authentic and standardized approaches and instruments used in early childhood assessment</p>	<p>Evaluates</p>	<p>(Level 5: C14) Reviews measurement instruments to evaluate benefits and limitations of a variety of authentic and standardized approaches and instruments used in early childhood assessment</p>	<p>8B, 8C, 8J</p>
<p>Performance Area C3</p>			
<p><i>Establishes assessment partnerships with families as a basis for understanding child characteristics and progress and for making decisions about curriculum and instruction for young children, birth-8.</i></p>			
<p>Knowledge, Skills, and Dispositions</p>			
<p>C3.1. Potential influences of the assessment process on family involvement</p>	<p>Achievement Expectations Synthesis</p>	<p>Level 5 Benchmarks (Level 5: C15) Composes policies and procedures to facilitate family participation in the assessment process.</p>	<p>IPTS Matches 8L</p>
<p>C3.2. Roles and contributions of families and of different professional team members to the assessment process</p>	<p>Analysis</p>	<p>(Level 5: C16) Differentiates the roles and contributions of families and other team members who contribute to goal setting and the assessment process.</p>	<p>8L</p>
<p>C3.3 Strategies for collaborating with families to acquire an understanding of children's and families' lives outside of the program (e.g., home language, priorities for child's education)</p>	<p>Synthesis</p>	<p>(Level 5: C17) Formulates strategies for collaboration with families and recognizes how that information informs the assessment process.</p>	<p>9F</p>
<p>C3.4 Models and strategies for collaborating with families and other team member in planning, conducting, and evaluating the assessment process, including assessment related to development, learning, and development and revision of IEPs and IFSPs</p>	<p>Synthesis</p>	<p>(Level 5: C18) Facilitates collaborative approaches with families and other team members.</p>	<p>8K, 8L 9E</p>
<p>Performance Area C4</p>			
<p><i>Maintains legal and ethical standards and requirements for confidentiality and privacy of assessment information, and for ensuring due process for children birth-8 and their families.</i></p>			

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Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks	IPTS Matches
C4.1 Personal and professional commitment to maintaining legal and ethical requirements and responsibilities related to data collection and sharing of information with children, parents, school, and community, including those pertaining to children with special needs	Synthesis	(Level 5: C19) Formulates methods for maintaining legal and ethical regulations and responsibilities when keeping records related to children.	8G
C4.2 Techniques and resources to maintain accurate, ethical records of children's development and learning	Synthesis	(Level 5: C20) Formulates ways to maintain accurate, current information, and integrity of children's records	8G
C4.3 Reasons, procedures and resources for referral of children for further assessment	Application	(Level 5: C21) Follows legal and ethical procedures that inform the process for making recommendations for further assessment of child development and learning.	8E
Performance Area C5			
<i>Designs and implements evaluation of program for young children, birth-8, in relation to child and family responses to the program and to program standards.</i>			
Knowledge, Skills, and Dispositions	Achievement Expectation	Level 5 Benchmarks	IPTS Matches
C5.1. Personal and professional commitment to active, ongoing participation in program evaluation	Analysis	(Level 5: C22) Utilizes information obtained through data collection to analyze where program improvements are needed.	5L 8H
C5.2 Models and instruments for collecting, summarizing and interpreting information on program implementation in relation to quality standards	Application	(Level 5: C23) Analyzes information gained from program evaluation to determine if standards are being met.	5F, 5L
C5.3 Strategies for collecting, summarizing and interpreting children's and families' responses to the program, including children's progress in relation to learning standards and other goals, for use in judging program value and as a guide to continuous improvement	Application	(Level 5: C24) Implements program evaluations that produce outcome information used to inform program improvement that reflect program goals.	5F, 5L

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Content Area D: CURRICULUM or PROGRAM DESIGN

Early childhood practitioners have broad knowledge of appropriate curriculum for young children from birth through age 8. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines and developmental domains. They recognize and value the interdependence between children's relationships with others and their construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on each child's current abilities and interests to expand competence in all content areas and developmental domains.

Performance Area D1			
<i>Provides a comprehensive, holistic curriculum that includes curriculum content from the range of sources that influence, guide and support the development and learning of young children, birth-age 8.</i>			
Knowledge, Skills, Dispositions	Achievement Expectation	Level 5 Benchmarks	IPTS matches
D.1.1. Critical developmental goals for children, birth-8, based on knowledge of children's development in the domains of emotions and relationships, social roles and interactions, language and communication, cognition, and physical development and health	Evaluation	(Level 5: D1)Evaluates and supports the unique developmental and learning needs of children in different age groups and with diverse abilities (Level 5: D2)Analyzes and interprets the relationship between developmental and learning goals	2J 4A
D.1.2 Key learning outcomes in the content disciplines, as appropriate for children from birth-8	Evaluation	(Level 5: D3)Selects curriculum content for different age groups and interprets relationship to developmental practices	1.1B 4E
D.1.3 Goals that reflect knowledge, skills, and dispositions valued by families, communities, and society	Synthesis	(Level 5: D4)Collaborates with families and others in assessing children's developmental strengths and needs in developing individual and program goals	4E 4G
D.1.4 Goals that emerge from observations of children's interactions, interests, and relationships with ideas	Synthesis	(Level 5: D5)Facilitates the process so that the developmental needs/interests, language, and home experiences of all children can be used to inform program goals	4E 4G

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<p>D.1.5 Learning standards that govern or guide curriculum content in Illinois, birth-8, including the Illinois Early Learning Standards, the Head Start Outcomes Framework, and the Illinois Learning Standards</p> <p>D.1.6 Common theoretical frameworks, curricular approaches, and published curricula used with young children, birth-8, including (a) their assumptions, rationales, research support, and distinguishing features, and (b) advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds, and needs</p>	<p>Application</p> <p>Synthesis</p>	<p>(Level 5: D6)Identifies and implements standards that guide curriculum content in Illinois, for different early care and education programs</p> <p>(Level 5: D7)Justifies and integrates standards to influence curriculum content choices in early care and education programs</p> <p>(Level 5: D8)Incorporates and integrates various approaches to design curriculum and identifies advantages and disadvantages</p>	<p>1.1A</p> <p>1.1C</p>
<p>Performance Area D2 <i>Provides a curriculum that addresses the central concepts, goals, tools of inquiry, structures and significant resources of the content disciplines, birth- 8, and enables children to develop active, engaged relationships with the content of each discipline.</i></p>			
<p>Knowledge, Skills, Dispositions</p>		<p>Achievement Expectation</p>	<p>Level 5 Benchmarks</p> <p>IPTS matches</p>
<p>D.2.1. Components and sequences of emergent literacy, genres and authors of children's literature, and age appropriate, active strategies for engaging children in listening, speaking, reading, writing, and thinking</p>	<p>Evaluation</p>	<p>(Level 5: D9)Selects and uses relevant and appropriate children's literature and literacy experiences for children birth through age 8</p> <p>(Level 5: D10)Selects appropriate strategies to engage children in literacy rich experiences that support development and learning</p> <p>(Level 5: D11)Gives examples of relevant and appropriate content for math for young children, birth through age 8</p>	<p>1.2 (ALL)</p>
<p>D.2.2 Major concepts, procedures and reasoning processes of mathematics, and active, age-appropriate approaches for engaging children in everyday, concrete opportunities to construct a dynamic understanding of numbers, concepts of chance, and mathematical processes such as estimation, pattern recognition, spatial reasoning, and measurement and analysis of physical properties</p>	<p>Comprehension</p>	<p>(Level 5: D12)Describes appropriate methods for engaging children in mathematical experiences that support their development and their learning of mathematical concepts and skills</p> <p>(Level 5: D13)Selects relevant and appropriate content for science for young children, birth through age 8</p> <p>(Level 5: D14)Selects and uses appropriate strategies to engage children in scientific experiences that support their inquiry and development of scientific concepts and skills</p>	<p>1.3 (ALL)</p>
<p>D.2.3 Principles of scientific inquiry and concepts in the physical, earth/space, and life sciences and their interconnectedness in everyday environments, and dynamic, age-appropriate opportunities for children to explore and apply the scientific process</p>	<p>Evaluation</p>	<p>(Level 5: D13)Selects relevant and appropriate content for science for young children, birth through age 8</p> <p>(Level 5: D14)Selects and uses appropriate strategies to engage children in scientific experiences that support their inquiry and development of scientific concepts and skills</p>	<p>1.4 (ALL)</p>

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<p>D.2.4 Concepts and interrelationships among the social sciences (historical, geographical, economic, civic, political) in everyday life, and strategies to enhance children's understanding and use of concepts, through actively exploring cultural artifacts such as maps, differences among families and cultures, interrelationships among people, and roles of individuals and groups</p>	<p>Evaluation</p>	<p>(Level 5: D15)Selects relevant and appropriate content for the social sciences for young children, birth through age 8</p> <p>(Level 5: D16)Selects and uses appropriate methods for engaging children in social science experiences that promote their development as participants in a democratic society and global world</p>	<p>1.5 (ALL)</p>
<p>D.2.5 Types and functions of technologies appropriate for young children, birth-8, and approaches for teaching children to use technology (e.g., writing tools, digital camera, computer programs) to gain knowledge, for creative appreciation and expression, and for recreation</p>	<p>Evaluation</p>	<p>(Level 5: D17)Identifies and uses variety of relevant and appropriate technologies appropriate for young children, birth through age 8</p> <p>(Level 5: D18)Selects and uses appropriate technologies as a learning tool to support children's learning and development in all area, including those with diverse abilities and needs</p>	<p>4D, 4I</p>
<p>D.2.6 Content, function, and achievements of the fine and creative arts (dance, music, drama, visual arts) as media for communication, inquiry, and insight, the interrelationships among the arts and development of society, and active approaches to enhancing children's enjoyment, understanding, appreciation, participation, and expression of the arts</p>	<p>Evaluation</p>	<p>(Level 5: D19)Selects and uses relevant and appropriate content for the fine and creative arts for young children, birth through age 8</p> <p>(Level 5: D20)Selects and uses appropriate methods for engaging children in creative and fine arts experiences that support their abilities to express their ideas and emotions through artistic expression</p>	<p>1.7 (ALL)</p>
<p>D.2.7 Principles of movement, fitness, and activity as elements central to physical and emotional well-being, and for providing engaging environments and activities that promote children's development of skills, dispositions, and habits that contribute to good health and safety</p>	<p>Evaluation</p>	<p>(Level 5: D21)Identifies and uses relevant and appropriate content for physical development and health for young children, birth through age 8</p> <p>(Level 5: D22)Selects and uses appropriate methods for engaging children in experiences that support their physical, emotional, and healthy well-being</p>	<p>1.6(ALL)</p>

Performance Area D3

Combines and integrates developmental and learning curriculum goals from multiple sources into integrated, dynamic, ongoing curriculum experiences that reflect the interests, abilities, backgrounds and needs of children, birth-8.

<p>Knowledge, Skills, Dispositions</p>	<p>Achievement Expectation</p>	<p>Level 5 Benchmarks</p>	<p>IPTS matches</p>
<p>D.3.1 Short- and long-term planning approaches for organizing curriculum content and experiences</p>	<p>Evaluation</p>	<p>(Level 5: D23)Plans and implements integrated units aligned with Illinois Early Learning and Illinois Learning Standards for Students</p>	<p>1.1D 4C</p>

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D.3.2 Potential influences of age, ability, gender, culture, language, and socio-economic status on children's understanding of curriculum	Evaluation	(Level 5: D24)Plans and implements developmentally appropriate curriculum	4B
D.3.3 Approaches for incorporating families' priorities and concerns into curriculum	Application	(Level 5: D25)Collaborates with families in planning and implementing curriculum	4 E
D.3.4 Approaches for involving children in building a curriculum that is embedded within the broader array of desired curriculum goals	Evaluation	(Level 5: D26)Uses ongoing assessments and observations of children's interests and abilities to inform curriculum planning	4E
D.3.5 Strategies for evaluating and modifying curriculum based on ongoing assessment of children's interests and on progress on group and individual goals in developmental domains and content areas, in collaboration with families and with professionals from other disciplines	Evaluation	(Level 5: D27)Involves children in planning and designing experiences and making choices about areas of study (Level 5: D28)Uses informal and formal assessment of children's performance and interests to inform decision-making and curriculum planning for individuals and groups. Collaborates with families and professionals from other disciplines to plan for individual children	8D
Performance Area D4			
<i>Modifies and adapts curriculum to incorporate individual curriculum goals that stem from individual differences in children's interests, family priorities and concerns, as well as individual needs related to factors such as English language learning, biological or environmental risk factors, and developmental delay or disability in children.</i>			
	Achievement Expectation	Level 5 Benchmarks	IPTS matches
D.4.1 Approaches for collaborating with families and with professionals from other disciplines to develop comprehensive, integrated curriculum plans that accommodate and address individual needs and ensure that all children have access to the goals of the general curriculum	Application	(Level 5: D29)Collaborates with families and professionals from other fields to plan curriculum that is responsive to diverse needs of children.	8F 8H
D.4.2 Legal and ethical responsibilities for developing and implementing the IEP, IFSP and other individualized curriculum	Application	(Level 5: D30)Collaborates with other professionals and families in developing and implementing IEP, IFSP	8G

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Content Area E: INTERACTIONS, RELATIONSHIPS AND ENVIRONMENTS

Early childhood practitioners use their understanding of developmentally appropriate interactions and environments to provide integrated learning opportunities to young children from birth through age 8. They use interpersonal interactions that guide each child toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and teaching/learning interactions reflect values about young children and families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each child's abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

Performance Area E1			
<i>Employs observation, guidance and communication techniques that assist children to develop a positive sense of self and others, productive interactions with peers and adults, and healthy interactions with their environments, birth-age 8.</i>			
Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks	IPTS Matches
E.1.1 Influence of culture, socioeconomic status, and individual differences such as age, ability, gender, temperament, and second language acquisition, on communication among children and between children and adults	Application	(Level 5: E1) Develops services that respect and embrace differences in families and within the community	3B 7B 7C
E.1.2 Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with young children and families and for supporting children's motivation to develop and learn	Application	(Level 5: E2) Demonstrates positive and respectful interaction skills with children, families and colleagues	7I 7M
E.1.3 Consistent, predictable use of social groups, space, time, materials, transitions, rules, and routines to guide positive behavior and interactions, to promote emotional resilience and social skills, and to respond to behavioral needs	Analysis	(Level 5: E3) Explains the rationale for planning, implementing, and evaluating daily activities to support children's positive behaviors and interactions	5E, 5I, 5J, 5K 7M
E.1.4 Guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional identity	Analysis	(Level 5: E4) Outlines daily activities and explains how they support the development of children's sense of self as an individual and as a member of a group	5I 7L 7M
E.1.5 Multiple developmentally and individually appropriate opportunities for children to express emotions and ideas in positive ways, to cooperate, and to resolve conflicts through listening, group discussion, and conflict resolution strategies	Analysis	(Level 5: E5) Analyzes children's responses to different situations in the early education and care setting and adjusts the setting as appropriate to support children's development	5I 6E 7M

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E.1.6 Variety of strategies to teach behavioral skills appropriate to specific contexts and to children of different ages, including use of techniques such as functional analysis and individual guidance plans	Application	(Level 5: E6)Implements different strategies to teach behavioral skills appropriate to specific contexts and to children of different ages	7L 7M
E.1.7 Cooperative home / program approaches that promote positive self-concept and help children learn productive behavior	Application	(Level 5: E7)Articulates effectiveness of different approaches designed to support collaborations between home and program	5I 9E
Performance Area E2			
<i>Creates indoor and outdoor physical and social environments that encourage active participation, exploration, responsibility, initiative, and independence in children from birth-age 8.</i>			
Knowledge, Skills, and Dispositions		Level 5 Benchmarks	IPTS Matches
E.2.1 Personal and professional commitment to maintaining a safe, interactive, individualized, exploratory early childhood setting for all children	Analysis	(Level 5: E8)Explains how one's philosophy guides development and implementation of early education and care settings for children	4F 5C, 5D
E.2.2 Characteristics of indoor and outdoor environments that promote development and learning within and across developmental domains and curriculum areas, birth-8, including use of time, space, and activities (e.g., activities in which children employ skills from multiple domains, predictable routines and safety strategies, and use of developmentally and culturally appropriate materials)	Analysis	(Level 5: E9)Analyzes different indoor and outdoor environments and explains how they support children's learning and development in all areas	5C, 5E, 5H, 5K 6B
E.2.3 Varied strategies, including those associated with English language acquisition, to assist children to understand, acquire, and use verbal and nonverbal means of communicating ideas and feelings	Application	(Level 5: E10)Applies current strategies to ensure that all children have opportunities to communicate their ideas and skills	7E 7G
E.2.4 Varied strategies to assist young children to develop skills in problem solving, inquiry, critical thinking, and creativity (e.g., listening, posing questions, providing resources)	Analysis	(Level 5: E11)Explains ways different interaction and instructional strategies can be used to actively engage children's thinking	6A, 6B, 6E, 6F 7F
E.2.5 Multiple ways to provide opportunities for young children to explore and play creatively with space, materials, images, sounds, language, and ideas	Analysis	(Level 5: E12)Explains how learning environments provide for child choice, interaction with materials and others, and play	4F 5H 6A, 6E
E.2.6 Developmentally appropriate ways of using technology to enhance development and learning	Analysis	(Level 5: E13)Compares a variety of technological tools on their effectiveness and appropriateness for supporting children's development and learning	4D, 4I 5H 6C, 6G

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E.2.7 Sources of current research and professional standards related to physical and social environments for teaching and learning	Analysis	(Level 5: E14)Explains the relationships between research on appropriate environments for children and standards that influence the development of those environments	5C, 5D 5F, 10C
Performance Area E3			
<i>Provides multiple, varied developmentally, culturally, and individually appropriate learning opportunities for children to acquire knowledge, skills and dispositions that are integrated across curriculum and developmental domains, birth- 8.</i>			
	Achievement Expectation	Level 5 Benchmarks	IPTS Matches
E.3.1 Major theories of teaching and learning related to content areas, as appropriate to children, birth-8, including how children differ in their approaches to learning	Analysis	(Level 5: E15)Explains the relationships between specific content knowledge and appropriate teaching strategies for young children	1.1A, 1.1C, 2D 10C
E.3.2 Developmentally, culturally and individually appropriate activities, materials, and family and community resources that support exploration and acquisition of knowledge, skills, and dispositions within and across content areas, birth-8 (e.g., use of an emergent curriculum, individual and group projects, and learning centers)	Application	(Level 5: E16)Creates learning experiences that utilize a variety of resources, incorporate knowledge about children's abilities and experiences, and reflect knowledge about appropriate content and learning experiences for children	1.1A 2J 4E, 4G 5A
E.3.3 Array of effective, developmentally, culturally, and individually appropriate interaction strategies that enable children to gain conceptual and practical knowledge, as appropriate to the content being taught and to the child, birth-8 (e.g., describing, questioning, identifying and clarifying misunderstanding, establishing bridges to prior experiences and knowledge, modeling, and using explicit instruction)	Application	(Level 5: E17)Creates learning experiences that utilize a variety of interaction strategies to support children's abilities to ask questions, make connections with prior knowledge, and think critically	4F 6F 7F, 7G 7I,
E.3.4 Variety of approaches for fostering learning within and across developmental domains and curriculum areas and for matching content and strategies to individual children's abilities, interests, and needs	Application	(Level 5: E18)Develops learning experiences that address multiple learning outcomes (Level 5: E19)Plans learning experiences using knowledge of individual children's abilities, interests, and needs	4G
E.3.5 Short- and long-term planning formats that reflect potential influences of age, ability, culture, gender, and socio-economic status on the instructional process (e.g., interactions and relationships between children and between children and adults, learning activities and opportunities that reflect the cultures represented in the program and in the community)	Application	(Level 5: E20)Assesses various planning formats to determine their effectiveness and appropriateness to ensure the learning experiences are responsive to the needs and abilities of all children and families	4C

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<p>E.3.6 Variations in teaching/learning opportunities and strategies that address preferences in learning mode and build strengths across learning and performance modes</p>	<p>Application</p>	<p>(Level 5: E21) Adapts learning experiences based on children's abilities to participate and individual learning styles to ensure that all children can be successful</p>	<p>2D, 2K</p>
<p>E.3.7 Approaches for evaluation and modification of teaching/learning interactions and environments to ensure that all children are engaged, productive, and learning</p>	<p>Application</p>	<p>(Level 5: E22) Utilizes a variety of approaches to evaluate the effectiveness and appropriateness of interactions and of the environment (Level 5: E23) Uses information to modify the teaching/learning process and the environment</p>	<p>5B, 5C, 5F</p>
<p>Performance Area E4 <i>Designs, modifies and adapts teaching/learning interactions and environments to incorporate individually-designed strategies for children with diverse learning approaches, needs and abilities, birth- 8, in order to address individual goals and outcomes and to ensure that all children have access to the early childhood curriculum.</i></p>			
<p>Knowledge, Skills, and Dispositions</p> <p>E.4.1 Short- and long-term planning formats that support collaboration with families and with professionals from different disciplines to develop comprehensive, integrated instructional plans that accommodate and address individual priorities and needs within the context of typical early childhood environments, routines, and activities (e.g., matrix planning)</p>	<p>Achievement Expectations</p> <p>Application</p>	<p>Level 5 Benchmarks</p> <p>(Level 5: E24) Determines which formats can be used to effectively involve families and professionals in planning appropriate environments for children that support development and learning</p>	<p>IPTS Matches</p> <p>4E</p>
<p>E.4.2 Teaching and environmental accommodations that promote participation in ongoing activities by children with diverse needs and abilities (e.g., modification of schedule, physical environment, activities, expected response mode)</p>	<p>Application</p>	<p>(Level 5: E25) Assesses the effectiveness and appropriateness of a variety of strategies designed to meet the individual and specific needs of children and to involve them in learning experiences</p>	<p>2E 3E 5B 6H</p>
<p>E.4.3 Common types of assistive technology used to enhance teaching and learning in children with disabilities, and to expand children's options for demonstrating learning</p>	<p>Application</p>	<p>(Level 5: E26) Uses tools best suited to meet individual children's needs and abilities and to allow children to engage in and demonstrate their learning</p>	<p>4D, 4I 5B 6G</p>
<p>E.4.4 Primary sources of information and assistance with the teaching/learning process in individual children who have diverse needs and abilities (e.g., children learning English as a second language, those living in crisis situations, and those with delays or disabilities)</p>	<p>Application</p>	<p>(Level 5: E27) Collects and organizes information about potential resources, agencies, and organizations that can provide assistance for addressing the needs of children with diverse abilities and experiences</p>	<p>3E 6D, 6H 9J 11L</p>

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Content Area F: FAMILY AND COMMUNITY RELATIONSHIPS

Early childhood practitioners understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing of young children, birth through age 8, and their families.

Performance Area F1			
<i>Employs communication approaches and skills that form the basis of collaborative relationships on behalf of young children, birth-age 8, and their families.</i>			
	Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks
F.1.1	Skills for-effective oral communication including active listening, establishing lines of communication, and matching communication style and level to the listener	Application	(Level 5: F1) Demonstrates effective oral communication skills with children and with adults that are responsive to diverse communication styles, abilities, and situations.
F.1.2	Skills for effective use and interpretation of different forms of written communication common in early childhood settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats, accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication	Synthesis	(Level 5: F2) Develops a variety of effective written communication products that can be used to communicate with children, family members, and other adults.
F1.3	Skills to work collaboratively with others in gaining perspectives, making decisions, solving problems, and resolving conflicts	Synthesis	(Level 5: F3) Models effective written, verbal, and non-verbal communication skills when collaborating with children, family members, and other adults.
			7E
			7E
			7K 9C

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Performance Area F2			
<i>Collaborates with families and provides multiple opportunities for program-family interaction and partnership as appropriate to the age of the child and to the priorities and choices of families of young children, birth-8.</i>			
Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks	IPTS Matches
F.2.1 Family systems theory, including family dynamics, roles and relationships, and theories and characteristics of family development	Application	<p>(Level 5: F4) Develops a family profile based on family systems theory.</p> <p>(Level 5: F5) Integrates information about the family system to develop goals for the child and/or family.</p>	9B
F.2.2 Sources of diversity that influence families' approaches to parenting and preferences for program-home collaboration, including differences that may be related to family structures, social, cultural, linguistic, or religious backgrounds, or to individual characteristics of the child or family	Application	<p>(Level 5: F6) Demonstrates sensitivity when interacting with a diversity of children, family members and other adults.</p> <p>(Level 5: F7) Adapts communication style and practices to reflect diversity among children, family members, and other adults.</p>	3F, 3G, 3H 9B
F.2.3 Roles and contributions of families at different steps of the program process (e.g., entry into the program, assessment, curriculum planning and implementation, and transition from program to next setting)	Synthesis	<p>(Level 5: F8) Individualizes and facilitates the family's participation at each step of the program process.</p> <p>(Level 5: F9) Formulates plans to capitalize on the family's importance as part of the team.</p>	9F 9L
F.2.4 Skills for collaborating with families to identify their priorities, concerns and resources and to make decisions about their child's development and learning, including skills to demonstrate sensitivity to differences in family structures, backgrounds, and preferences for involvement, and to respect and support family decisions.	Application	<p>(Level 5: F10) Articulates strategies to promote effective collaboration with families, including assessment of family concerns and priorities, values, beliefs, and practices and for supporting family decisions.</p>	9F 9G
F.2.5 Variety of opportunities for home-program collaboration and participation in family-oriented services and opportunities, to address families priorities and concerns for their child and for themselves (e.g., observation of and assistance with program activities, decision making about program's structure, program evaluation, newsletters, home visits and parenting classes that provide knowledge and skills to enhance their child's development and learning)	Analysis	<p>(Level 5: F11) Explains family options for participation in their child's program and other community-based opportunities.</p> <p>(Level 5: F12) Illustrates different ways that family priorities, desires for participation, and goals for children can be addressed in early care and</p>	9F 9J

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			education settings. (Level 5: F13) Differentiates the elements of various family-oriented services (Level 5: F14) Articulates strategies for using resources such as interpreters. (Level 5: F15) Develops strategies for communicating with families and other individuals for whom English is not the home language. (Level 5: F16) Implements a variety of strategies for identifying family concerns and priorities related to their child and family. (Level 5: F17) Participates in individualized program planning meetings to develop IEPs, IFSPs, and behavior plans. (Level 5: F18) Develops IEP, IFSP, or behavior plans for children and families.		3D 3F 3G 3A 8L 6D 8I 8L
F.2.6. Strategies for establishing communication and partnership with family members for whom English is not the home language	Application				
F.2.7 Issues faced by families, including those of children with disabilities or developmental delays, and strategies for establishing partnerships that are responsive to families' unique priorities and concerns and to children's individual characteristics and needs	Application				
F.2.8 Roles of children, families, teachers, other professional staff, and personnel from other community agencies and programs in developing, implementing and evaluating individualized program such as the IFSP, IEP, or behavioral plan	Application				
Performance Area F3					
<i>Establishes and maintains positive team relationships with program, school, and agency personnel in order to support the development, learning, and well-being of children, birth-8, and their families.</i>					
	Achievement Expectations	Knowledge, Skills, and Dispositions	Level 5 Benchmarks	IPTS Matches	
F.3.1 Roles, responsibilities, and referral procedures for typical members of early childhood teams (e.g., teacher, speech therapist, social worker, service coordinator), including those defined by law and policy, and the resources and skills that each discipline brings to the team	Application		(Level 5: F19) Articulates federal and state laws related to referral for, early intervention, and early childhood special education and early elementary special education. (Level 5: F20) Summarizes and compares the roles and diverse resources and skills that various disciplines bring to the early childhood team.	6H 8K 11D	
F.3.2 Models of team interaction (e.g., interdisciplinary, transdisciplinary) useful for accomplishing different program functions including assessment, planning, and implementation, and those related	Application		(Level 5: F21) Participates as a member of an early childhood team. (Level 5: F22) Explains the different models of	6D 6H	

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to inclusion of children with disabilities in school and community programs			teaming including the roles and responsibilities of team members and the benefits of each model.	
F.3.3 Skills for contributing to the team process, including those related to different team roles (e.g., team leadership, consultation with other team members) and functions (e.g., decision making, conflict resolution)	Application		(Level 5: F23) Demonstrates effective collaboration skills when working with team members.	9C, 9E 9F, 9K
F.3.4 Skills for managing roles of personnel and volunteers, including role definition and organization, training, and supervision, using principles of adult learning and collaborative consultation	Application		(Level 5: F24) Articulates principles of adult learning. (Level 5: F25) Evaluates examples of effective and non-effective teams and articulate skills employed by effective teams.	9F, 9K 11J 11L
F3.5 Skills to reflect on oneself as a team member and on team process in relation to team functioning and to achieving goals for children, families, staff, and program	Analysis		(Level 5: F26) Analyzes own role as a team member and the effectiveness of team functioning. Points out strengths as well as difficulties and strategies for improvement	10A 10D 10H
Performance Area F4				
<i>Collaborates across agency lines to enhance the wellbeing of children, birth- 8, and their families, and builds relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas</i>				
	Achievement Expectation	Knowledge, Skills, and Dispositions	Level 5 Benchmarks	IPTS Matches
F.4.1 Structures, roles and resources of early childhood programs, schools, and other agencies related to young children and families within the larger community context	Application		(Level 5: F27) Produces a visual and/or written description of the structure, roles, and resources of early childhood programs, schools, and support agencies within the local community.	11B
F.4.2 Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils)	Comprehension		(Level 5: F28) Gives examples of effective models of interagency collaboration. (Level 5: F29) Describes strategies for effective interagency collaboration.	9L 11C

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<p>F.4.3 Legal issues and guidelines in education, including those related to children who have disabilities or who are at risk for learning or development, based on income or other child, family or community factors</p>	<p>Comprehension</p>	<p>(Level 5: F30) Describes major components of federal and state laws related to young children with disabilities or who are identified as at-risk. (Level 5: F31) Defends child and family rights that are provided by federal and state laws. (Level 5: F32) Provides information about community organizations, agencies, and individuals that serve young children and families, including young children with disabilities and who are at-risk.</p>	<p>6D, 6H 11D, 11H</p>
<p>F.4.4 Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to young children and their families, including young children who have disabilities or other factors that put them at risk for learning or development (e.g., Early Intervention)</p>	<p>Comprehension</p>	<p>(Level 5: F33) Establishes sample interagency agreements. (Level 5: F34) Demonstrates effective strategies for communicating and collaborating with community agencies, organizations, and individuals.</p>	<p>6D, 6H 9A, 9L</p>
<p>F.4.5 Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program</p>	<p>Application</p>	<p>(Level 5: F33) Establishes sample interagency agreements. (Level 5: F34) Demonstrates effective strategies for communicating and collaborating with community agencies, organizations, and individuals.</p>	<p>9A, 9K</p>

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Content Area G: PERSONAL AND PROFESSIONAL DEVELOPMENT

Early childhood practitioners identify themselves as professionals and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices and actions. They advocate for young children, birth through age 8, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

Performance Area G1			
<i>Articulates, continually refines, and puts into practice a personal, professional philosophy consistent with values about human diversity that are contained in early childhood and family policy and in early childhood professional guidelines, birth-8.</i>			
	Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks
	G.1.1 Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society	Application	(Level 5: G1) Modifies approaches to interactions with children based on an understanding of the context in which children and families live.
	G.1.2 Potential influences of differences in family structure and in social, cultural and linguistic backgrounds on what people value and what they do	Analysis	(Level 5: G2) Explains potential influence of differences among families and cultures on practices within early care and education settings.
	G.1.3 Strategies to recognize, learn about and demonstrate respect and sensitivity for the varied, individual talents and strengths of children, families, and team members, as well as for the multiple perspectives and actions that reflect differences in socioeconomic, ethnic, cultural and linguistic heritages and contexts	Analysis	(Level 5: G3) Articulates strategies to gain knowledge about children and families in early care and education settings. (Level 5: G4) Applies knowledge gained about children and families to practices within early care and education settings.
			IPTS Matches 3B, 3C, 3F, 3H 3B, 3C, 3F, 3H 3B, 3F, 3H 9E

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<p>G.1.4 Strategies to examine and understand one's own values and actions from a socio-cultural perspective, including potential influences of own family, social, cultural and linguistic background on interactions with others</p>	<p>Application</p>	<p>(Level 5: G5) Articulates the impact of own values, actions, background and experiences on early childhood practices. (Level 5: G6) Responds to feedback from others in a professional manner.</p>	<p>7B 10D</p>
<p>Performance Area G2</p>			
<p><i>Employs knowledge of the early childhood field in everyday interactions with children, families, other early childhood practitioners, and agencies and entities that govern, serve, and advocate for young children, birth-8, and their families.</i></p>			
<p>Knowledge, Skills, and Disposition</p>			
<p>G.2.1 Field of early care and education, birth-8, including the multitude of historical, philosophical, and social foundations that influence current thought and practice</p>	<p>Application</p>	<p>(Level 5: G7) Demonstrates knowledge of ways the historical, philosophical, and social foundations of early care and education influence current thought and practice</p>	<p>11G</p>
<p>G.2.2 Issues and trends in early education and care, including those related to children who are at risk for learning or development based on individual, family, or community factors</p>	<p>Application</p>	<p>(Level 5: G8) Predicts ways current early care and educational trends will impact children and families.</p>	<p>11F, 3A 3B, 3C</p>
<p>G.2.3 Laws, regulations, and policies that govern services at different ages, birth-8, including those related to licensing and approval by governing bodies</p>	<p>Application</p>	<p>(Level 5: G9) Explains how laws, regulations and policies affect early care and education practices, practitioners and children and families.</p>	<p>11C, 11D, 11F, 11H</p>
<p>G.2.4 Professional standards and guidelines that govern and guide professional dispositions, behavior, thinking, and practice, including those of state and local agencies and of international, national, state and local professional organizations</p>	<p>Application</p>	<p>(Level 5: G10) Assesses own professional practices in reference to applicable standards and guidelines.</p>	<p>1.1C 11A 11H</p>
<p>G.2.5 Basic principles of administration, organization, and operation of a variety of early childhood programs and agencies, including how these entities function in the community and how to utilize them as resources</p>	<p>Application</p>	<p>(Level 5: G11) Determines types of early care and education settings that best meet specific needs of children and families. (Level 5: G12) Prepares resource list of support agencies within the community as a reference for families.</p>	<p>9A 11B, 11C, 11J 11L</p>
<p>Performance Area G3</p>			
<p><i>Employs a variety of strategies to grow as a professional through reflection on the effects of one's own choices and actions on children, birth- 8, their families, other team members, and one's own professional goals, and commits to lifelong learning and advancement of the profession.</i></p>			

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Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks	IPTS matches
G.3.1 Self-assessment and problem-solving strategies for reflecting on practice, including classroom observation, consideration of responses of children, families and other team members to one's own actions, and evaluation of one's own beliefs and actions against professional standards	Application	<p>(Level 5: G13) Demonstrates ability to reflect on professional practices with children, families, and colleagues.</p> <p>(Level 5: G14) Explains ways to improve professional practices.</p> <p>(Level 5: G15) Modifies professional practices based on self-evaluation.</p>	10A, 10B, 10D, 10H, 10I
G.3.2 Opportunities for engaging in service and advocacy efforts on behalf of children, families, early childhood practitioners, and the early childhood profession	Application	(Level 5: G16) Utilizes resources to inform self and others about opportunities to act as an advocate for children and families.	1.1E, 10E, 11E, 11I
G.3.3 Opportunities for participating in development of the profession and the early childhood field, including opportunities at the program, local, state, and national levels and those available through professional organizations and through collegial activities in the school, program, or community	Application	(Level 5: G17) Participates in professional development opportunities at the local state or national levels.	1.1E, 10E, 11E
G.3.4 Opportunities and resources for training and professional development, including those available through professional literature; organizations; program, local, state and national agencies or entities, and colleges and universities	Application	(Level 5: G18) Assesses the usefulness of different types of training and resources available for professional development.	10C, 10E
G.3.5 Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances	Comprehension	(Level 5: G19) Gives examples of a variety of local, state, and national opportunities that can be accessed to provide resources for programs or schools.	9L, 10E
G.3.6 Opportunities and strategies for initiating new projects or programs, and for contributing knowledge and expertise about teaching and learning to the profession	Synthesis	(Level 5: G20) Develops a professional development plan.	10E, 11E, 11I, 11L
Performance Area G4			
<i>Demonstrates professional conduct consistent with codes of ethics and standards outlined by legal entities and by the early childhood profession in relation to young children, birth-8, their families, and early childhood programs and services.</i>			

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Knowledge, Skills, and Dispositions	Achievement Expectations	Level 5 Benchmarks	IPTS matches
G.4.1 Communication strategies that demonstrate honesty, integrity and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner	Application	(Level 5: G21) Demonstrates ability to interact with others in a professional manner and to treat others with respect.	7F 9F, 9K 11L
G.4.2 Standards of professional conduct for education as a profession and for early childhood education as a field, including those contained in the Illinois School Code and those outlined by professional organizations such as NAEYC	Analysis	(Level 5: G22) Distinguishes between personal preference and professional practice in situations or interactions dealing with colleagues, children, families, and community members.	11A, 11H, 11M
G.4.3 Policies and procedures related to confidentiality and impartiality	Analysis	(Level 5: G23) Explains guidelines to ensure confidentiality, privacy, and impartiality when sharing information with others.	11C, 11H, 11M
G.4.4 Professional dispositions and program standards related to personal appearance, hygiene, and work habits	Analysis	(Level 5: G24) Models professional dispositions and program standards related to personal appearance, hygiene, and work habits.	10G 11C
G.4.5 Boundaries of professional responsibilities when working with children, families, and colleagues, as contained in or implied by program or school policy and procedures, professional standards, and law	Application	(Level 5: G25) Utilizes professional guidelines for interacting with children, families, and colleagues.	11C, 11M
G.4.6 Planning and self-regulation strategies to accomplish personal and professional goals in a timely, intentional manner	Analysis	(Level 5: G26) Analyzes progress toward meeting goals, on an ongoing basis. (Level 5: G27) Prioritizes areas for seeking professional development	10B 10I

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Infant/Toddler Specialization

Competency and Achievement Expectations for Level 5

Content Area A: HUMAN GROWTH AND DEVELOPMENT

Infant-toddler practitioners use current and emerging principles, theories and knowledge of developmental milestones as a foundation for all aspects of their work with young children, prenatal to age 3, and their families. Practitioners have a curiosity about how children develop and learn, and understand the mutual influences among different domains of development, including those related to special needs. They recognize the power and influence of the social, emotional, cultural, community, and physical contexts within which children develop, and of the interactions between the child, family, and other primary caregivers as the foundation for future development and learning in all domains. They view child development knowledge and its application with individual children as the core of their practitioner practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They use their understanding as they plan and implement observations, assessments, and teaching/learning interactions, and as a context for collaborating with families and other practitioners on behalf of children.

Infant/Toddler Specialization Benchmarks (Level 5)	Achievement Expectation (Level 5)
1. Uses principles and related practices of prominent current theories of infant/toddler development and learning (e.g., children's attachment with primary caregivers; children's play)	Application
2. Reports major findings of important current research in early development, prenatal-age 3 (e.g., those related to brain development; social-emotional development; learning and cognition).	Comprehension
3. Explains the term "attachment" and illustrates implications for infants' and toddlers' learning and development.	Analysis
4. Distinguishes characteristics of early relationships with primary caregivers (e.g., attachment, trust) that influence other aspects of learning and development in infants and toddlers (e.g., emerging sense of self, exploratory play, social interactions) and relate to overall growth and development.	Analysis
5. Projects ways that early environments and opportunities (e.g., adult/child interaction, exploration) influence early brain development, prenatal-age 3	Application
6. Illustrates why it is important for early childhood practitioners to understand parents' views of their child	Analysis

(e.g., child's strengths and needs; their goals for child's development)	
7. Illustrates how relationships among practitioners, infants/toddlers and families can impact infants' social-emotional development and relationships (e.g., how a practitioner's relationships with families can impact the relationships between infants and toddlers and their families)	Analysis
8. Compare and contrast observable behaviors that provide information on children's acquisition of developmental milestones across domains (emotional, social, cognitive, language, physical) as observed within typical activities (e.g., play) and interactions (e.g., social play)	Analysis
9. Analyze behavioral indicators of the progression of play development in infants and toddlers (e.g., play alongside another child using similar materials; imitating play actions of other children)	Analysis
10. Explains and illustrates the interdependence among areas of development in infants and toddlers (e.g., movement and exploration, language and social interaction, play and emotions)	Analysis
11. Illustrates why it is important to know that developmental milestones often differ in infants/toddlers of the same age, including those with disabilities	Analysis
12. Demonstrates how individual differences in temperament and preferred modalities of learning may influence infants/toddlers' interactions and relationships with primary caregivers and others	Application
13. Illustrates how individual differences in temperament and preferred modalities of learning may influence infants/toddlers' interactions with their physical environments	Analysis
14. Interprets meanings that infants/toddlers communicate through their behavior (e.g., crying, pointing, gazing, moving, turning away, hiccupping) about their preferences, needs, or agendas	Analysis
15. Establishes learning environments that affirm and respect cultural and linguistic diversity also support infant/toddler development and learning	Application
16. Describes possible consequences of exposure to a non-primary language or to two first languages for early language acquisition (e.g., age of acquisition, ability to make a variety of sounds)	Comprehension
17. Explains risk conditions (biological, environmental, medical) potentially associated with harm to the child prenatal-age 3 (e.g., developmental delay, compromised social-emotional development) and distinguishes how these conditions relate to Illinois' definitions of eligibility for early intervention and to need for special services	Comprehension
18. Demonstrates an understanding that transitions in early development may be times of particular stress or readjustment in families' perceptions and understanding of the infant or toddler, and their possible implications for caregiver-child interaction	Application
19. Explains the potential influence of developmental delay or disability on different domains of development (e.g., physical disability and exploration)	Comprehension
20. Determines behavioral signals and developmental indicators that may indicate a need for specialized evaluation (e.g., indicators related to relationships, self-regulation, exploratory behavior)	Application

Content Area B: HEALTH, SAFETY AND WELL-BEING

Infant-toddler practitioners understand that children's mental health, physical health, and safety are the foundations for development and learning in children, prenatal to age 3. They acknowledge the value of creating and fostering healthy social and physical environments that promote children's adaptive behavior and emotional, social, physical, cognitive, and language development. They collaborate with families and other practitioners to understand their perspectives on health, nutrition, and safety. They provide and promote health, nutrition, and safety practices and routines that recognize individual children's needs and abilities and are congruent with individual families' cultures, values and preferences. They take responsibility for providing and promoting multiple opportunities for children to learn habits that will ensure their health and safety.

<p align="center">Infant/Toddler Specialization Benchmarks (Level 5)</p>	<p align="center">Achievement Expectation (Level 5)</p>
<p>1. Demonstrates supportive interactions with infants/toddlers during care-giving routines such as feeding and diapering (e.g., holding infants during feeding, interacting with toddlers while they eat; providing developmentally appropriate use of food choice with toddlers)</p>	<p>Application</p>
<p>2. Demonstrates practices that respond to an individual infant's or toddler's eating and sleeping rhythms and to preferences related to environments and adult-child interactions</p>	<p>Application</p>
<p>3. Establishes strategies for exchanging information with families with respect to home feeding practices, toilet training, immunizations, and emerging information on recommended safety and health precautions</p>	<p>Application</p>
<p>4. Illustrates implications of nutrition for infant/toddler learning and development, including brain development</p>	<p>Analysis</p>
<p>5. Prepares nutritious snacks and meals and eating environments that are appropriate for infants and toddlers</p>	<p>Application</p>
<p>6. Distinguishes nutritional needs specific to infants and toddlers and illustrates associated appropriate practices</p>	<p>Analysis</p>
<p>7. Interprets behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers</p>	<p>Analysis</p>
<p>8. Articulates health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions</p>	<p>Application</p>
<p>9. Illustrates why it is important to interpret family health practices (e.g., those related to the prenatal period, those related to the presence of a disability or delay) from a cultural perspective (e.g., not interpreting particular health practices as child abuse)</p>	<p>Analysis</p>
<p>10. Distinguishes potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations</p>	<p>Analysis</p>
<p>11. Develops safe indoor and outdoor play environments for infants and toddlers</p>	<p>Application</p>

12. Establishes procedures for insuring child safety on walks and other excursions away from the center or home	Application
13. Demonstrates appropriate techniques for performing basic first aid and CPR with infants and toddlers (e.g., Red Cross certification)	Application
14. Illustrates possible child abuse and neglect and other mental health concerns (such as maternal depression) that affect infants and toddlers, including those who have a disability	Analysis
15. Distinguishes possible health, nutritional and safety concerns in infants/toddlers (e.g., prenatal diet), including those who have a disability	Analysis
16. Illustrates the importance of using mental health, health, nutrition and safety information from families including adaptations and accommodations for infants and toddlers with disabilities and other special needs	Analysis
17. Utilizes sources of information on mental health, health, nutrition and safety that are appropriate for sharing with families of infants/toddlers	Application

Content Area C: OBSERVATION AND ASSESSMENT

Infant-toddler practitioners recognize that knowledge of each infant's or toddler's development and learning provides the framework for what infant-toddler practitioners do with each child, birth to age 3, and family. Infant-toddler practitioners are curious about how children develop and learn, and value the roles of informal and formal observation and assessment in understanding what and how each child is developing and learning. They understand and value the purposes, benefits and uses of observation and assessment information for obtaining a holistic view of each child. They view observation and assessment as ways to understand children and their interactions and relationships with their families and other caregivers, peers, and physical environments, within the context of culture and community. They understand that families have important information to share about their children. They use a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child's skills, abilities, interests and needs, birth to age 3; to promote their own and the family's understanding of the child; to monitor developmental progress; to identify developmental concerns; and continually to and reflect on and modify their own roles and practices.

Infant/Toddler Specialization Benchmarks (Level 5)		Achievement Expectation (Level 5)
1. Analyzes the purposes, benefits, and limitations of different approaches to observation and assessment (e.g., observation, documentation, testing) during the infant/toddler period		Analysis
2. Explains the term “holistic approach to assessment” and describes how this concept is important in developing an integrated understanding of infants' and toddlers' behavior and functioning within everyday environments		Comprehension
3. Describes birth-3 assessment tools (e.g., screening, curriculum referenced, norm-referenced) commonly used in Illinois and in the community		Comprehension
4. Demonstrates appropriate use of various commonly used infant/toddler screening tools		Application
5. Analyzes ongoing observation and documentation that describe infants' and toddlers' development and learning in order to understand children's response to environments and activities		Analysis
6. Determines strategies for assisting families to understand the purpose and benefits of early screening		Application
7. Articulates the importance of establishing an assessment partnership with families		Application
8. Administers an assessment that includes observations, checklists, documentation, parent interview, or other tools to learn more about individual infant's or toddler's interests, preferences, needs, and particular ways of responding to people and things		Application
9. Differentiates the roles of common infant/toddler assessment team members (e.g., parent, nurse, social worker, child care practitioners) and illustrates their areas of expertise		Analysis

10. Compiles information on the developmental status of an infant or toddler across different developmental, learning and personality domains and gives examples of relevant behaviors	Synthesis
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Content Area D: CURRICULUM or PROGRAM DESIGN

Infant-toddler practitioners take their cues for curriculum from the child and family. Infant-toddler practitioners use child development knowledge, knowledge of developmentally appropriate practices, and content knowledge to design, provide, promote, and evaluate opportunities and experiences that support optimal development and learning in children, birth to age 3. With each individual child, this complex process is embedded in relationships that support observations, scaffolding, and joint construction of meanings about self, others, and the world. Knowledge of each child's approaches to interaction and engagement, as well as family preferences, become the basis for what and how development and learning are supported and promoted in center and home environments, in collaboration with the family, other caregivers, and practitioners. The observations and interactions that provide curriculum information are grounded in a thorough understanding of children, families, cultures, and communities. Practitioners encourage young children's social-emotional competence, problem solving, critical thinking, and academic competence within a nurturing, supportive, challenging learning environment that emphasizes relationships, interactions, routines, and play.

Infant/Toddler Specialization Benchmarks (Level 5)	Achievement Expectation (Level 5)
1. Describes important assumptions and distinguishing features of major theoretical approaches used in designing curricular experiences for infants and toddlers	Comprehension
2. Uses infant/toddler development (e.g., developmental domains, emerging abilities, play) as a basis for curriculum	Application
3. Develops daily curriculum for infants and toddlers that have relationships and play as the primary focus.	Application
4. Develops daily curriculum for infants and toddlers that reflects individual needs and abilities, including those skills and behaviors that are emerging in each child	Application
5. Preserves continuity of expectations (e.g., toileting, feeding, adult-child interactions) between care and education practitioners and families is an important part of infant/toddler curriculum	Application
6. Establishes curriculum goals that reflect families' child-rearing beliefs, practices, preferences, and expectations, as well as family and community values for child characteristics and behavior	Application
7. Demonstrates how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science	Application
8. Uses knowledge of skills and abilities fostered by particular activities to individualize curriculum.	Application
9. Uses music, movement, and other creative experiences to contribute to development and learning in infants and toddlers	Application
10. Develops curriculum goals that might be used as a basis for planning and conducting home visits or other meetings with parents, based on their importance to families	Application

11. Includes curriculum accommodations in plans developed for children with disabilities or other special needs	Application
12. Utilizes sources of sound information and research on infant/toddler curriculum	Application

Content Area E: INTERACTIONS, RELATIONSHIPS AND ENVIRONMENTS

Infant-toddler practitioners use their understanding of early development to support and provide healthy early relationships, both in their own work with children and as they collaborate with families on behalf of children. They provide and promote developmentally, culturally, and individually appropriate environments and seek to engage young children, ages birth-3, in social, play and care giving interactions that support and promote their development and learning. Relationships established with children and their families in support of development and learning recognize and promote the primacy of the parent-child relationship as well as foster emerging relationships with other adults and with peers. Environments and interactions reflect knowledge of the ways in which infants and toddlers develop and learn and are responsive to each child's emerging abilities, interests, and needs within the context of family, culture, and community.

Infant/Toddler Specialization Benchmarks (Level 5)	Achievement Expectation (Level 5)
1. Creates environments (e.g., predictability, continuity of care) and interactions (e.g., responsive) that promote infant/toddlers' emotional security, self-regulation, and self-initiated exploration, and encourage them to regulate and to communicate their emotions	Synthesis
2. Establishes practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3	Application
3. Describes how individual differences in cultural/linguistic heritage influence perceptions of infancy, and thereby influence communication and interactions with infants and toddlers	Comprehension
4. Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers	Application
5. Interprets responsive, affectionate interaction signals with infants and toddlers, and responds appropriately to children's expression of emotion.	Analysis
6. Illustrates how different positive guidance techniques apply at different ages between birth and 3	Analysis
7. Compare and contrast interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, elaborating, providing positive guidance)	Analysis
8. Explains how interactions that support core learning tasks of early development (e.g., those that foster attachment, self-regulation, and self-knowledge) can be integrated into daily care giving and play routines	Analysis
9. Articulates characteristics of home and center environments and opportunities that facilitate development of a sense of trust in infants and toddlers and a sense of autonomy and choice in toddlers	Application
10. Outlines a range of strategies to promote socialization and nurture social competence in infants and toddlers	Analysis

11. Justifies strategies (e.g., non-verbal signals such as eye contact and gestures; using verbal language) to support early communication and language in infants and toddlers of different ages	Synthesis
12. Illustrates experiences and strategies that support infants/toddlers' approach to constructing knowledge through play, exploration, and experimentation	Analysis
13. Devises curriculum that supports emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., noticing) in infants and toddlers	Application
14. Appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage and entice infants/toddlers to explore their emerging understanding (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways	Evaluate
15. Adapts environments and interactions for children of different ages and abilities, in order to ensure an appropriate balance of success and challenge	Analysis
16. Demonstrates that families' experiences, knowledge, and childrearing beliefs and practices (e.g., what children wear or eat) have been incorporated into practices in early care and education settings	Application
17. Demonstrates that environments and interactions have been adapted depending on children's temperaments and approaches to interacting with others and with physical environments (e.g., home, center)	Application
18. Justifies the importance of incorporating family routines into home visits or discussion of home-program connections	Analysis
19. Describes common types of adaptive equipment and accommodations used with infants and toddlers with disabilities	Comprehension
20. Uses sources of research-based, practical information on environments and interactions that support infant-toddler development and learning, including sources of information on cultures, life circumstances, and abilities	Application

Content Area F: FAMILY AND COMMUNITY RELATIONSHIPS

Infant-toddler practitioners understand the roles that culture, community, and family play in the growth and development of infants and toddlers, knowing that parenting styles, ethnicity, cultural expectations, household make-up, and community influence all domains of development. They understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and practitioner perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and well-being of young children, prenatal to age 3, and their families.

Infant/Toddler Specialization Benchmarks (Level 5)		Achievement Expectation (Level 5)
1. Explains how relationships among practitioners, or with infants/toddlers or with families can impact other child-family, child-practitioner, and practitioner-family relationships.		Comprehension
2. Relates the merits of a strengths-based, family-centered, relationship-based approach to working with children and/or families, prenatal-age 3		Application
3. Involves families as partners in all aspects of the infant/toddler care and education system		Application
4. Demonstrates interactions with child and family that support and enhance child-family and practitioner-family relationships		Application
5. Understands why aspects of early care and education may be particularly difficult or salient for families of infants and toddlers (e.g., leaving their children for the first time, the families' first experience with practitioners), and names ways to support families and ensure parent-practitioner partnerships		Comprehension
6. Describes potentially unique issues of families of infants and toddlers who are learning English as a second language, or who have disabilities or other special needs		Knowledge
7. Describes how community characteristics, family structures, or diversity in social, cultural, linguistic, or religious background influence families' and practitioner's perspectives and interactions with children birth-3, each other and the community.		Comprehension
8. Explains how culture impacts a families perspectives about their infant toddler parenting and services		
9. Develops program and practitioner practices and strategies that can be used to encourage families to share information about home care giving routines, practices, and preferences, and support them in their parenting roles (e.g., following the family's lead, acting as guest in family home, commenting positively on child and parent actions, asking parent's permission to interact with the child)		Application
10. Develops strategies that support parents and other caregivers in recognizing how their interactions contribute to the child's self-regulation and developing sense of self		Application

11. Provides ways to share developmental information with family members to help them observe, appreciate, and adjust to their child's developmental and behavioral changes	Application
12. Participates in a conference or home visit with families that focuses on parenting practices or concerns and discusses examples of behavioral indicators with families	Application
13. Demonstrates methods to resolve differences between practitioner practices and preferences and those of the family, and to bring up and discuss touchy issues (e.g., infant safety) in a clear, caring manner	Application
14. Utilizes the positive benefits of a team approach to working with infants and toddlers with disabilities or other special needs	Application
15. Describes the unique roles and responsibilities of different potential members of an IFSP (Individual Family Service Plans) team	Comprehension
16. Enumerates community services (e.g., schools, social service agencies, early intervention system) available to provide assistance and resources to infants/toddlers and their families, prenatal-age 3, and to practitioners, and the unique responsibilities of each	Knowledge
17. Discusses procedures for collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources	Comprehension

Content Area G: PERSONAL AND PROFESSIONAL DEVELOPMENT

Infant-toddler practitioners demonstrate respect for children, families, and colleagues. They identify themselves as practitioners and conduct themselves as members of a significant, expanding, changing profession. Their practitioner attitudes evolve with experience, practitioner development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing practitioner development. They continually reflect on and take responsibility for their own values, choices and actions, including the judgments they make as they work with children and families. They advocate for young children, prenatal to age 3, and their families, and exemplify the ethical standards of their profession in their personal and practitioner interactions and activities.

Infant/Toddler Specialization Benchmarks (Level 5)		Achievement Expectation (Level 5)
1. Articulates a personal philosophy of infant/toddler services and practice that reflects knowledge of infant/toddler development and of recommended practice with infants, toddlers, and families.		Application
2. Demonstrates that the primary role of an infant/toddler practitioner is to build relationships with families and with children		Application
3. Reflects how self knowledge is important in working with children and families and provides examples of how one's own characteristics (e.g., culture, abilities, gender, race, age) may impact interactions with children and families		Application
4. Analyzes one's own beliefs about families, parent-child relationships, and parent-child interaction		Analysis
5. Reflects on own strengths and limitations and the effects of choices and actions when working with infants and toddlers and their families		Analysis
6. Uses strategies to learn about accepted community beliefs and practices with infants and toddlers, including those that reflect the range of families within a community		Application
7. Establishes appropriate practitioner boundaries in a variety of work settings and based on an understanding of family and on the scope of own practice.		Application
8. Names agencies and entities that govern, serve, and/or advocate for infants and toddlers and their families at the state and local levels		Knowledge
9. Names federal, state, and local laws/policies related to obtaining Early Intervention services for infants/toddlers with disabilities and their families		Knowledge
10. Names state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)		Knowledge

11. Articulates unique confidentiality issues and responsibilities that may arise in providing services to infants, toddlers, and their families	Application
12. Uses publications for practitioners who work with infants and toddlers	Application
13. Uses credible local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families	Application

Appendix (D)(1)-7

Meeting the Elements of WKCF


Illinois' Workforce Knowledge and Competency Framework

<u>Elements</u>	<u>Documentation</u>
Evidence-based	Illinois' WKCF is based on and aligned to the Illinois Professional Teaching Standards (IPTS); National Association for the Education of Young Children (NAEYC) Teacher Preparation Standards. See Content Areas, <i>Appendix (D)(1)-2</i> and ECE Credential Level 5 Benchmarks, <i>Appendix (D)(1)-6</i> .
Incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health and culturally and linguistically appropriate standards for working with families	See Content Areas, <i>Appendix (D)(1)-2</i> . See ECE Credential Level 5 Benchmarks, <i>Appendix (D)(1)-6</i> . Benchmarks for the ECE Credential have been aligned with the IPTS and include Illinois Standards for Certification in Early Childhood Education ("Certification Standards"), as well as the NAEYC Standards.
Includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children.	See ECE Credential Level 5 Benchmarks and Infant Toddler Credential Level 5 Benchmarks, <i>Appendix (D)(1)-6</i> . In the ECE Credential Benchmarks, see Content Area D, Curriculum and Program Design, Benchmarks 5:D11 and 5:D12 (math) and 5:D9 and 5:D10 (literacy). In the Infant Toddler Credential Benchmarks, see Content Area D, Curriculum or Program Design, Benchmark D7 (math and literacy) and Content Area E, Interactions, Relationships and Environments, Benchmark E13 (math and literacy). See also the Certification Standards, <i>Appendix (D)(1)-3</i> . See Section 26.130, Curriculum: Mathematics and the concept of Literacy is interwoven throughout the various standards including Section 26.110, Curriculum: General and Section 26.120, Curriculum: English Language Arts.
Incorporates effective use of data to guide instruction and program improvement.	See ECE Credential Level 5 Benchmarks, <i>Appendix (D)(1)-5</i> . Specifically, Content Area C, Observation and Assessment, Benchmarks 5:C7, 5:C22, 5:C23 and 5:C24 and Content Area E,

	<p>Interactions, Relationships and Environments, Benchmark 5:E13.</p> <p>See also the Certification Standards, <i>Appendix (D)(1)-3</i>. See Section 26.260, Reflection and Professional Growth which incorporates the concept of reflection and inquiry to improve instruction.</p>
<p>Includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors</p>	<p>See ECE Credential Level 5 Benchmarks and Infant Toddler Credential Level 5 Benchmarks, <i>Appendix (D)(1)-6</i>.</p> <p>In the ECE Credential Benchmarks, see Content Area E, Interactions, Environments and Relationships, Benchmarks 5:E3 and 5:E6 and Content Area F, Family and Community Relationships, Benchmarks 5:F17 and 5:F18.</p> <p>In the Infant Toddler Credential Benchmarks, see Content Area A, Human Growth and Development, Benchmarks A8, A9, and A14; Content Area C, Observation and Assessment, Benchmark C2; and Content Area D, Curriculum or Program, Benchmark D4.</p>
<p>Incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.</p>	<p>See PDAC Membership List, <i>Appendix (D)(1)-1</i>, which includes faculty members representing Illinois' 2-year and 4-year higher education institutions who have worked together to create and strengthen Illinois' WKCF since 2002. Under the guidance of IDHS and in cooperation with ISBE, PDAC has developed and adopted workforce competencies, a progression of credentials and a statewide professional development registry for the early childhood workforce. PDAC will be integral in developing and adopting many of the activities set forth in the State Plan.</p> <p>Practitioners, training entities, the Child Care Resource and Referral Agencies, State agency representatives, and advocates are also represented in the development and continued enhancement of Illinois' WKCF by providing formal feedback, creating buy-in, and assisting with outreach activities.</p>


Appendix (D)(1)-8

Map of Entitled Institutions



GATEWAYS TO OPPORTUNITY
Illinois Professional Development System

ECE Credential Entitled Institutions



■ ECE Credential Entitled Institutions


College	City, State
Black Hawk College	Moline, IL
Chicago State University	Chicago, IL
DePaul University	Chicago, IL
Eastern Illinois University	Charleston, IL
Governors State University	University Park, IL
Harold Washington College	Chicago, IL
Harper College	Palatine, IL
Hearland Community College	Normal, IL
Highland Community College	Freeport, IL
Illinois Valley Community College	Oglesby, IL
Joliet Junior College	Joliet, IL
Kendall College	Chicago, IL
Lewis and Clark Community College	Godfrey, IL
Lincoln Christian College	Lincoln, IL
McHenry County College	Crystal Lake, IL
Moraine Valley Community College	Palos Hills, IL
National Louis University	Skokie, IL
Northern Illinois University	DeKalb, IL
Oakton Community College	Des Plaines, IL
Rend Lake College	Ina, IL
Rockford College	Rockford, IL
Saint Augustine College	Chicago, IL
Southern Illinois University	Carbondale, IL
Southeastern Illinois College	Harrisburg, IL
Triton College	River Grove, IL
University of Illinois at Chicago	Chicago, IL
Waubesaee Community College	Aurora, IL

○ Interested Institutions*

College	City, State
Cari Sandberg College	Galesburg, IL
College of DuPage	Glen Ellyn, IL
College of Lake County	Grayslake, IL
Columbia College	Chicago, IL
Elgin Community College	Elgin, IL
Greenville College	Greenville, IL
Illinois Central College	East Peoria, IL
Illinois State University	Normal, IL
John A. Logan College	Carterville, IL
John Wood Community College	Quincy, IL
Kankakee Community College	Kankakee, IL
Kaskaskia College	Centralia, IL
Lakeland Community College	Mattoon, IL
Malcolm X College	Chicago, IL
Millikin University	Decatur, IL
Morton College	Cicero, IL
Olive Harvey College	Chicago, IL
Parkland College	Champaign, IL
Prairie State College	Chicago Heights, IL
Richard J. Daley College	Chicago, IL
Southern Illinois University	Edwardsville, IL
Southern Illinois College	Badleville, IL
University of Illinois at Urbana Champaign	Urbana, IL
Western Illinois University	Macomb, IL

* Institutions are included in this listing who have expressed interest in the process of becoming entitled. This process can take from 6 months to more than a year to complete. Please note: Institutions may elect to not complete this process or may not be granted entitlement.

1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.gateways.com



Gateways to Opportunity is administered through InCCPRA and funded by the Illinois Department of Human Services, Bureau of Child Care and Development, the McCornick Foundation and Grand Logistics Foundation. PPS 19-2009 InCCPRA Revised 7/2011

Infant Toddler Credential Entitled Institutions



■ Infant Toddler Credential Entitled Institutions

College	City, State
Black Hawk College	Moline, IL
Chicago State University	Chicago, IL
DePaul University	Chicago, IL
Governors State University	University Park, IL
Harold Washington College	Chicago, IL
Harper College	Palatine, IL
Heartland Community College	Normal, IL
Highland Community College	Freeport, IL
Illinois Valley Community College	Oglesby, IL
Joliet Junior College	Joliet, IL
Kendall College	Chicago, IL
Lincoln Christian College	Lincoln, IL
Moraine Valley Community College	Palos Hills, IL
National Louis University	Skokie, IL
Northern Illinois University	DeKalb, IL
Oakton Community College	Des Plaines, IL
Rend Lake College	Ina, IL
Rockford College	Rockford, IL
Saint Augustine College	Chicago, IL
Southern Illinois University	Carbondale, IL
Southeastern Illinois College	Harrisburg, IL
Triton College	River Grove, IL
Waubesaee Community College	Aurora, IL

○ Interested Institutions*

College	City, State
College of DuPage	Glen Ellyn, IL
College of Lake County	Graystone, IL
Illinois Central College	East Peoria, IL
Illinois State University	Normal, IL
John A. Logan College	Carterville, IL
John Wood Community College	Quincy, IL
Kankakee Community College	Kankakee, IL
Lakeland Community College	Mattoon, IL
Malcolm X College	Chicago, IL
Marion University	Decatur, IL
Morton College	Cicero, IL
Olive Harvey College	Chicago, IL
Parkland College	Champaign, IL
Prairie State College	Chicago Heights, IL
Southern Illinois University	Edwardsville, IL
Southern Illinois College	Bellefonte, IL

* Institutions are included in this listing who have expressed interest in the process of becoming entitled. This process can take from 3 months to more than a year to complete. Please note: Institutions may elect to not complete this process or may not be granted entitlement.

Appendix (D)(1)-9

New Credential Descriptions

Family Child Care Credential

Background:

In 2011 the Professional Development Advisory Council (PDAC) developed a Strategic Plan, Phase V, under the guidance of the Illinois Department of Human Services (IDHS), Bureau of Child Care and Development. The PDAC Strategic Plan, Phase V, included the need to develop a Family Child Care Credential as part of the Gateways to Opportunity Professional Development System. In Illinois, there are approximately 3,100 licensed child care center programs and **over 10,000 licensed day care/family child care homes**. IDHS supports the development of a family child care credential for this specific workforce, as evidenced through the PDAC Strategic Plan development. The creation of a Family Child Care Credential, that takes into account the specific needs of this very large workforce, would potentially have a significant impact on the quality of over 10,000 early learning and development family day care/family child care home programs and the tens of thousands of children cared for in this setting.

Purpose:

Current federal initiatives and state directives delineate the provision of high quality early learning and development programs as a way to positively impact child outcomes. Family child care providers are a key workforce in Illinois, serving tens of thousands of children. The development of a Family Child Care Credential will significantly impact the quality of services to children.

Audience:

- Over 10,000 family child care providers in Illinois

Rationale:

The Illinois Director Credential, designed for administrators and directors of child care centers and programs, has been linked to higher star levels of programs participating in the voluntary Quality Counts: Quality Rating System in Illinois. It is anticipated that the Family Child Care Credential would have similar results. There are a variety of training models for family child care providers (e.g. National Association of Child Care Resource & Referral Agency family child care model training, National Association for the Education of Young Children, and/or National Association of Family Child Care training model), but the need for a credential for this workforce exists in Illinois. The Family Child Care Credential will incorporate research that defines skills, knowledge and dispositions for family child care providers, as well as applicable key standards (e.g. the Illinois Early Learning Standards). The development of the Family Child Care Credential will follow Gateways to Opportunity Credential Development Guidance, assuring that trainings, coursework, experience and general education are all components for this credential which has been a successful model in Illinois.

Family Engagement & Support/Family Worker Credential

Background:

The Quality Practice Partnership (QPP), began discussions with the Professional Development Advisory Council (PDAC) and the Illinois Department Of Human Services (IDHS), Bureau of Child Care and Development, in 2009 about the need for a family engagement or family support credential for this specific workforce in Illinois. Permission was received in 2011 from IDHS for this credential to be a part of the Gateways to Opportunity Professional Development System for this segment of the early care and education workforce.

Purpose:

Recent federal initiatives and state directives recognize the need to provide support and services to the families of young children. High quality services for the families of young children are an integral cornerstone of early care and education. Families must be engaged in order to provide quality services that positively impact child outcomes. Family support is a critical factor for success in working with children from birth to five. A strengths-based model meets best practice guidelines – including respectful interactions that are culturally appropriate.

Audience:

The workforce that engages families is employed by a variety of sectors including public school systems, Head Start and Early Head Start, and child care and encompasses a variety of roles.

Examples include:

- Public school systems: parent involvement coordinators, family educators, social service, early childhood teachers
- Prevention Initiative: Family support services
- Head Start/early Head Start programs: Family Workers, Parent Involvement Coordinators, Family Coordinators, Family Resource Specialist, Teachers who provide services via home based models, etc.
- Child Care: Family or parent coordinators, early childhood teachers etc.

On September 8th, recommendations from the Professional Development Advisory Council to inform the development of the Early Learning Challenge Race-to-the-Top grant initiative were shared. The recommendations included a request for funding to support credential development within the Gateways to Opportunity Professional Development System for the early learning and development workforce. Additional information is provided below regarding the background and need for a “Technical Assistance” (Relationship Based Professional Development) Credential.

Purpose:

A key component to improving the quality of services provided to children is the provision of consultation and direct support to early learning and development programs and its workforce. To support recent federal initiatives and state directives to increase the number of high quality programs providing services to high-need children, a variety of technical assistance is being provided. Technical assistance encompasses one-on-one direct supports and includes coaching, mentoring, consulting, advising etc. Recently, NAEYC and NACCRRA jointly released definitions for these cross-sector roles that support the early learning and development workforce. The phrase “technical assistance” was utilized as a way to include all terminology related to the provision of such services.

Research shows that technical assistance is a costly investment, but one that has a significant, lasting and positive impact on the quality of programs and services provided to children. In order to be effective and maximize the investments in this approach, technical assistance providers must utilize best practices and meet standards and measures linked to positive outcomes. The development of a Technical Assistance Credential will identify and standardize core knowledge (what providers must know and understand to be effective in this work), delineate minimum qualifications related to experience and skills, and assure a prepared workforce that will have the greatest impact on quality.

Audience:

There is a wide cross-sector workforce in need of a Technical Assistance credential in Illinois. Examples include:

- Head Start/Early Head Start programs: Mentor teachers, Lead Teachers, Coaches, Consultants, etc. assist programs in meeting standards and improving the quality of services provided to children and families.
- Child Care Resource & Referral agencies: QRS Specialists, Infant Toddler Specialists, Child Care Nurse Consultants, Mental Health Specialists, etc. improve quality through provision of technical on-site, one-on-one assistance.
- The Illinois State Board of Education: Consultants, Mentor and Master Teachers, Principal Mentoring, etc. provide services for programs and teachers designed to positively impact quality.

Evidence Based Need:

In order for Illinois to increase the number of high-need children in high quality programs, additional program and workforce supports must be provided to enhance/increase program quality. The need for Technical Assistance will greatly increase over the next few years as programs strive to improve their Quality Counts Star Level (QRIS). A credential that meets the

needs of this workforce for all sectors will be the framework and foundation for the provision of high- quality services to children. A credential will validate the skills and knowledge of this workforce. Credential requirements will increase the effectiveness of the consultation/technical assistance model. Tracking via the Gateways Registry system across all sectors will inform development and provide evaluative data.

Home Visitor Credential

The home visitor credential will validate individual's specialized knowledge, skills, and experience in providing evidence-based, intensive home visiting services to vulnerable families with very young children. The credential will include a well-articulated set of competencies that address the specific knowledge of infant-toddler development, parent-child relationships, and the relevant skills needed by home visitors working with vulnerable families including an intentional focus on the role of the home visitor in fostering the relationship-based nature of infant-toddler development while working with parents from a strength based perspective. The credential will align with requirements of core trainings required by evidence-based national program models. The credential will be available at multiple levels and will be earned through accomplishments in general education and professional development settings, early childhood knowledge & skills acquisition, and field experience. The development and implementation of this credential will serve to promote and maintain quality in evidence-based home visiting programs through further professionalization of the field, ultimately improving outcomes for very young children and their families.

Appendix (D)(2)-1

Sample Training Calendar and Lists

**YWCA Child Care Resource & Referral Trainings
October – December 2011**

<u>October</u>	<u>Title of Training</u>	
1	Preparándose para la Escala de Administración del Negocio	QRS
	Training Requirement	
1	Introduction to the Environment Rating Scale	
	QRS Training Requirement	
4	Discovering My Five Senses	
6	Getting Ready for the Program Administration Scale	
	QRS Training Requirement	
8	Level 1 Credential: Module 2B & 2C	
	Tier 1 of the QRS	
	2B: Nutrition Issues for Group Care	
	2C: Safety Issues for Group Care	
11	Parent Talk	
13	CPR/First Aid	
15	¿Qué es CCAP?	
18	Introduction to the Family Child Care Environment Rating Scale	
	QRS Training Requirement	
19	Family Child Care...It's a Business!	Meets DCFS Pre-
	Licensing Training Requirements	
19	Orientation for the Quality Rating System	
	QRS Training Requirement	
22	Level 1 Credential: Module 3 & 4	
	Tier 2 of the QRS	
	Module 3: Observation & Guidance	
	Module 4: Learning Happens in Relationships	
25	Exploring Parental Divorce and Children's Adjustment	
27	What is CCAP?	
28	Director's Network Training	
29	SIDS	Meets DCFS Pre-Licensing
	Training Requirements	
29	Síndrome de Muerte Súbita del Bebé	Esta clase satisface los
	requisites de	
		entrenamientos para nuevos
		proveedores en Illinois.
29	Special Care Inclusion Training	
<u>November</u>		
5	Level 1 Credential: Modules 5 & 6	Tier 2
	of the QRS	
	Module 5: Family and Community Relationships	

	Module 6: Personal and Professional Development	
8	How to Stimulate Language	
16	Family Child Care...It's a Business!	Meets DCFS Pre-
	Licensing Training Requirements	
17	Descripción del curso en español de capacitación del informante por mandato	
19	Level 1 Credential: Module 7A & 7B	
	Tier 3 of the QRS	
	Module 7A: Child Development (Birth to 8 months)	
	Module 7B: Child Development (8 to 18 months)	
19	Getting Ready for the Business Administration Scale	
	QRS Training Requirement	

December

3	Level 1 Credential: Module 7C & 8A	
	Module 7C: Child Development (18 to 36 months)	Tier 3
	of the QRS	
	Module 8A: Preschool Social and Emotional Development	
10	Ages and Stages Questionnaire	
10	Best Practices in Bullying Prevention	
15	¿Qué es CCAP?	
17	Level 1 Credential: Module 8B & 8C	
	Tier 3 of the QRS	
	Module 8B: Preschool Physical Development	
	Module 8C: Preschool Language Development	

Professional Development Offerings by Illinois Resource Center

ADMINISTRATORS' ACADEMY

Digital Coaching for Administrators of Early Childhood Programs, Dr. Judy Harris Helm
Engaging the Family and Community in the Education of Young Children
Preschool Program Administration: Administrating the Early Childhood Preschool for All Block Grant for Administrators
Leading Early Childhood Communities: What Principals Should Know and Be Able to Do

ASSESSMENT

Authentic Assessment through Observation and Portfolios
Focused Portfolios™ for Every Child
Teaching Strategies GOLD™ Assessment System
Using the High/Scope COR (Child Observation Record) Method of Assessment
Work Sampling System Illinois (WSS IL)
Documentation of Children's Work
Embedding Assessment: If We Don't Know Where We're Going, How Do We Know When We're There?
First Steps to Authentic Assessment for Preschoolers

CURRICULUM

Asking the Right Question
Calendar Time for Young Children: Good Intentions Gone Awry
Early Childhood Environment Rating Scale-Revised (ECERS-R)
Introduction and Implementation of *The Creative Curriculum*® for Preschool
Introduction to the High/Scope Curriculum Approach
Is it Time to Paint Apples Again: Deciding What to Teach
Providing a Firm Foundation for Algebraic Thinking: What are the Basics?
Revitalize Your Classrooms: Learn, Reflect, and Implement on Best Practices
Supporting the Development of Make Believe Play
"I Don't Know What to Say!" Using High/Scope Interaction Strategies with Young Children
Teaching with Intention: Integrating and Promoting Meaningful Learning in All Domains
Illinois Early Learning Standards for PreK and Kindergarten
Worksheets, Dittoes, and Pre-crafted Art, Oh My!
Project Approach Level 1: Projects in Practice, Project Approach Level II, and Project Approach Level III
Developmentally Appropriate Activities for Small and Large Group Time
Shaping the Brain for Learning: An Update on Implications for Teaching and Learning of the Brain Research
Game Power: Meeting the Illinois Early Learning Benchmarks through Active Games
Early Childhood Environments Grow Up: Applying Neuroscience
Integrating Standards into Engaged Learning Experiences
The Early Education Station: Developmentally Appropriate Practice in the Pre-K Classroom
Promoting Physical Activity: Creative Movement and Nutrition in Prekindergarten Children
Making the Illinois Early Learning Standards Come Alive! The Illinois Early Learning Standards Part II
The New DAP – Planning Curriculum Tied to Important Goals and Supporting Rich, Engaged Play

DIVERSE/SPECIAL NEEDS

Autism 101: An Introduction and Overview

My T-Shirt is Bugging Me: How Understanding the Sensory System Can Effect Learning
Teaching in Inclusive Prekindergarten Classrooms: Providing the Best for All Children
Cultural Sensitivity in the Early Childhood Prekindergarten Environment
Practical Strategies for Managing the Problem Behavior of Young Children with Autism

ENGLISH LANGUAGE LEARNERS

A Snapshot of Bilingualism in the Early Years (An Overview)
Bilingualism in the Early Years: Creating Supportive Learning Environments for Young English Language Learners
Instructional Strategies for English Language Learners (ELLs): A Follow-up to Bilingualism in Early Childhood

FAMILY PARTNERSHIPS/INVOLVEMENT

Families and Educators Working Together
Working with and Supporting Families in Crisis
Six Protective Factors That Keep Families Strong
Making Your Early Childhood Collaboration Work
Supporting Homeless Young Children
A Family Approach to Healthy Weights
Recognizing and Responding to Signs of Family Stress
Beyond Parent Involvement: Developing Family-Program Partnerships

I-TEACHe(Illinois' Tool for Early Childhood Excellence/Educators)

Using I-TEACHe as a Tool for Progress
I-TEACHe: What Administrator's Should Know About I-TEACHe
I-TEACHe: Using Various Assessment Systems

LANGUAGE ARTS/LITERACY

Building a Firm Foundation for the BIG FIVE: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension
Missing in Pre-K: Vocabulary and Comprehension Instruction
The Power of Shared Reading and Shared Writing: Pre-K – 1st
Snapshots for Administrators: Recognizing Effective Emergent and Early Literacy Practices
Using the Common Core Standards for Nonfiction Literature in PreK - Grade One
Meeting Individual Literacy Needs: Literacy Centers in Pre-K
What Can You Do with A Good Book? Using New Children's Books to Differentiate Instruction and Meet Individual needs
Numbers and Books: Involving Teachers and Parents in Math and Literacy Development
Integrating Language and Literacy into Projects and other Active Engaged Learning Experiences
Developing Meaningful Conversations with Children
Telling and Retelling: Enhancing Young Children's Comprehension
The Teacher's Language: A Primary Teaching Tool used in Instruction
Preventing Reading Failure through Early Language and Literacy Experiences
Linking Literacy and Lyrics
Fostering Mathematical Thinking and Conversation

SOCIAL/EMOTIONAL DEVELOPMENT

Conscious Discipline – Sit Still, Pay Attention, Listen to Me: Understanding and Developing Attention Skills in All Children
How to Talk to Children in a Positive Way
Effective Interventions: Creating Emotionally Supportive Environments for Children with Challenging Behaviors
The Teacher’s Role in the Development of Social Competence
Understanding and Intervening When Young Children Display Challenging Behaviors
A Framework for Understanding Poverty
Learning Structures: A Follow-up to a Framework for Understanding Poverty
Advanced Behavioral Analysis and Intervention with Prekindergarten Children
Readin’, Ritin’, Rithmetic, and Relationships: Teaching the Fourth R to Young Children
Beyond Reporting: Supporting Young Children Who Have Been Abused or Exposed to Domestic Violence in the Classroom

Appendix (D)(2)-2

Sample Professional Development Record

Professional Development Record

Registry Member Since: 07/01/2009

Report for: 7/1/2005 – 6/30/2009

Section One: Summary of Education, Credentials, Certifications, and Training

All attainments listed below have been verified by the Registry except for those denoted with an asterisk (*). Those with an asterisk have been self-reported by the Registry Member and no official documentation has been received by the Registry.

Educational Degrees Obtained

Type of Degree	Awarding Institution	Major	Date Awarded
*High School	River Ridge High School	N/A	05/1995
Bachelor of Arts	Illinois State University	Child Development	05/1999

Official Transcripts have been reviewed and college credits have been assessed by the Registry as follows. Please note: credit hours are reflected in terms of semester hours (quarter hours have been converted if needed).

Total Credit Hours	ECE/CD	ECE-Related
125.00	48.00	12.00

Current Valid Credentials

Type of Credential	Awarding Institution	Date Awarded	Expiration Date
*Child Development Associate	Council for Professional Recognition	3/1/2007	2/28/2010
Illinois Director Credential II	Illinois Department of Human Services	6/1/2006	5/31/2011

Current Certifications

Type of Certification	Awarding Institution	Area	Date Awarded	Expiration Date
State – Teaching	Illinois State Board of Education	Early Child (04)	6/1/2005	5/31/2010
*Montessori – Administration	American Montessori Society	Early Child	9/1/2006	8/31/2009

Training Summary

Total Contact Hours	Registry-Approved (Section 3)	Registry-Verified (Section 4 & 5)	Self-Reported* (Section 6)
91.00	32.00	37.00	22.00

Section Two: Detailed Course Listing

All courses listed below have been verified by the Registry and categorized as ECE/CD, School-Age or Business/Administration coursework. General education coursework or other coursework not categorized as ECE/CD, School-Age/Youth Development or Business/Administration is not listed below.

ECE/CD Coursework

Semester	Year	Course Prefix	Course Name	Credit Hours
Illinois State University				
Fall	1994	ECE 101	Introduction to Early Childhood Education	3.00
Fall	1994	ECE 104	Stages of Child Development	3.00
			...(many more things listed)...	...
				48.00

ECE-Related Coursework

Semester	Year	Course Prefix	Course Name	Credit Hours
Illinois State University				
Spring	1995	PSY 103	Developmental Psychology	3.00
Fall	1995	ELED 201	Art for Elementary Students	3.00
			...(many more things listed)...	...
				12.00

Section Three: Completed Registry-Approved Training

All trainings listed below are Registry-approved trainings that have been completed and attendance has been verified by the Registry. Below the listing, contact hours are summarized by Gateways to Opportunity Content Areas and CDA Subject Areas.

Date	Title of Training	Trainer Name	Contact Hours
9/24/2009	QRS Orientation	Marty Dean	2.00
4/10/2008	Music and Movement	Jane Smith	2.00
4/3/2008	First Aid / CPR	Marty Dean	4.00
2/3/2008	SpecialCare	Jane Smith	6.00
1/17/2008	Creative Curriculum for Infants/Toddlers	Jane Smith	16.00
3/1/2007	Gateways to Opportunity – Resources for You!	Mark Obuchowski	2.00
Total Contact Hours:			32.00

Gateways to Opportunity Content Area	
Human Growth and Development	20.00
Health, Safety and Well-Being	10.00
Observation and Assessment	-
Curriculum or Program Design	-
Interactions, Relationships and Environments	-
Family and Community Relationships	-
Personal and Professional Development	2.00
Total Hours in Gateways Areas:	32.00

CDA Subject Area	
Health & Safety	12.00
Physical/Intellectual	14.00
Social/Emotional	2.00
Parent Relationships	-
Program Management	-
Professionalism	2.00
Observing/Recording Behavior	-
Child Development	2.00
Total Hours in CDA Areas:	32.00

Section Four: Registry-Verified Conferences

Registry-verified conferences have undergone a review of the conference workshop selection process to ensure quality training standards are met and attendance has been verified by the Registry. Please note: conference sessions denoted with two asterisks (**) are also Registry-approved trainings and listed in Section Three. Conference sessions that are also Registry-approved trainings are only reflected under the contact hours for Registry-approved trainings in the summary in Section One and are not double counted.

Date	Title of Training	Trainer Name	Contact Hours
9/25/2009	Illinois AEYC Conference		15.00
9/23/2009	Adaptive Leadership and Succession Planning	Marty Dean	8.00
9/24/2009	Finding Your Passion	Jane Smith	2.00
9/24/2009	** QRS Orientation	Marty Dean	2.00
9/25/2009	Mentoring for Success	Kay Lovell	3.00
Total Contact Hours:			15.00

Section Five: Attendance-Verified Conferences and Trainings

Attendance at all of the conferences and trainings listed below has been verified by the Registry, but they have not been reviewed by the Registry.

Date	Title of Training	Trainer Name	Contact Hours
3/8/2008	Creative Curriculum for Preschool (INCOMPLETE)	Jane Smith	8.00
3/1/2008	Spring Provider Conference	Multiple	10.00
2/15/2007	Dollars and Cents	Molly Martin	2.00
5/3/2006	Making the Most of Transitions	Jane Smith	4.00
Total:			24.00

Section Six: Self-Reported Conferences and Trainings

The following trainings and conferences are self-reported by the individual Registry Member. Attendance at these trainings has not been verified by the Registry and the Registry makes no claim as to the accuracy of the information below.

Date	Title of Training	Trainer Name	Contact Hours
12/12/2006	Block Play!	Marty Dean	2.00
10/15/2006	NAEYC National Conference	Multiple	20.00
Total:			22.00

Appendix (E)(1)-1

Kindergarten Readiness Assessment Stakeholders Committee Members

The Kindergarten Readiness Assessment Stakeholder Committee

Kristi Adell Chair, IEA Early Childhood: Joint Governance/ Staff Task Force Illinois Education Assn.	Therese Cronin Principal deLacey Family Education Center	Paul Goren Lewis-Sebring Director Consortium on Chicago School Research	Jeff Mays President Illinois Business Roundtable	Angela Rudolph Education Program Officer Joyce Foundation
Christie Aird Assistant Superintendent East Aurora Elementary School District 131	Joyce Davidson Kindergarten Coordinator Chicago Public Schools	Erika Hunt Research Associate Center for the Study of Education Policy Illinois State University	Max McGee President Illinois Math and Science Academy	Jodi Scott Regional Superintendent Henderson/Mercer/Warren Regional Office of Education # 27
Pam Althoff Illinois State Senator	Kathy Davis Pre-K Coordinator Springfield Public School District 186	Colleen M. Jones Executive Vice President & COO Metropolitan Family Services	Jerry Mitchell Illinois State Representative	Kathleen Sheridan Chairperson for the Department of ECE National-Louis University
Clarice Berry President Chicago Principals & Administrators Association	Barbara Eason-Watkins Former Chief Education Officer, Chicago Public Schools	Jule Kallenbach Director of Early Learner Initiatives Elgin U-46	Lauri Morrison-Frichtl Executive Director Illinois Head Start Assn.	Adele Simmons Vice Chair and Senior Executive Chicago Metropolis 2020
Sara Boucek Associate Director/Legal Counsel Illinois Association of School Administrators	Susan Fowler Professor, Dept. of Special Education University of Illinois	John Lavigne Chief Psychologist, Children's Memorial Hospital Professor of Psychiatry and Pediatrics, Feinberg School of Medicine, Northwestern University	Peggy Mueller Senior Program Officer The Chicago Community Trust	Sonia W. Soltero Associate Professor Director Bilingual-Bicultural Education Program School of Education, DePaul University
Sally Burgett Kindergarten Teacher Champaign Public Schools	Karen Freel VP, National Research and Evaluation The Ounce of Prevention Fund	Jason Leahy Executive Director Illinois Principals Assn.	York Powers Family & Community Coordinator Peoria Public School District 150	Sharifa Townsend PFA Coordinator Illinois Action for Children
Susan Busker EC Curriculum Coordinator Rockford Public Schools	Ava Harston Educational Issues Director Illinois Federation of Teachers	Debra LeBlanc Principal Anne Jeans Elementary	Sylvia Puente Executive Director Latino Policy Forum	Steve Tozer Professor, Educational Policy Studies University of Illinois
Karen Carradine Assessment and Accountability Director Office of Early Childhood Chicago Public Schools	Gaylord Gieseke Vice President Voices for Illinois Children	Gudelia Lopez Senior Program Officer The Chicago Community Trust	Barbara Quinn President Illinois Congress of Parents and Teachers	Laurel Walker CEO Skip-A-Long Child Development Services-Quad Cities
Linda Chapa LaVia Illinois State Representative	Phyllis Glink Executive Director Irving B. Harris Foundation	Rosalie Mancera Pre-K Teacher Galileo Academy-Chicago	Kathy Raiborn Program Coordinator Rogy's Learning Place	Steve Webb Superintendent Goreville Community Unit School District 1
Lewis Collens Senior Advisor Chicago Community Trust President Emeritus Illinois Institute of Technology	Robert M. Goerge Research Fellow and Research Associate Chapin Hall at the University of Chicago		Elliot Regenstein Partner Education Counsel LLC	

The Kindergarten Readiness Assessment Steering Committee

Barbara Bowman Chief ECE Officer Chicago Public Schools	Samuel J. Meisels President Erikson Institute	Diana Rauner President Ounce of Prevention Fund	Sara Slaughter Director of the Education Program Robert R. McCormick Foundation	Committee Staff
Jana Fleming Director Herr Research Center for Children and Social Policy Erikson Institute	Eleanor Nicholson Principal Erie Charter School	Diane Rutledge Executive Director Large Unit District Assn.	Robin Steans Executive Director Advance Illinois	Elizabeth Dierksheide Advance Illinois
Kay Henderson Division Administrator- Early Childhood Education Illinois State Board of Education	Jim Pellegrino Distinguished Professor of Education University of Illinois at Chicago	Darlene Ruscitti Regional Superintendent DuPage Regional Office of Education	Kay Volk Area Instructional Officer Chicago Public Schools Office of Teaching and Learning	Mariel Sparr Erikson Institute
Tom Layman VP of Program Development Illinois Action For Children	Tony Raden Deputy Commissioner for Policy Chicago Dept. of Family and Support Services	Linda Saterfield Bureau Chief for Child Care and Development Illinois Department of Human Services	Joyce Zurowski Division Administrator- Assessment Illinois State Board of Education	Joyce Weiner Ounce of Prevention Fund
				Design by Complete Communications, Inc.

Exhibit (E)(1)-2

Description of Stakeholder Committee's Meetings, Presentations, and Processes

Kindergarten Readiness Assessment Stakeholders Committee

Based on statewide interest in the multi-pronged benefits of a uniform kindergarten assessment process, the Robert R. McCormick Foundation, Erikson Institute, Ounce of Prevention Fund, and Advance Illinois partnered with the Illinois State Board of Education (ISBE) in 2009 to research and propose recommendations regarding a statewide strategy for assessing Illinois children's school readiness at kindergarten entry.

The Kindergarten Readiness Assessment Stakeholder and Steering Committees were formed in 2010. They were charged by State School Superintendent Christopher Koch with examining the feasibility of adopting a statewide kindergarten entry assessment. Committee members included early childhood and Pre K-12 educators, program administrators, university faculty, researchers, educational associations, the philanthropic community and advocates from across the State.

The committees' report, **A New Beginning: The Illinois Kindergarten Individual Development Survey**, was submitted to ISBE in April, 2011. It provides a philosophical framework and recommendations for implementing a statewide kindergarten entry assessment process in Illinois. The overarching goals of the assessment process are to identify gaps in school readiness, guide classroom instruction, and support state and local decision-making regarding professional development needs and resource allocations.

Key Issues in Kindergarten Readiness Assessment Considered by the Committee

In his charge to the committee, Superintendent Koch laid out the following key considerations:

- a. What is the purpose of the assessment?
- b. What are the practical considerations of implementation?
- c. What psychometric issues need to be addressed?
- d. How will the assessment data be used and what benefits will the assessment confer?

Committee Meetings

The Stakeholder and Steering Committees convened in March 2010 and met eight times during the course of its work. The initial meeting was devoted to outlining the Committee's charge and identifying and discussing key issues in kindergarten readiness assessment. Subsequent meetings included presentations by experts from leading states describing their experiences implementing kindergarten assessment processes and discussions led by national early childhood assessment experts. The Committees also had opportunities to review and give feedback on draft guiding principles, priorities and recommendations developed by project staff and Steering Committee members.

Key presenters included:

- Sam Meisels, Erikson Institute
- Nan Vendegna, Director, Colorado *Results Matter*
- Steven Dow, Executive Director, Community Action Project (Tulsa, Oklahoma)

- Rolf Grafwallner, Assistant State Superintendent, Maryland Division of Early Childhood Development
- Tom Shultz, Director of Early Childhood, Council of Chief State School Officers
- Walter Gilliam, Yale University Child Study Center

Kindergarten Readiness Assessment Recommendations

- The committee recommended that the State Board of Education pilot a kindergarten entry assessment process in school districts across the state during the 2012-13 school year prior to launching it statewide. Superintendent Koch accepted the group's recommendations and plans are underway to develop and pilot an assessment process consistent with the following priorities and goal outlined in the report: Promote the success of every child by providing key adults—family members and teachers alike—with a clear picture of the child's strengths across multiple domains, including cognitive skills, language, social-emotional skills, approaches to learning, and physical health.
- Guide professional development for teachers from early childhood through 3rd grade. In addition to specific training for teachers who will administer the assessment, all early childhood through 3rd grade teachers can benefit from support in key areas such as child observation, the multiple domains of development and learning, and using assessment information to individualize instruction.
- Support alignment of early childhood and elementary school systems according to the Illinois Early Learning, Kindergarten and Social Emotional Standards, and the new national Common Core Standards recently adopted by Illinois and forty other states.
- Document the important role that early childhood programs play in preparing children for elementary school. In time, assessment results can be used to both support and improve birth-to-five programming as an essential component in ensuring the success of all children in the elementary years and beyond.
- Enable the State to identify, monitor, and strategically respond to district, school, teacher, and student needs over time.

Recognizing the complexities of child development, Illinois KIDS moves beyond the practice of administering a one-time “readiness” snapshot of children as they enter kindergarten, and instead promotes a more developmentally appropriate assessment process. The KIDS process promises to yield information to inform classroom-level instruction, as well as policy decision-making at the school, district, and state levels.

Appendix (E)(1)-3

A New Beginning: The Illinois Kindergarten Individual Development Survey

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A New Beginning: The Illinois Kindergarten Individual Development Survey

(b)(6)

A report to the
Illinois State Board
of Education from
the Kindergarten
Readiness
Assessment
Stakeholder
Committee

April 2011

A New Beginning: The Illinois Kindergarten Individual Development Survey

**A report to the Illinois State Board of Education from
the Kindergarten Readiness Assessment Stakeholder Committee**

April 2011

***The Kindergarten Readiness Assessment Stakeholder Committee
gratefully acknowledges the support of the Robert R. McCormick Foundation.***

(b)(6)

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A New Beginning

Each year nearly 150,000 Illinois five-year-olds cross the kindergarten threshold on their first day of school, marking the beginning of a critical journey and a key transition.

While entering into a “big” school is an exciting and much anticipated event, it’s also a time of anxiety. Families wonder, will the teacher recognize their child’s strengths? How will their child compare with classmates? Will their child get along well with others? Teachers also anticipate and wonder. What kinds of experiences have these children had prior to kindergarten? Do they have the skills needed to thrive in the classroom? When they leave, will they be ready for 1st grade?

Everyone hopes for success, but do families and teachers have an accurate or shared picture of these early learners as their journey begins? Do teachers know which strategies to use to help each individual child progress?

What if every child could be assured a new kind of beginning?

Here in Illinois, kindergarten provides the first universal access point to public education. Each child enters with a wide variety of birth-to-five experiences—in home care, Head Start, Preschool for All, or private preschool—and an even wider array of developmental strengths and needs. Care should be taken in our elementary schools to both 1) build on gains children have made at home

and in high quality early childhood programs and 2) to address gaps in school readiness.

This report will explore the benefits of designing and undertaking a new kind of assessment process in Illinois aimed at enhancing our understanding of children’s abilities and learning during their first year of school. At the heart of this process are frequent teacher observations throughout the kindergarten year of each child’s skills and knowledge across multiple domains of development. The long-term goals are nothing less than helping Illinois close achievement gaps and promoting the success of every child.

Part of the Nation’s Education Agenda

National attention has been focused on the issue of school readiness for years, and for good reason. However, it is a complicated issue and requires careful attention from everyone, including families, educators, policy makers, and communities. As the National Education Goals Panel expressed more than a dozen years ago:

Americans want and need good information on the well-being of young children. Parents want to know if their children will be ready for school. Teachers and school administrators want to know if their programs are effective and if they

A statewide kindergarten assessment would enable the state to be more strategic in its efforts to align early childhood and K-12 systems, thereby enhancing educational experiences for all children.

are providing children the right programs and services. Policymakers want to know which program policies and expenditures will help children and their families, and whether they are effective over time. Yet young children are notoriously difficult to assess accurately, and well-intended testing efforts in the past have done unintended harm.¹

Across America, educators have been learning about how to positively impact this early, critical step on a child's path to success. Six states already use results from coordinated multi-domain kindergarten developmental assessments as a means to ensure successful beginnings for children on their educational journey. A dozen more states are engaged in related work, with another ten encouraging this work at the local district level.²

In **Colorado**, *Results Matter* employs ongoing observational assessment of child learning and development together with collection of family information to inform both instructional decision-making and state policy. Data are recorded on a secure online system, which provides access to information on the classroom, program, county, and state levels, and also allows for the easy transfer of information for students who move from school to school.³

The **Minnesota** Department of Education began piloting school readiness studies in 2002 to “capture a picture of the readiness of Minnesota children as they enter kindergarten and track readiness trends over time,” and has had regular collection and reporting in full operation since 2006. The assessment tool is aligned with the Minnesota Early Childhood Indicators of Progress and the state's K-12 academic standards. The process also includes a parent survey, available in multiple languages.⁴

In the 2010-11 school year, the state of **Washington** is piloting a kindergarten assessment system—the Washington Kindergarten Inventory of Developing Skills. In surveying the field to prepare for the pilot, educators identified these best practices:

“(A)n assessment process should do the following: benefit children and do no harm; be used only for the purpose(s) for which the assessment process is designed; be appropriate for the population being assessed, including being culturally and linguistically responsive; include accommodations for children with disabilities; provide useful, valid, and reliable information; collect information on multiple areas of development; include multiple sources of information, including family participation and input; include information collected through naturalistic methods in familiar settings; be repeated over time; be supported by professional development; be feasible and realistic, given the implementation context.”⁵

These state leaders, as well as early childhood and early elementary school experts, agree that age-appropriate, multi-domain assessments—rather than screening assessments used to identify learning problems or “high stakes” assessments used to recommend or delay kindergarten entry—can have resounding benefits, especially in addressing achievement gaps.

Smart Start Oklahoma, a statewide early childhood initiative, is piloting an assessment whose purpose is to understand the social and environmental conditions that result in school readiness gaps for young children as they enter kindergarten. Assessment data, gathered across multiple developmental domains, will be used to engage families, schools and the broader community in identifying strategies for developing better support systems for young children.⁶

Developing an Illinois Kindergarten Assessment Initiative

In early 2010, Illinois State Board of Education Superintendent Chris Koch invited a group of educators, advocates and experts to participate in a planning initiative to explore whether and how to adopt an Illinois statewide

State leaders, as well as early childhood and early elementary school experts, agree that age-appropriate, multi-domain assessments can have resounding benefits, especially in addressing achievement gaps.

—Robin Steans
Advance Illinois

kindergarten readiness assessment process.

After hearing from national experts and administrators in other states, and engaging in much research and discussion, the Kindergarten Readiness Stakeholder Committee—comprised of school administrators, teachers, university faculty, researchers and education advocates, representing all parts of the state—recommended the Illinois *Kindergarten Individual Development Survey (KIDS) process*.

KIDS moves away from the idea of a one-time “readiness” snapshot of children as they enter kindergarten toward a more developmentally appropriate assessment process which will yield data that can be used at multiple levels and for multiple varying purposes, including guiding decisions regarding classroom instruction, policy making and resource allocation.

While the committee’s scope did not include selecting a specific assessment instrument, there was unanimous agreement on a set of goals and underlying priorities that should be adhered to as the Illinois State Board of Education looks to develop an assessment process intended to:

- Promote the success of every child by providing key adults—family members and teachers alike—with a clear picture of a child’s developing strengths across multiple

domains, including cognitive skills, language, social-emotional skills, approaches to learning, and physical health.

- Guide professional development for teachers from early childhood through 3rd grade. In addition to specific training for teachers who will administer the assessment, all early childhood through 3rd grade teachers can benefit from support in key areas such as child observation, multiple domains of development and learning, and the use of assessment information to individualize instruction.
- Support alignment of early childhood and elementary school systems according to the Illinois Early Learning Standards and the new national Common Core Standards recently adopted by Illinois and 40 other states.
- Document the important role that early childhood programs play in preparing children for elementary school. In time, assessment results can be used to both support and improve birth-to-five programming as an essential ingredient to ensuring the success of all children in the elementary years and beyond.
- Enable the state to identify, monitor, and strategically respond to district, school, teacher, and student needs over time.

Purposes of Illinois KIDS Initiative

- ◆ Promote the success of every child
 - ◆ Guide professional development
 - ◆ Support alignment of early childhood and elementary school systems
 - ◆ Document importance of birth-to-five programs in preparing children for elementary school
 - ◆ Enable the state to respond to identified needs
-

*More Than an Assessment—
A Tool for Teachers*

Adequately assessing whether Illinois' kindergartners have the skills and knowledge needed to succeed in school will involve more than administering a single assessment. What is required is a comprehensive strategy—a multi-step process for learning about children's competencies across developmental domains over time.

As recommended, KIDS will include teachers conducting observational assessments throughout the school year, beginning in the fall. To ensure that information gathered is used to guide instruction over the course of the year, teachers must be provided with ongoing supports and professional development in both collecting and using the assessment data.

Core steps in the KIDS process should include:

- Stating the goals and objectives of the assessment;
- Selecting an assessment instrument (or instruments) and providing training and support for assessors;
- Providing ongoing professional development to teachers who are conducting the assessments and their administrators; as well as to teachers and administrators across the birth-age eight spectrum on the meaning and potential uses of the assessment data;
- Administering the assessments multiple times throughout the kindergarten year;
- Analyzing and reporting the data; and
- Using the findings for educational decision-making.

Done well, KIDS will have major benefits for students, teachers, and families:

1. Teachers can use assessment information to set goals and create instructional plans for individual students and groups, align kindergarten curriculum with both early childhood and early elementary grade standards, offer enrichment opportunities,

and design day-to-day activities for learning;

2. By sharing meaningful assessment information with families and early childhood programs of all types, the impact of KIDS will extend to young children's homes, as well as birth-to-five learning environments; and
3. In addition to guiding teachers in their instructional work, KIDS will provide comparable data for school, district and state education leaders to better design early educational pathways for children.

The remainder of this report further details the potential benefits of KIDS, as well as the necessary conditions, priorities, and next steps to successfully undertake KIDS in Illinois.

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Adequately assessing whether Illinois' kindergartners have the skills and knowledge needed to succeed in school will involve more than administering a single assessment. What is required is a comprehensive strategy.

—Sara Slaughter
Robert R.
McCormick
Foundation

Assessing Young Children Well Pays Dividends

Assessment is an integral part of every teacher's job. However, because normal rates of child development vary widely among young children and are influenced by early learning opportunities, economic status, family stability, health care, nutrition, and key adult relationships, when introducing any new assessment—especially one that impacts young children—we need to be especially vigilant.

There has been an increase in formal assessments and testing, the results of which are used to make 'high stakes' decisions such as tracking youngsters into high- and low-ability groups, (mis)labeling or retaining them, or using test results to sort children into or out of kindergarten and preschools. In many cases, the instruments developed for one purpose or even one age group of children have been misapplied to other groups.⁷

Awareness of early variability is central to creating an assessment process that is fair, supportive, and responsive to *all* children regardless of race, ethnicity, culture, home language, or ability.

Ensuring a successful beginning for each

child involves looking at more than cognitive ability. According to the National Education Goals Panel, formed in 1990 after President George H.W. Bush and the governors of all 50 states established a set of national education goals, there are five dimensions (or domains) of early learning and development that should be used to measure school readiness. These domains are explored in detail later in this report.

KIDS proposes combining ongoing child assessment with intensive teacher professional development, while taking multiple areas of normal and atypical development into account. By recognizing the complexities of child development and infusing it into teacher training, KIDS has the potential to eliminate the pressure often caused by “high-stakes” assessments and inappropriate expectations for young children, their families, and teachers. Instead of a traditional assessment that might be used to measure a singular “readiness” dimension—such as literacy or math skills—the emphasis of KIDS is on how families, teachers and systems, from birth to age eight, can support children's growth over time across multiple dimensions.

Developmental domains identified by the National Education Goals Panel⁸:

- ◆ **Physical well-being and motor development**
 - ◆ **Social and emotional development**
 - ◆ **Approaches toward learning (like curiosity, creativity, and cooperativeness)**
 - ◆ **Language development**
 - ◆ **Cognition and general knowledge**
-

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KIDS – What it Can Do

Priorities for Illinois KIDS

1. Promote alignment, learning expectations and smooth transitions from a variety of early childhood program environments to kindergarten, as well as from kindergarten to early elementary grades
2. Strengthen collaborations between families, early childhood programs, elementary schools and broader communities and support transitions to foster children's development
3. Provide ongoing professional development for teachers and school administrators;
4. Measure child development across multiple domains of growth
5. Assess children's development utilizing observational assessments repeated over time in natural, comfortable settings (such as the child's classroom) to yield the most valid, authentic information about young children and their development
6. Employ valid and reliable assessment methods
7. Address the needs of children of varied cultural and linguistic backgrounds
8. Incorporate strategies for children with varying special needs, including developmental delays, disabilities or traumas

As Illinois strives for all children to do well in school, understanding kindergartners' competencies across varied, inter-related developmental domains can guide teachers, parents, school leaders, and policy makers in designing and providing meaningful learning experiences in kindergarten and beyond.

—Diana Rauner
Ounce of Prevention
Fund

Part of the P-20 Journey for Every Child

Priority 1: Promote alignment, learning expectations and smooth transitions from a variety of early childhood environments to kindergarten, as well as from kindergarten to early elementary grades.

Illinois, like most states, is seeking to ensure that each step on the P-20 educational ladder, from birth through age 20, is sound and strong. Needless to say, smooth, aligned transitions from grade to grade and school to school are key—and early transitions are no exception to the rule.

For many children, the first transition occurs between preschool and kindergarten. Almost all children experience a transition between kindergarten and first grade. These transitions are not always as smooth as they could or should be, and often gains made in birth-to-five programs are not brought to the attention of staff at elementary schools.

A 2005 report issued by the Society for Research in Child Development, strongly advo-

cated for:

A new approach to educating young children from pre-kindergarten through third grade (PK-3) that proposes aligning standards, curriculum, and assessment practices across the early grades into a coherent plan that takes into account the developmental characteristics and abilities of children in this age span. PK-3 includes aligning teacher preparation and ongoing professional development with children's developmental capacities and having appropriate expectations for both cognitive and social outcomes, which are consistent with what is learned in the classroom.⁹

KIDS has the potential to build bridges between families, early childhood providers and early elementary school staff by creating opportunities for dialogue and collaboration.

At the state level, KIDS will allow ISBE to align and integrate child-centered instruction and assessment often found in early child-

hood into the K-12 system and promote continued gains in social-emotional and other developmental areas emphasized in the state's early learning standards. To these ends, Illinois's KIDS assessment tool(s) must be chosen with Illinois early learning and common core standards in mind.

At the elementary school level, KIDS data can be used by teachers to scaffold skills and examine children's strengths and challenges in multiple developmental areas. In order to deliver, KIDS will require that kindergarten and early elementary teachers share a focus on assessment data and also on what happens before and after each child is assessed. Administrators play a role here as well, by creating opportunities for collaboration and professional development around using data to guide and differentiate classroom instruction.

Early childhood centers and the families they serve can also benefit by examining KIDS assessment data. Aggregated data can be used to document the benefits of early childhood programming and to make families and preschool teachers aware of elementary school expectations for children.

In these ways, KIDS dovetails the state's

P-20 approach to collecting longitudinal data and the efforts of the P-20 Council, a statewide advisory body, to view education holistically from birth through adulthood—an approach that is not only educationally sound, but also practical.

In Colorado, school readiness is already integrated in the state's P-20 thinking. As early as preschool and kindergarten, Colorado is clearly articulating what is necessary to prepare children to be 21st century learners (*see illustration below*).¹⁰

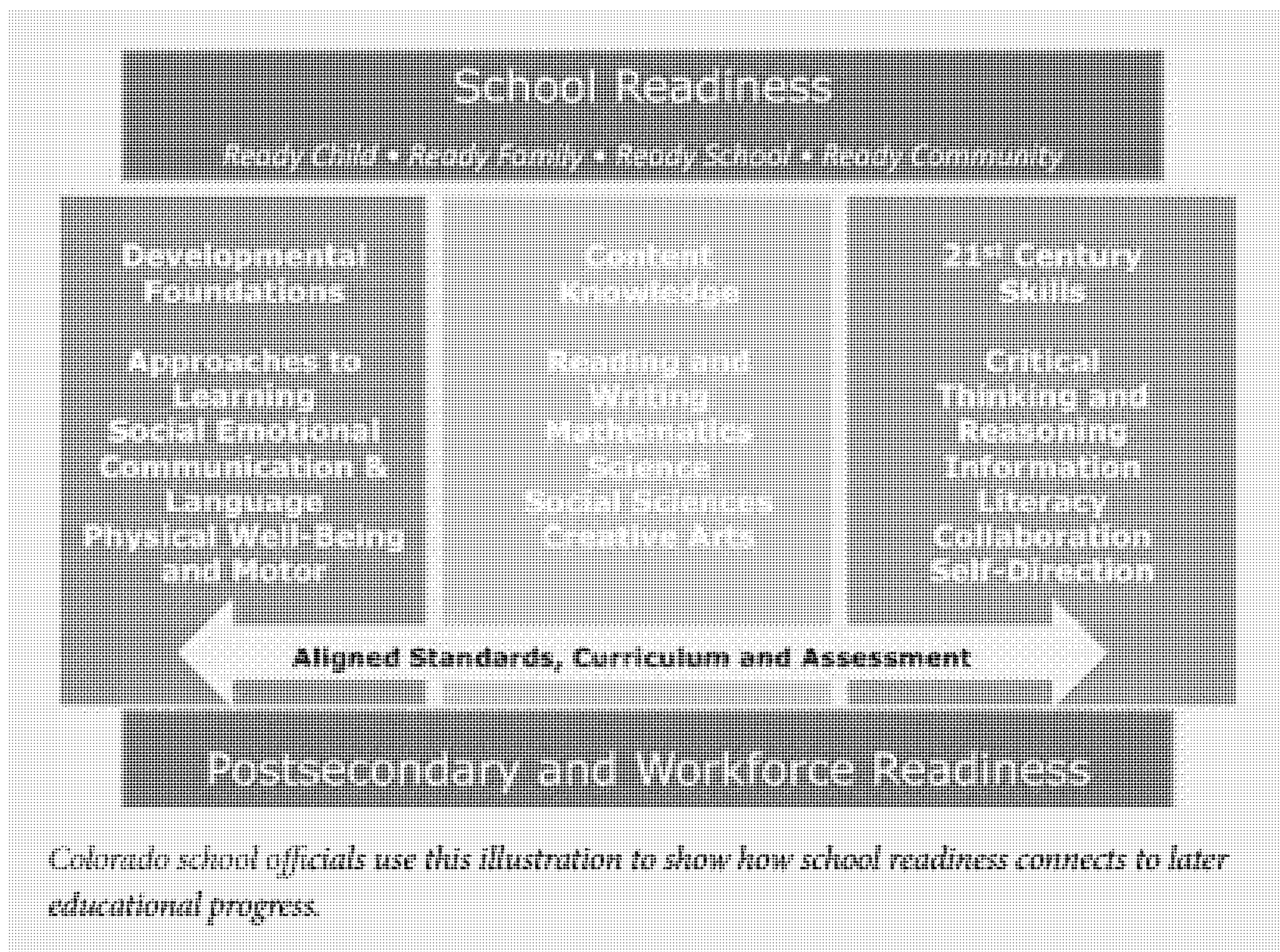
Open Doors for Partnerships with Families

Priority 2: Strengthen collaborations between families, early childhood programs, elementary schools, families and broader communities and support transitions to foster children's development.

As families begin their partnership with a school, parents and other caregivers have a very powerful influence on children's learning. Research shows—and educators know—that children always do better in school when families are involved in their children's education.¹¹

One of the most powerful outcomes of Colorado's Results Matter is the increased knowledge of child development.

—Colorado State Board of Education



For all children arriving at elementary school, KIDS offers a way to engage families early and often.

—Diane Rutledge
Large Unit District
Association

KIDS data can be used by birth-to-five family programs, early childhood programs and schools to draw families into a long-lasting, productive relationship. In the early years, parents often feel a deep connection with their early childhood providers in teaching their child(ren) and exposing them to new experiences. As Laurel Walker, Chief Executive Officer, Skip-A-Long Child Development Services, Quad Cities, Illinois, noted:

Wouldn't it be something if that kind of partnership—the feeling that the teacher really understands my child's strengths and needs—could carry forward into the early elementary years? KIDS offers pre-school providers and elementary teachers a common language and understanding—to the benefit of children and families.

For all children arriving at elementary school—including those with special needs or coming from diverse cultural or linguistic backgrounds—KIDS offers a way to engage families early and often. KIDS is designed to include families in the assessment process by 1) using them as a resource for information about their child, as well as by 2) encouraging teachers to pass along important child development and learning connections to families.

As the year progresses and teachers have the opportunity to observe children's skills in each domain, assessment data should be translated into easy-to-read formats for teachers to share with families, along with suggestions for activities families can do at home to support specific areas of strength or need. In these ways, elementary schools can mimic patterns of communication parents have come to expect with their early childhood providers—solidifying a sense of trust and partnership between families and public schools.

Speaking from her experience as a former school administrator, Darlene Ruscitti, DuPage County Regional Superintendent and member of the Kindergarten Readiness Stakeholder Committee, said, “The KIDS assessment—as recommended—could provide

really useful information about a learner's development that can assist parents in supporting the learner at home, thus creating a strong partnership between the home and school.”

In addition to providing critical information to individual schools and families, KIDS could also give a community a complete picture of its young children across all developmental domains, and seed conversations about how to build programs to better support groups of children or to advocate for high quality programs.

Support Teaching

Priority 3: Provide ongoing professional development for teachers and school administrators.

Great teachers know how to reach their students—how to evaluate their strengths and challenges and come up with effective ways to address them. As with every other area of professional competence, this ability isn't just natural talent. It's the product of skill development, hard work, and the willingness to continue learning and improving one's practice year after year.

KIDS is designed to support teachers on this journey. As teachers are trained in authentic observational assessment techniques, they will sharpen their awareness of their students' skills, while gaining a strengths-based, developmentally appropriate perspective intended to capture growth across all the interrelated domains that affect learning. This documented, detailed, and evidence-based picture of each child, combined with a strong professional development program focused on learning and skills development, will provide teachers with a clear roadmap for supporting each child's successful journey into the early elementary grades.

States such as Maryland set the example for joining early childhood assessment with a rich professional development regimen. The Maryland Model for School Readiness (MMSR), in place for more than ten years, strongly emphasizes teacher support and professional

development, and, as a result, officials cite dramatic improvements in student outcomes, including significant reductions in achievement gaps between children of different ethnic backgrounds and income levels, as well as improved transitions to elementary grades [See “Maryland Case Study” on page 10]. MMSR defines “school readiness” as follows:

State of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and personal development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.¹²

Colorado educators credit the state’s early assessment program, called *Results Matter*, with improved teaching, as well:

One of the most powerful outcomes of Results Matter is the increased knowledge of child development and instructional methods gained through the use of ongoing observation and documentation of

child growth. When teachers learn to observe children carefully, to collect evidence that illustrates what children know and are able to do, and to reflect on this information against a framework of age and state expectations, their ability to understand and respond effectively to the children they serve expands exponentially.¹³

School administrators must also be trained in the best practice uses of KIDS. Data can be used by principals to help drive collaboration with families and local early childhood programs, align instruction across the early elementary years, identify effective instructional and intervention strategies, and prioritize local resource needs such as new materials or additional professional development.

Finally, as data are collected and analyzed at school, community, and state levels, early childhood teachers and administrators can examine trends to identify program strengths and needs. Of course, to yield valid and reliable results, all children, including those with special needs and those coming from varying cultural and linguistic backgrounds and developmental stages, must be assessed appropriately and teachers and administrators must be fully trained and supported in using the assessment tool(s) selected.

As data are collected and analyzed at school, community, and state levels, early childhood teachers and administrators can examine trends to identify program strengths and needs.

—Kay Henderson
Illinois State Board
of Education

Maryland Case Study: Assessment as a Tool for Teacher Development

Maryland officials report that the proportion of all students ready for school has grown from 49 percent in 2002 to 78 percent in 2010. Similar growth over the same period has been shown among low-income students (34 percent to 69 percent), African-American students (37 percent to 71 percent) and Hispanic students (39 percent to 66 percent).¹⁴

The Maryland Model for School Readiness (MMSR) focuses on adults, as much as children, with its two-year teacher training program: “In order to implement the MMSR effectively, teachers of young children receive intensive staff development.”¹⁵ Training modules cover topics such as:

Module I: Using Assessment to Know Each Child Well

1. Techniques for Observing, Documenting, and Reporting Using Observation as Key Strategy for Effective Instruction and Assessment

Module II: Observing and Documenting Observations Using Checklist

2. Gaining Strategies for Integrating Observation into Daily Classroom Activities

Module III: Promoting Each Child’s Success as Learner

3. Understanding the Teacher’s Role as Observer
4. Developing Observation Action Plans to Individualize Instruction

Module IV: Linking Curriculum, Instruction and Assessment

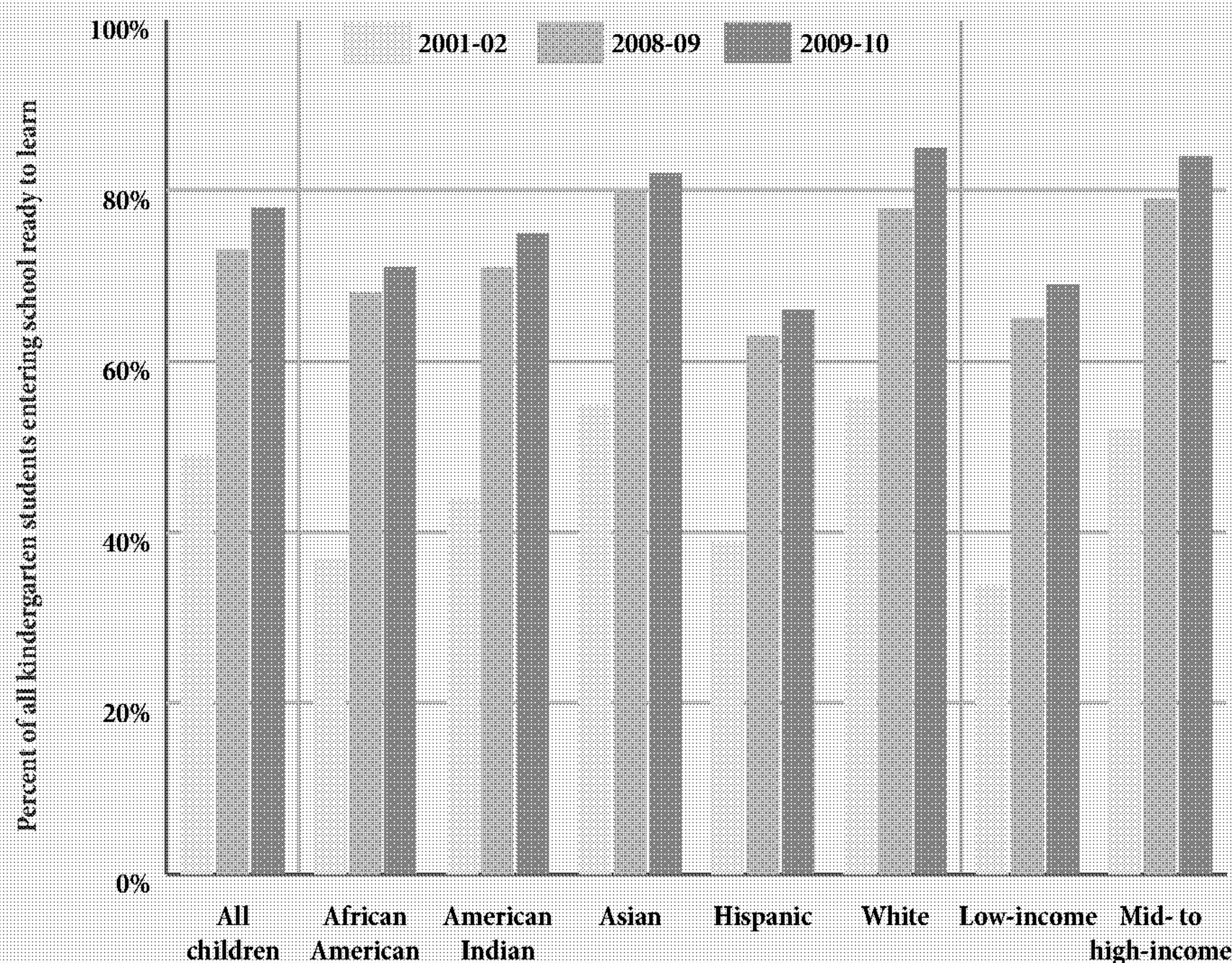
5. Using Strategies for Making Learning Opportunities Challenging and Developmentally Appropriate

Module V: Analyzing and Synthesizing Assessment Information

6. Using Assessment Data to Support Individual Strengths and Needs

MMSR assessment data also is used at the state level for planning, policy analysis and budgeting, program review and grants management.

The Maryland Model for School Readiness focuses on adults as much as children with its two-year teacher training program.



The proportion of Maryland students ready for school has grown significantly since 2002, regardless of race, ethnicity, or family income.

Priority 4: Measure child development across multiple domains of growth.

As discussed earlier, the committee's recommendations are based in part on research confirming five essential "lenses" to best understand child development and how children learn: health and physical development; emotional well-being and social competence; approaches to learning (i.e., curiosity, creativity, independence); communication and language skills; and cognition and general knowledge.

By including all five of these domains in the assessment process, KIDS aims to provide a holistic and accurate view of each student's developmental progression—providing teachers with usable, individualized information for targeting instruction.

It's relatively easy to see how some of these fit into successful school experiences—children who have chronic health issues or are hungry as they arrive at school have difficulty focusing. Let's take a look at what we mean by each of these domains—all according to the National Education Goals Panel.¹⁶

1. **Physical Well-Being and Motor Development:** *A strong body of research links maternal and child health to performance in school. We know that conditions such as very low birthweight and poor nutrition may have long-term effects on a child's preparedness for school. Basic information about the child's health history is vital for understanding the condition in which children come to school. In addition, early childhood educators emphasize the importance of optimal motor development in children, from large motor movements that occur on the playground to small motor work required for holding a crayon or putting together puzzles.*
2. **Social and Emotional Development:** *This dimension serves as the foundation for relationships that give meaning to school experience. It involves a sense of personal well-being that comes from stable interactions in children's early lives and interactions that enable children to participate in classroom activities that are*

positive for themselves, their classmates, and their teachers. Critically important conditions of social and emotional development include emotional support and secure relationships that engender the child's acquisition of such characteristics as self-confidence and the ability to function as a member of a group.

3. **Approaches toward learning** refer to the inclinations, dispositions, or styles rather than skills that reflect the myriad ways children become involved in learning and develop their inclinations to pursue it. Approaches to early learning that vary within and between cultures must be respected. A uniform or "cookie cutter" approach to early childhood education whose goal is to ensure that all children coming out the same is undesirable. A child can be successful in school in many ways, and families and teachers should understand the various ways that children become engaged in learning in order to know how to enhance and not discourage their engagement. Curiosity, creativity, independence, cooperativeness, and persistence are some of the approaches that enhance early learning and development.
4. **Language Development** empowers children to participate in both the cognitive and affective components of the educational program. Experience with both written and oral language, provides children with the tools to interact with others and to represent their thoughts feelings, and experiences. Communicating effectively with other children and adults and having emergent literacy experiences with diverse forms of language are fundamental elements of this dimension.
5. **Cognition and General Knowledge** represent the accumulation and reorganization of experiences that result from participating in a rich learning setting with skilled and appropriate adult intervention. From these experiences children construct knowledge of patterns and relations, cause and effect, and methods of solving problems in everyday life.

Moreover, development in each area influences development in the others. In Illinois,

Learning is an interactive process that depends on the integration of multiple abilities and skills. It is never just one thing, particularly with respect to a child's readiness to success in school.

—Supt. Steve Webb
Goreville, Ill.

we acknowledge the key role skills such as perseverance and self-control play in a child's education through our social-emotional learning standards, but as a state we do not assess children's strengths and needs within this domain. KIDS, as structured by the committee in its recommendations to the Illinois State Board of Education, will provide a framework for teachers and families to both see and act on the interplay between domains.

Provide Research-based Information on Young Children

Priority 5: Assess children's development utilizing observational assessments repeated over time in natural, comfortable settings (such as the child's classroom) to yield the most valid, authentic information about young children and their development.

Young children are notoriously difficult to assess accurately, and well-intended testing efforts in the past have been used to delay kindergarten entry, label children as unready for school, or place children in intervention groups that might be unnecessary. Best practice dictates that in looking for evidence to guide instruction or make policy decisions, much care should be taken when assessing young children. According to the National Education Goals Panel:¹⁷

- Because young children learn in ways and at rates different from older children and adults, we must tailor our assessments accordingly.
 - Because young children come to know things through doing as well as through listening, and because they often represent their knowledge better by showing rather than by talking or writing, paper-and-pencil tests are not adequate.
 - Because young children do not have the experience to understand the goals of formal assessment, testing interactions may be very difficult or impossible to structure appropriately.
 - Because young children develop and learn so fast, tests given at one point in time may not give a complete picture of learning.
- Modeled on recognized best practices of

early childhood assessment and the successful implementation of similar kindergarten appraisal measures in other states, KIDS is designed to use teachers, who are most familiar with their students, as assessors. Teachers would be trained in observation skills in order to evaluate student skills and growth against a set of established and age appropriate standards. Young learners would be assessed in their natural classroom setting—where they feel most comfortable—and would have multiple opportunities to demonstrate their developmental strengths and challenges.

At present, Illinois—with its 869 school districts—has no comprehensive, statewide assessment for kindergarten. The Kindergarten Readiness Stakeholder Committee developed an informal survey, which was distributed through the Illinois Principals Association, requesting information on current district-level kindergarten assessment practices. Responses indicate that many districts are assessing kindergartners, but at varying points in time (some at entry, some throughout the year, some at exit), at various levels of frequency (one-time, ongoing, or two-three times per year) for various reasons (screening, progress monitoring, state or district accountability), and with a wide variety of assessment tools.

When asked about assessing the social-emotional domain of development, very few answered affirmatively—in spite of the strong correlation with children's ability to function successfully in school.

Fewer still indicated regular use of data to support instruction and professional development and/or alignment of kindergarten teaching. And, except in instances of screening for special needs, assessment results are rarely shared with families.

And so, while kindergarten children are frequently assessed, much of the data is too narrow and inconsistent to be used to directly support children's learning, provide targeted instructional information for families and teachers, or guide educational decision making.

Rather than a patchwork of different practices that don't cover all areas of development and

Scientific knowledge on this issue is crystal clear—cognitive, emotional, and social competence evolve hand in hand.

—Dr. Jack Shonkoff
Harvard School of Public Health and
Harvard Graduate School of Education

quire that any assessment instrument selected for KIDS meet research-based psychometric standards of reliability and validity and reflect best practices for assessing young children.

Right for All Kids

Priority 7: KIDS should be appropriate for children of varied cultural and linguistic backgrounds.

As Illinois becomes increasingly more culturally diverse, an effort should be made to select assessment instrument(s) that are linguistically and culturally sensitive to all learners. The KIDS process recommends using observational assessments which, while not entirely devoid of language biases, can offer trained observers a more accurate picture of children's abilities than paper and pencil assessments, especially with children whose home language is not English.

Elementary schools can look to community early childhood programs for models of effective family engagement strategies as administrators and teachers in the early elementary grades seek to engage culturally diverse families in their children's education. This will ensure the new school is knowledgeable about and sensitive to the cultural and linguistic background of each child assessed.

Priority 8: KIDS should include strategies for children with special needs, including developmental delays, disabilities, or traumas.

While children with special needs might already be the focus of periodic specialized screening and assessment, it is important that KIDS be a separate and distinct process, allowing every child to demonstrate their developing skills and competencies. To this end, educators involved in KIDS should take steps to adopt assessment methods that are inclusive of children with varying special needs. KIDS instructional and family engagement strategies should take particular care to include families of these children, offering a deeper, holistic picture of each child even beyond individual education plans which are designed to address a specific developmental delay or disability.

are difficult to compare, KIDS data can be aggregated at any level (classroom, school, district, state)—allowing educators and policymakers to better address achievement gaps and P-20 alignment. This is what states like Colorado, Maryland, Minnesota and others have done, with strong long-term outcomes for children.

For local decision makers, the benefits of a well-executed process are particularly clear. Former school district administrator and educational consultant Karen Mulattieri notes:

The creation of a statewide assessment system would provide valid and reliable data on learners as they transition from preschool programs, daycare settings and from the home. KIDS will provide schools with a beginning profile that can be used to monitor growth over time. Opportunities for professional development and for dialogue between stakeholders would have common language and reference points. In addition, data could be used to allocate resources toward supporting the learner at the beginning stages, where supplemental instruction can be most effective. Gathering information that reflects the development of each learner is an important step in creating educational systems where all students succeed.

Priority 6: KIDS should employ valid and reliable assessment methods.

To reiterate the importance of selecting a tool that is appropriate for young children and is only used for its specific, validated purposes, the committee recommends that ISBE re-

Assessment changes people's perceptions. It can change a teacher's perception of likely success in school. It can create parental anxiety. Worst of all, it can make a small child feel stigmatized and less capable. If any one of those consequences occurs, based on a poorly designed test, it's inexcusable.

— Dr. Samuel J.
Meisels
Erikson Institute

Recommendations for the Illinois State Board of Education

Pilot KIDS in the 2012-13 school year with the goal of expansion the following year.

Given the complexities inherent in developing a comprehensive assessment process, ISBE should conduct an initial, voluntary pilot of KIDS, with a demographically and geographically representative sample of school districts.

Given the complexities inherent in developing a comprehensive assessment process, ISBE should conduct an initial, voluntary pilot of KIDS, with a demographically and geographically representative sample of school districts. Support for pilot districts should include training for teacher-assessors and procedures for establishing reliability.

Information from the pilot should be used to guide the eventual expansion of KIDS in every Illinois school district. The data could also be put to use immediately in considering enhancements to educational experiences for young children across the state.

This report, with its guiding priorities and recognition of nationally recognized best practices for assessing young children, should serve as a guide for planning and decision-making as Illinois moves forward in the pilot and in establishing KIDS statewide.

1. *Appoint a committee to advise the Illinois*

State Board of Education on the development and implementation of KIDS. The Kindergarten Readiness Assessment Stakeholder Committee played a crucial role in shaping and developing KIDS. ISBE should build on this momentum, intent and expertise by creating a new advisory structure comprised of ISBE administrators, early childhood and early elementary teachers and administrators, assessment and data experts, and other stakeholders. This committee (and its subcommittees) would be charged with guiding ISBE as it considers assessment tools and potential enhancements to existing instruments; providing background, research and advice on communications planning, professional development training, and financial resource needs; and offering expertise on how to best build a high quality data system that would support and improve children's learning.

Recommended timeline for KIDS implementation



2. **Choose and adapt an existing assessment instrument (or instruments) to align with Illinois's Early Learning Standards and the purposes of KIDS.** Given the time and costs required to develop a valid and reliable assessment instrument, the committee recommends Illinois adapt an existing instrument (or instruments) to implement on a statewide basis. Any instrument(s) selected must be aligned with the state's existing Early Learning Standards, Social Emotional Standards for K-8, Common Core Standards, recommended classroom curricula, and overall purpose of KIDS.
3. **Establish policies and provide ongoing support to ensure KIDS is reliable and valid.** Policies, procedures and strong professional development programming must be established at the outset to ensure assessors are using instrument(s) reliably and that the data collected are valid. Adequate resources must also be provided for ongoing monitoring of reliability and validity. Particular attention must also be paid to how the instruments function across diverse groups of children and assessors, as well as how the data are used within schools, with families, with early childhood programs, and with the broader community.
4. **Establish policies and guidelines for analyzing and reporting KIDS data.** Precautions must be taken to ensure data are analyzed and reported in ways that are consistent with the assessment's intended purposes and psychometric properties of the instruments selected. At the onset, a detailed plan for data analysis and reporting will help prevent inappropriate uses of data,

ensure results will be useful for informing and improving instruction, and allow for monitoring trends over time. The plan should an outline how the data will be used at the school, community, local district, and state levels, as well as a strategy for regular reporting to parents, the public, and the legislature. The plan should also specify how KIDS data will be incorporated into ISBE's Student Identification System (SIS) and the state's P-20 longitudinal data system.

5. **Build the capacity and infrastructure to support all components of KIDS.** Developing, implementing, and maintaining a sound and valid assessment and supports will require a significant investment of time and resources. ISBE, like other states that have undertaken this work, must take steps to a) build internal capacity to carry out such a pilot and eventual statewide assessment process; b) allocate necessary resources for materials, teacher training and instructional enhancements (in response to data results); and c) create a strong infrastructure for data storage, collection, reporting, analysis, and technical assistance. It is also critical that ISBE collaborate with other systems (e.g., birth-to-five programs, health, social services, early intervention, and mental health) to adequately assess all children across multiple domains and develop effective supports and interventions.
6. **Communicate strategically to build awareness of and support for KIDS.** Successful implementation of a statewide assessment process requires the understanding and support of key stakeholders including policymakers, teachers, school administrators, early childhood community programs, and families. A detailed plan must be developed outlining strategies for informing stakeholders about the purpose of the assessment and the anticipated uses of results. The plan should identify key stakeholder groups, articulate key message points, address barriers, and propose methods for communicating messages to various audiences.

Successful implementation of a statewide assessment process requires the understanding and support of key stakeholders including policymakers, teachers, school administrators, early childhood community programs, and families.

Tom Layman
Illinois Action
For Children

KIDS—A New Beginning for Illinois Kids

Exemplary assessment practices support and improve children’s learning by providing adults with valid and reliable data to inform instruction, guide decision-making, and monitor trends in student learning. They also support transitions for students across grades levels—especially in the “big” transition years from preschool to kindergarten; kindergarten to early elementary grades; elementary grades to middle school; middle school to high school; and high school to post-secondary.

The KIDS process represents a new beginning for children as they enter elementary school.

KIDS can provide a successful transition onto the education pathway by fostering cooperation and alignment from grade to grade. It can maximize our investment by focusing the state’s resources on sound, research-based educational practices. It further promises to use the power of information—reliable, valid, comparable assessment results—to build bridges between early childhood programs, schools and families.

KIDS means using penny-wise investments to close achievement gaps, even during difficult fiscal times, when some will question the cost of creating and implementing KIDS. According to Dr. James Heckman, Nobel Laureate from the University of Chicago, supporting children early in their education has a much higher economic rate of return than later interventions such as improved pupil-teacher ratios, public job training, convict rehabilitation programs, or adult literacy programs.¹⁸

District teachers and leaders participating in the committee’s informal survey of assessment practices identified costs to schools and districts and training needs for teachers and assessors as key challenges to current and future assessment work. However, the state and local districts are already spending significant dollars on professional development and myriad assessments that may be incorporated into or replaced by KIDS, reducing its overall

financial impact.

Of course, doing this right will mean sustained commitment—and not just for an assessment tool, but for ongoing teacher professional development, data analysis and access, and reporting mechanisms. States like Maryland, Washington, Colorado and Minnesota that have committed to similar kindergarten assessment processes have found these enhancements carry significant impact—and are essential to success.

In getting KIDS off the ground, Illinois should look to finance its pilot program with a mix of public and private support. The Maryland Model for School Readiness program was originally funded by a grant from the Baltimore Gas & Electric Foundation.¹⁹ Florida supplements its funding of a school readiness program with federal child-care block grants and welfare transition funds.²⁰ Washington is paying for its pilot this year with state funds matched by grants from the Bill and Melinda Gates Foundation and Thrive by Five Washington.²¹

In these recommendations, we call for a commitment to KIDS as a new beginning for each child’s education from birth through age 20. For a clear picture of what schools and families must do to produce learners ready for the 21st century...the time for KIDS is now.

(b)(6)

We call for a commitment to KIDS as a new beginning for each child’s education from birth through age 20.

Endnotes

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The assessment of young children should promote learning, not simply measure it.

—Maryland Model for School Readiness

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Appendix (E)(1)-5

Request for Sealed Proposals for KIDS Administration



Illinois State Board of Education

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

Gery J. Chico
Chairman

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

To: Eligible Bidders

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

Date: October 18, 2011

Subject: REQUEST FOR SEALED PROPOSALS (RFSP): Illinois Kindergarten Individual Development Survey.

General Information

Purpose of RFSP: The Illinois State Board of Education (ISBE) is seeking a contractor to provide services related to the development and administration of the Illinois Kindergarten Individual Development Survey ("KIDS"). KIDS is envisioned as a comprehensive process designed to provide information about children's competencies across developmental domains over time and to inform whether Illinois' kindergarteners have the skills and knowledge needed to succeed in school. The contractor will develop KIDS by adapting an existing kindergarten readiness instrument that will conform to the goals and standards outlined in this RFSP and align with the Illinois Early Learning and Development Standards, as proposed, the Illinois Learning Standards for Kindergarten, the Social and Emotional Learning Standards, and the New Illinois Learning Standards Incorporating the Common Core for English Language Arts and Mathematics. The successful bidder to this solicitation will be contracted for these services and programs by ISBE.

Eligible Bidders: For-profit entities, not-for-profit organizations, educational associations, and private contractors and institutions with existing kindergarten readiness instruments that are currently used to analyze individual student development are eligible to apply provided they can demonstrate the qualifications required by this RFSP.

Contract Period: The contract period will begin no sooner than January 1, 2012 and will extend from the execution date of the contract to June 30, 2017.

ISBE, at its sole discretion and contingent upon available funding, may renew the contract beyond the initial contract period. The contract will not renew automatically. If renewed, this contract may be continued for an additional term of up to four consecutive years. Funding in any subsequent year will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding contract year. The renewal shall be subject to the same terms and conditions as the original contract unless otherwise stated in the cost proposal.

Funding Source: Illinois is seeking competitive federal funding through the Race to the Top Early Learning Challenge to partially support the development and implementation of KIDS. For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), bidders are advised that the state anticipates that, if Early Learning Challenge funding is received, the total amount of federal funding available for the initial contract period will be \$2,974,000, and 31.4% of the funds for this program will be derived from federal sources. It is anticipated that the funding for the initial contract period will not exceed \$1,508,500 in year one, \$1,888,500 in year 2, \$3,493,000 in year 3 and \$2,588,000 in year 4. ISBE has allocated \$1,523,500 of the state's Early Childhood Block Grant for the current fiscal year (*i.e.*, FY 2012) for the implementation of KIDS and expects to

continue to allocate funding at this level through the initial contract period. Any federal funding received will be in addition to, and will not replace or supplant, this state funding commitment.

Proposal Deadline: Proposals will be received by mail or in person in the Fiscal and Procurement Division of the Illinois State Board of Education until **4:00 p.m. CST** on December 17, 2011.

No late proposals or electronically transmitted proposals will be accepted. Proposals should be addressed and sent to the following address:

Sherrri Sullivan
State Purchasing Officer
Fiscal and Procurement Division W-380
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001

Background

In early 2010, State Superintendent of Education Christopher Koch invited a group of educators, advocates, and experts to participate in a planning initiative to explore whether and how to adopt an Illinois statewide kindergarten readiness survey. After hearing from national experts and administrators in other states, and engaging in much research and discussion, the Kindergarten Readiness Stakeholder Committee--comprised of school administrators, teachers, university faculty, researchers, and education advocates representing all parts of the state--recommended a kindergarten readiness survey process, referred to as the Illinois Kindergarten Individual Development Survey ("KIDS"). KIDS moves away from a one-time "readiness" snapshot of children as they enter kindergarten toward a more developmentally appropriate, survey-based process that will yield data that can be used at multiple levels and for varying purposes, including guiding classroom instruction decisions, policymaking, and resource allocation.

The Committee found that a kindergarten readiness survey is a critical step toward establishing a strong preschool-to-elementary learning continuum and aligning early childhood and K-12 education systems. The survey will also serve as an essential component in early childhood/elementary teacher preparation programs and professional development programs for educators in areas such as child development and use of data to individualize instruction. The Committee further determined that a kindergarten readiness survey will inform education policy at the state level by identifying crucial service gaps for young children, gauging the effectiveness of early childhood programs, and assisting in crucial resource allocation decisions. Based on these principles, the Committee developed the following goals for the development of the KIDS process:

1. Promote the success of every child by providing key adults with a clear picture of a child's developing strengths across multiple domains.
2. Guide professional development for teachers from early childhood through 3rd grade.
3. Support alignment of early childhood and elementary school systems according to the proposed Illinois Early Learning and Development Standards, Illinois Learning Standards for Kindergarten, the Social and Emotional Learning Standards, and the New Illinois Learning Standards Incorporating the Common Core for English Language Arts and Mathematics.
4. Document the important role that early childhood programs play in preparing children for elementary school.
5. Enable the state to identify, monitor, and strategically respond to district, school, teacher, and student needs over time.

Adequately evaluating whether Illinois' kindergarteners have the skills and knowledge needed to succeed in school will involve more than administering a single assessment. Accordingly, the KIDS process will be based on a comprehensive, multi-step strategy for learning about children's competencies across developmental domains

over time. ISBE anticipates that a key component of the KIDS process will be observations conducted by teachers throughout the school year.

The Committee has identified eight priorities for KIDS:

1. Promote alignment, learning expectations, and smooth transitions from a variety of early childhood environments to kindergarten, as well as from kindergarten to early elementary grades.
2. Strengthen collaborations between families, early childhood programs, elementary schools, families, and broader communities and support transitions to foster children's development.
3. Provide ongoing professional development for teachers and school administrators.
4. Measure child development across multiple domains of growth including: (i) physical well-being and motor development, (ii) social and emotional development, (iii) approaches toward learning, (iv) language development, and (v) cognition and general knowledge.
5. Evaluate children's development utilizing observational analyses repeated over time in a natural, comfortable setting (such as the child's classroom) to yield the most valid, authentic information about young children and their development.
6. Employ valid and reliable methods.
7. Address the needs of children of varied cultural and linguistic backgrounds.
8. Include strategies for children with special needs, including developmental delays, disabilities, or traumas.

KIDS must incorporate the complexities of child development to provide the most valid, authentic information about children. The process will yield data that can be used at multiple levels and for varying purposes, including providing aggregate statewide data to inform policy decisions, guiding classroom instruction on an individual child basis, aligning early childhood and K-12 systems, and strengthening professional development opportunities.

Proposals submitted in response to this RFSP must address how the instrument (or instruments) selected by the applicant, as adapted to meet the requirements of this RFSP, will address each of the Committee's goals and priorities for KIDS. These goals and priorities are discussed in further detail in the Committee's report, "New Beginning: The Illinois Kindergarten Individual Development Survey," which can be accessed at: http://isbe.net/assessment/pdfs/agendas/KIDS/KIDS_report.pdf.

Scope of the Work

The selected contractor must have a demonstrated record of effectiveness in performing services related to the comprehensive assessment and analysis of early childhood development and learning benchmarks. The contractor will be responsible for developing, implementing, and administering the KIDS process, as well as providing training, support, and professional development to educators. The contractor must ensure that the development and administration of KIDS complies with the specific goals and standards described in this RFSP.

Contract Deliverables: The selected entity will be responsible for the following activities.

1. Selection and Adaptation of a Survey Instrument.

The KIDS process must be adapted from an existing instrument (or instruments) that is currently in use and is valid, reliable, and appropriate for the target population and for the purposes for which it will be used. The selected instrument must meet research-based psychometric standards of reliability and validity and reflect best practices for evaluating the development of young children. The contractor will be responsible for selecting an instrument(s) that, with any necessary adaptations approved by the state, meets the following goals and standards.

A. Align with Educational Standards and Cover all Essential Domains of School Readiness.

The selected instrument must align with the proposed Illinois Early Learning and Development Standards, Illinois Learning Standards for Kindergarten, Social and Emotion Learning Standards, and the New Illinois Learning Standards Incorporating the Common Core for English Language Arts and Mathematics as applicable to kindergarten and early elementary grade levels. Illinois' Early Learning Standards were first adopted in June 2000 after being developed by ISBE with significant input from educators across the state. Revisions to the Early Learning Standards have been proposed to appropriately address learning and development from birth to kindergarten entry, and to align with Illinois' Learning Standards for students in K-12 education. Once adopted, the revised standards will be referred to as Early Learning and Development Standards. Bidders should assume that the proposed Early Learning and Development Standards will be adopted with minimal modification. See <http://www.isbe.net/ils/Default.htm> for more information on the Illinois Learning Standards Incorporating the Common Core Standards for English Language Arts and Mathematics and the Illinois Learning Standards and benchmarks for learning in science, social science, physical development and health, arts, foreign language, and social/emotional development. If any adaptations are required to align the selected instrument to these standards or other requirements of the RFSP, the contractor will be required to demonstrate that instrument's validity and alignment through a detailed analysis.

The KIDS instrument must include observations of young children across all the "Essential Domains of School Readiness." As defined by the Race to the Top Early Learning Challenge, "Essential Domains of School Readiness" means the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development. KIDS should engage educators in a process that will document each child's attainment and progression of knowledge and skills in each of these domains.

B. Provide Valid, Reliable, and Appropriate Data for the Target Population, Including English Learners and Students with Disabilities.

The contractor is responsible for ensuring that KIDS provides a valid, reliable, and appropriate analysis of all children's development, including English learners and children with disabilities. The KIDS process must be inclusive of children with varying special needs and allow every child to demonstrate their developing skills and competencies. In addition to naturally occurring differences in how children learn, children with developmental delays, disabilities, or language barriers need assessments adapted to allow them to successfully demonstrate skill progression. The contractor must incorporate methods into the KIDS process that ensure accessibility by all students and provide accommodations for students with disabilities where necessary. The KIDS process must also be appropriate for children of varied cultural and linguistic backgrounds and must incorporate methods that are linguistically and culturally sensitive to each individual child.

The instrument should incorporate observation and other methods that can offer trained observers a more accurate picture of children's emergent abilities than paper-and-pencil assessments. To ensure such results, the contractor will work in cooperation with ISBE and the KIDS Implementation Committee to establish policies, procedures, and strong professional development programming to ensure that educators are using the instrument reliably and that the data collected are meaningful. Particular attention will be paid to how the instrument functions across diverse groups of children and evaluators, as well as how the data are used within schools and with families, early childhood programs, and the broader community.

Precautions will also be taken to ensure data are analyzed and reported in ways that are consistent with the intended purposes and psychometric properties of the instruments selected, as recommended by the National Research Council. Finally, to ensure that parents in Illinois' large and diverse linguistic communities can engage in the KIDS' process, all reports intended for families must be made available in English, Spanish, and other languages that may be requested by school districts.

C. Align with the State's Participation in Multi-State Consortia.

ISBE, on behalf of the 23-state World-Class Instructional Design and Assessment (WIDA) Consortium, has been awarded a grant by the U.S. Department of Education for the Spanish Academy Language Standards and Assessment project (SALSA) to develop and implement Spanish language development (SLD) standards for students and to develop a practical, reliable, and valid Spanish language proficiency assessment system for students in kindergarten and grades 1 and 2. In Illinois, 25% of the population under five is Latino, and ensuring reliability for the state's growing population of culturally and linguistically diverse learners is a particular concern in developing KIDS. Therefore, planning for the KIDS process will be integrated with development of the SALSA grant to ensure that the observational methodology of the survey will enable all children to demonstrate their abilities. The contractor will coordinate with ISBE to integrate the development and implementation of KIDS with the development of the SALSA grant to ensure that the observational methodology of KIDS will enable all children, including English language learners, to demonstrate what they know and can do.

Illinois is also one of eleven governing states for the Partnership for Assessment of Readiness for College and Careers (PARCC) (one of two multi-state assessment consortia funded through the federal Race to the Top Assessment competition). Recognizing the importance of high-quality instruction in the early grades, PARCC has allocated approximately \$10 million to design and develop optional K-2 formative assessment tools that monitor students' readiness and conform to guidelines established by the National Association for the Education of Young Children. Achieve, the project manager for PARCC, is convening a technical working group and commissioning a white paper to address how these assessments should align and integrate with kindergarten readiness efforts. The contractor will participate in an initiative with members of ISBE's KIDS Implementation Committee to ensure alignment of PARCC's K-2 assessment development and KIDS.

D. Conform with the Recommendations of the National Research Council Reports on Early Childhood.

The National Research Council released a report on early childhood assessment in 2008 (National Research Council, 2008)¹ that outlined principles and made recommendations that are applicable to KIDS, including:

- Assessments should be designed for specific purposes;
- Decisions made about assessments should be guided by the purpose of the assessment;
- Assessments should meet the highest standards of evidence in terms of psychometric properties; should be appropriate for children of different ages and developmental levels and from different ethnic, racial, and linguistic backgrounds; and should be holistic in terms of the domains or areas of development and learning that are assessed;
- Assessments should be conducted within a coherent system of services; and
- Considerable resources are needed to ensure that data are collected and used appropriately and effectively, including:
 - Professional development to ensure the assessment is administered appropriately;
 - Professional development on how to use results to plan instruction and other services for individual children;
 - Careful and appropriate analysis and reporting of results; and
 - Accurate and valid interpretation of the results.

The contractor must ensure that the KIDS process follows these principles and recommendations. The contractor will be evaluated, in part, each year on evidence of having met these criteria.

E. Readily Adaptable for Administration to Students in Pre-K through Grade 2.

¹ National Research Council. (2008). *Early Childhood Assessment: Why, What, and How*. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Available at http://www.nap.edu/catalog.php?record_id=12446.

The selected instrument should either have existing versions for students in pre-K programs and grades 1 and 2, or be readily adaptable for use at those levels. Although the proposed timeline for the initial implementation of KIDS focuses on administration of the instrument to kindergarten students, the instrument should have available versions, be readily adaptable, for students in pre-K through grade 2. ISBE may pursue implementation of the KIDS instrument in those additional grade levels during any renewal term of the contract, subject to available funding.

2. Training and Support for Evaluators.

The contractor will provide training and support to educators who will be involved in administering KIDS and performing observations and other student evaluations. To ensure that the information obtained through the KIDS process is valid and reliable, teachers must be provided with initial and ongoing training and support focused on collecting and interpreting data. Teachers and administrators must be fully trained and supported in using the instruments selected to yield valid and reliable results for all children, including those with special needs and those coming from varied cultural and linguistic backgrounds.

The contractor will provide training and support for teachers in authentic observational assessment techniques designed to sharpen their awareness of their students' skills, while gaining a strengths-based, developmentally appropriate perspective on children's growth across the interrelated domains that affect learning. Teachers and other educators will be trained to use the KIDS process to develop a documented, detailed, evidence-based picture of each child and use that information as a roadmap for supporting the child's journey into the early elementary grades.

The contractor will be responsible for providing all training necessary for the effective implementation, administration, and interpretation of the survey, which will include training teachers to:

- A. Administer all portions of the survey;
- B. Reliably and consistently evaluate students using the survey instruments;
- C. Accurately report data into a web-based system;
- D. Obtain reports, analyze data, monitor progress over time, and use data to reflect upon and adjust curriculum and teaching methods; and
- E. Use survey results to communicate with parents.

The contractor will provide at least two days of in-person training on observation protocols and KIDS administration to every participating kindergarten teacher, with follow-up on-line training modules in subsequent years. In-person training will occur in the late summer of each year at multiple locations throughout the state where KIDS will be administered.

The training sites will be determined by the location of schools that participate in implementation of the survey. During school year 2012-2013, KIDS will be administered as a pilot program to a limited number of schools representing a cross-section of the state, and will be expanded for the second-phase implementation during school year 2013-2014. Statewide implementation is anticipated during school year 2014-2015 and the remaining years of the contract term. The proposed project timeline, outlined in the table below, provides a brief summary of the major project activities and corresponding timeframes for implementation if federal funding for KIDS is received. If, however, federal funding is not received, the implementation may be altered, and the timeline may be adjusted for a slower phase-in.

3. Ongoing Professional Development.

The contractor will provide ongoing professional development opportunities and materials to teachers who conduct surveys and their administrators, as well as to teachers and administrators working with children across the birth to age-eight spectrum on the meaning and potential uses of KIDS data. Educators should be trained to use information from KIDS to inform teams of educators who interact with a child to support individual growth over time and across multiple dimensions. Professional development opportunities will also promote an understanding and knowledge of the relationship between the KIDS process; survey results; and the proposed Illinois Early Learning and Development Standards, Illinois Learning Standards for Kindergarten, Social and Emotional Learning Standards, and the New Illinois Learning Standards Incorporating the Common Core for English Language Arts and Mathematics in a manner that enhances curriculum planning in schools.

Each administering school district, or consortium of districts, will establish at least one “KIDS Coach” for every 25 teachers to monitor variability of KIDS administration and use of KIDS data. Each building will also have a “Common Core Champion” to lead cross-grade level discussions and engage in site-based curriculum alignment. The contractor should create opportunities for joint and integrated professional development for educators across pre-K programs and grades K-3, as well as KIDS Coaches and Common Core Champions. These programs should promote the effective use of KIDS data to both inform and support pre-K program improvement and to help guide instruction and curriculum for children as they advance through grades K-3. The contractor must develop at least one professional development module focused on use of KIDS data in cross-grade level discussions and observations by early elementary instructors across all the Essential Domains of School Readiness. This module will be developed in coordination with ISBE staff working on implementation of the Common Core standards and will be a required training for all KIDS Coaches, Common Core Champions, and early elementary education staff.

School administrators should also be trained to use KIDS data to help drive effective communication and collaboration with families and the community; align instruction across the early elementary years; identify effective instructional and intervention strategies; and prioritize local resource needs such as new materials or additional professional development. Finally, as data is collected and analyzed at the school, district, and state levels, early childhood teachers and administrators should be trained to examine trends and identify program strengths and needs.

The contractor will be responsible for developing professional development training programs and for providing all professional development, training, and support during the initial 5-year term of the contract. During any renewal term and after the conclusion of the contract term, ISBE will have the unlimited and perpetual right to license and self-administer all professional development training programs and related materials developed by the contractor. ISBE will own all rights to the professional development training program developed and initially administered by the contractor, and ISBE’s use and licensing of such training programs and related materials will be at no additional cost to ISBE.

4. Administration of the KIDS Process.

The contractor will administer the KIDS process, including multiple opportunities for observation and analysis of student progress indicators throughout the school year. The contractor must print and provide to ISBE and all participating districts and schools all necessary student and evaluator materials and provide technical support and services related to the production and interpretation of survey results. The contractor must perform all of the following primary tasks, as well as any supporting tasks.

- A. Develop, in coordination with ISBE, a schedule for KIDS administration, scheduling all tasks, subtasks, and activities to be conducted to develop, print, deliver, analyze, and report results of observations and other evaluations throughout the school year;
- B. Develop all survey materials and supporting materials for evaluators, teachers, and administrators;
- C. Complete layout, proofing, printing, and distribution of all such materials;
- D. Provide appropriate data management and security services to protect student data;
- E. Develop and distribute all necessary training and technical support materials to educators; and
- F. Provide technical assistance to teachers during the school year on implementation of the survey and any related electronic or web-based systems and tools, including all systems for analyzing and reporting data.

5. Coordination with the KIDS Implementation Committee and KIDS Coordinator.

ISBE has convened an advisory committee to oversee the implementation of KIDS (“KIDS Implementation Committee”). The Committee includes members drawn from a cross-section of organizations, universities, state education agencies, advocacy groups, and the philanthropic community who have a high degree of expertise in child and program assessments, data systems, program evaluation, cultural and linguistic diversity, special education, and professional development. The KIDS Implementation Committee is charged with advising ISBE as it considers evaluation tools and potential enhancements to existing instruments; providing background, research and advice on communications planning, professional development and training, and financial resource needs; and offering expertise on how to best build a high-quality data system

to support and improve children's learning. ISBE also plans to hire a KIDS Coordinator who will manage the work of the KIDS Implementation Committee.

The contractor will consult and coordinate with the KIDS Implementation Committee and the KIDS Coordinator in the implementation of KIDS.

6. Data Analysis and Reporting.

A. Establish a Web-Based System for Data Reporting.

The contractor will establish a secure web-based system for collecting, analyzing, and viewing student outcome data. This system should allow kindergarten teachers to enter and review student data and results after conducting observations and other evaluations. The contractor will be responsible for gathering, analyzing, reporting, and aggregating data entered by teachers. Proposals submitted in response to this RFSP should include a description of tools or methods the contractor will use to ensure that data is kept secure and error-free.

B. Integrate Student Data into the State Longitudinal Data System and ISBE Student Information System.

ISBE will integrate and report individual student results through the State Longitudinal Data System ("SLDS") and Student Information System. The ISBE Student Information System ("SIS") is a state-level web-based system through which extensive student and program level data is collected. The SIS currently serves as the backbone of ISBE's data warehouse. Each child is assigned a unique student identifier (ID) which is a randomly created identification number assigned at the time the child is initially enrolled in school or a birth to 3 or preschool program. These unique student ID numbers are used by the SLDS and SIS.

The contractor will be responsible for incorporating student outcome data into data files that include each student's unique student ID and will be transmitted to ISBE on a real time basis. Each student's outcome data will become a part of the student's profile maintained on the SLDS and SIS.

C. Integrate the Web-Based System with the Illinois Shared Learning Environment.

Illinois is establishing the Illinois Shared Learning Environment (ISLE) to provide a technology platform for personalized instruction and give preschool and K-12 educators access to performance reports, instructional resources, and collaborative communities. The web-based system to be developed by the successful contractor for entering KIDS results and viewing reports must be integrated into ISLE. This integrated system will provide teachers with "single sign-on" access, through a common portal, to KIDS administration tools and reports and other resources available through the ISLE. KIDS data will be entered into the ISLE, where teachers can access information to identify a student's progression toward learning and developmental benchmarks and obtain additional resources and supports to address an individual student's or group of students' personalized learning needs.

D. Develop Reports of Individual and Aggregate Student Data in Formats that will Serve the Goals of KIDS.

KIDS data will be used to improve and align instruction across preschool programs and grades K-3. Theoretically, information gleaned from back mapping data will be used to identify strengths and needs in pre-kindergarten programs to close the school readiness gap, while formative information will be used to improve kindergarten instruction and align instructional activities across all the Essential Domains of School Readiness through the early elementary grades. Data will also be used to inform statewide education policies and programs and publicly report on kindergarten readiness outcomes. The contractor will coordinate with ISBE to develop reports of both individual and aggregated student data that will be useful in pursuing these goals.

Individual student data should be converted into easy-to-read formats for teachers to share with families, along with suggestions for activities families can do at home to support specific areas of strength or need. Data collected through the KIDS process will be aggregated by the contractor to provide reports by classroom, school, district, and state. Aggregated KIDS data will also be made available to early childhood centers and preschool programs to document the effectiveness of early childhood programming, make families and preschool teachers aware of elementary school expectations for children, and examine trends to identify program strengths and needs.

The contractor will also coordinate with ISBE to design and develop a “Preschool to Kindergarten Feedback Report” that will be available to preschool program directors through a secure portal in the ISLE environment. This report will provide preschool program directors with aggregated KIDS outcome data (with small cell sizes masked for confidentiality) from children that previously attended the program with comparison to district- and statewide averages. Through the Preschool to Kindergarten Feedback Report, preschool program directors can obtain critical information to support alignment and program improvement activities.

The contractor may be asked to provide student data reports at multiple points throughout the year, including within the first two months of kindergarten entry and at the end of the year.

7. Cooperation with a Research-Based Study of KIDS Implementation and Ongoing Improvement.

ISBE will identify an external evaluator to partner with ISBE and the successful contractor on the design, implementation, and reporting of KIDS. Validation of the KIDS instrument will be done through direct assessment of a stratified random sample of kindergarten children using a battery of valid, reliable measures of language, early literacy, early math, and social emotional skills. The evaluation will also include focus groups and surveys of teachers, principals, and parents.

Data collected during the pilot implementation in the 2012-2013 school year and the second phase implementation in the 2013-2014 school year will be used by the external evaluator to support a research-based study on the implementation of KIDS and its connection to student outcomes. Results of the study will be provided in the 2014-2015 school year and will address the following issues.

- The reliability and validity of the instrument and its administration across diverse groups of children and evaluators;
- The variability of results within and across schools and districts;
- Whether training was delivered as intended, and adequately prepared teachers for the observational protocols;
- How the data are used with schools, families, early childhood programs, and the broader community;
- Recommendations for adjustments and improvements to the instrument, training for educators, and/or the reporting of data; and
- Recommendations for changes to state preschool and early elementary policy to achieve the broader objective of KIDS -- closing the school readiness gap and improving preschool through early elementary instructional alignment.

The contractor will work in partnership with the external evaluator and cooperate in providing all data necessary to complete the research-based study and developing a response to the study’s recommendations. ISBE anticipates that adjustments based on the study will be incorporated into the terms of any future renewal or extension of the contract with the successful bidder.

Proposed Project Timeline

The proposed project timeline* is set forth below.

Timeframe	Activity
Spring 2012	➤ Assist in identifying districts and schools to participate in KIDS pilot program.
Summer 2012	➤ Train kindergarten teachers and administrators in districts selected to participate in pilot program during SY 2012-2013 and establish procedures to ensure reliability.
SY 2012-2013	➤ Begin KIDS pilot program to approximately 5,000 student in approximately

	<p>200 schools, with a representative sample of students based on demographics, income, cultural/linguistic backgrounds, and geography (including a subset of schools in Chicago, suburban school districts, and rural school districts).</p> <ul style="list-style-type: none"> ➤ Provide ongoing professional development and support to participating teachers and administrators. ➤ Collect student data and report individual and aggregated outcomes.
Spring 2013	<ul style="list-style-type: none"> ➤ Assist in identifying additional schools and districts to participate in phase two implementation.
Summer 2013	<ul style="list-style-type: none"> ➤ Train kindergarten teachers and administrators in schools and districts selected for phase two implementation during SY 2013-2014 and establish procedures to ensure reliability. ➤ Cooperate and assist with the collection of data and feedback to support a research-based study and other assessments of KIDS implementation.
SY 2013-2014	<ul style="list-style-type: none"> ➤ Implement KIDS second phase implementation, including administration of the program to up to: <ul style="list-style-type: none"> • All kindergarten students in the Chicago Public Schools district (approximately 30,000 students); • At least 20% of the kindergarten cohort in public schools outside of Chicago (approximately 24,000 students). ➤ Provide ongoing professional development and support to participating teachers and administrators. ➤ Collect student data and report individual and aggregated outcomes.
Summer 2014	<ul style="list-style-type: none"> ➤ Train kindergarten teachers and administrators in all Illinois public school districts. ➤ Cooperate and assist with the collection of data and feedback to support a research-based study and other assessments of KIDS implementation.
SY 2014-2015	<ul style="list-style-type: none"> ➤ Implement KIDS statewide, with up to all students enrolled in public kindergarten participating (approximately 150,000 students). ➤ Provide ongoing professional development and support to teachers and administrators statewide. ➤ Collect student data and report individual and aggregated outcomes. ➤ Cooperate in developing a response to the recommendations of the research-based study of KIDS implementation. Assist in evaluating strategies for using KIDS data to further the goals identified by ISBE.

**If the state does not receive Early Learning Challenge funding, the proposed project timeline may be adjusted. Alternatively, the project may be funded by state appropriations on an annual basis, but the scope of the work may be reduced and/or altered.*

Work Plan Requirements: The contractor must provide a work plan that describes in detail how the requirements set forth in this RFSP (and, specifically, each element of the *Scope of Work*) are proposed to be accomplished. The Work Plan must include:

- A detailed proposed project timeline for development and implementation of the KIDS including each activity identified in the *Scope of Work*. The bidder's proposed timeline should be consistent with, but include considerably more detail than, the proposed project timeline included within this RFSP.
- A detailed description of how the bidder will accomplish each element of the *Scope of Work* and the proposed roles and responsibilities of the bidder and ISBE in performing each element of the *Scope of Work*, including:
 - Selection and adaptation of a survey instrument(s) that:
 - Aligns, as demonstrated through a detailed crosswalk analysis, with the learning standards specified in the *Scope of Work* and includes observation-based evaluation across all Essential Domains of School Readiness;
 - Is valid, reliable, and appropriate for the target population, including English language learners and students with disabilities;
 - Aligns with the state's participation in the multi-state consortia described in the *Scope of Work*; and
 - Conforms with the recommendations of the National Research Council Reports on Early Childhood, as described in the *Scope of Work*.
 - Is available in, or readily adaptable to, versions appropriate for administration to students in pre-K through grade 2.
 - Development and implementation of training and support tools for evaluators.
 - Development and implementation of ongoing professional development for evaluators and other educators and administrators.
 - Administration of the KIDS process in accordance with the schedule described in the proposed project timeline.
 - Coordination with the KIDS Implementation Committee and the KIDS Coordinator.
 - Data analysis and reporting, including establishing a web-based system and integrating the system into the SLDS, SIS, and ISLE.
 - Cooperation with a research-based study of KIDS implementation and ongoing improvement.
- A description of the rights ISBE will have in the data collected and the KIDS instrument and related materials prepared by the bidder in the event ISBE elects to renew or discontinue the contract with the selected entity. During any renewal term and after the conclusion of the contract term, ISBE must have the unlimited and perpetual right to license and self-administer all professional development training programs and related materials developed by contractor.

Required Contractor Qualifications: The contractor's proposal must describe the contractor's organization, identify key personnel who will be responsible for the activities described in this RFSP, and identify the number of personnel required to complete the activities described in the *Scope of Work*. Describe the qualifications and experience of the contractor and key staff assigned to the contract in performing work of a similar nature, including, but not limited to, relevant knowledge and experience in the following areas:

- Pre-K through early elementary learning and child development;
- Development and implementation of kindergarten readiness programs;
- Administration of statewide programs or assessments similar to KIDS, including, but not limited to, the survey instrument(s) selected by the contractor;
- Education and evaluation of children with disabilities;
- Education and evaluation of English language learners; and
- Administration of training and professional development programs for educators using the selected instrument(s) and other professional development programs for pre-K and/or early elementary educators.

The proposal should also provide:

- A description of the contractor’s organization;
- A list of all contracts including contract numbers that the contractor has had with ISBE during the past five years (do not include contracts with public entities such as Regional Offices of Education, schools, etc.); and
- The names, addresses, and telephone numbers of four business references from entities for which similar services have been provided (these references should not be from ISBE employees or members of the Board). List the type of services performed and dates of service.

Compliance with the Information Technology Accessibility Act: All information technology, including electronic information, software, systems and equipment, developed or provided under this contract must comply with the applicable requirements of the Information Technology Accessibility Act (30 ILCS 587) and the standards required under Section 15 of the Act (see <http://www.dhs.state.il.us/iitaa>).

Submission Requirements: Proposals must be submitted in five parts as follows. Each subpart of the proposal must be packaged separately and clearly labeled with the RFSP title, the bidder’s name, and the wording: “SEALED PROPOSAL -- DO NOT OPEN.”

Parts	Components	Copies
I.	Narrative Description of the Proposed Work	Original and five (5) hard copies
II.	Cost Proposal	Original and five (5) hard copies
III.	Certifications including: <ul style="list-style-type: none"> ♦ Standard Certifications ♦ Acknowledgement of Amendments or Addenda (applicable only when addenda is posted to the Illinois Procurement Bulletin) 	Original and one (1) hard copy
IV.	Compact Discs (CDs)	Four CDs including: <ul style="list-style-type: none"> ♦ Two (2) CDs including Part I (Narrative Description of the Proposed Work) and Part II (Cost Proposal) in a Microsoft® Word file ♦ Two (2) CDs including Part I (Narrative Description of the Proposed Work) and Part II (Cost Proposal) in a PDF file
V.	Redacted Version	One (1) hard copy (Refer to Freedom of Information section below)

Freedom of Information: Proposals submitted in response to this RFSP are subject to public release under the Illinois Freedom of Information Act (FOIA) (5 ILCS 140) and other applicable laws and rules. Bidders *must* submit a redacted version of their proposal and *may* request that certain information in the proposal be exempt from public access. Accordingly bidders must reference the specific grounds under FOIA or other law or rule supporting their requests to exempt certain information. To indicate the redacted version, bidders must clearly label the proposal as “REDACTED VERSION” on the package and at the top of the document. Bidders are advised that this redacted version may be released by ISBE. Requests to exempt the entire proposal will not be honored. ISBE hereby disclaims any and all liability for the release of any information contained in the redacted version of a proposal.

ISBE may not necessarily be allowed to release a redacted version of the proposal. ISBE will abide by the decisions of the Public Access Counselor.

Out-of-State Companies: Bidders must exist as a legal entity and must be authorized to do business in Illinois at the time a bid or proposal is submitted for a State contract. It is the contractor's responsibility to be in compliance with the requirements of the Illinois Secretary of State. Non-Illinois bidders must contact the Secretary of State, Department of Business Services at (217)782-1834 regarding a Certificate of Authority to Transact Business in Illinois [805 ILCS 5/13]. Application forms requesting authority to transact business in Illinois can be accessed by downloading Form BCA 13.15 from the following website:

http://www.cyberdriveillinois.com/departments/business_services/publications_and_forms/bca.html

Responsible Bidder: A "responsible bidder" must exist as a legal entity, be in good standing, and must be authorized to do business in Illinois at the time a bid or proposal is submitted. Evidence of good standing can include Certificate of Good Standing, a copy of assumed name certificate from home county, etc. Public Act 96-0795 provides that a "prohibited bidder" includes a person assisting the State of Illinois or a State agency in determining whether there is a need for contract unless such information was part of a response to a publicly issued request for information (RFI). Additionally, one assisting the State by reviewing, drafting, or preparing a request for proposals or request for information or provided similar assistance is deemed a prohibited bidder. The *Certifications and Assurances* section of this RFSP identifies the required certifications prior to entering into a contract with the State of Illinois.

Other factors that may be used to evaluate and determine if a contractor is a "responsible bidder" include, but are not limited to, certifications, conflicts of interest, financial disclosures, Federal Taxpayer Identification Numbers, past performance, references including those found outside the proposal, compliance with applicable laws, financial stability, and the perceived ability to perform completely as specified. Every proposal submitted to and contract executed by the State and every subcontract subject to Section 20-120 of the Procurement Code shall contain a certification by the bidder, contractor, or subcontractor, respectively, that the bidder, contractor, or subcontractor is not barred from being awarded a contract or subcontract under this Section and acknowledges that the chief procurement officer shall declare the related contract void if any of the certifications are false.

Contractors must at all times have financial resources sufficient, in the opinion of the State, to ensure performance of the contract and must provide proof upon request. The State may terminate the contract, consistent with the termination provision of this contract, if the bidder lacks the financial resources to perform under the contract. ISBE may require that a bidder correct any deficiencies as a condition of further evaluation.

Illinois Procurement Bulletin: ISBE publishes procurement information including bid solicitations and notices regarding updates and changes in the Illinois Procurement Bulletin found at <http://www.purchase.state.il.us>. Procurement information is not available in any other form or location. Bidders are responsible for monitoring the Bulletin for relevant information, changes, or updates. ISBE disclaims any responsibility for failure on the part of bidders to receive notification of procurement information.

Changes to the RFSP: ISBE reserves the right to rescind or amend the solicitation offered via this RFSP. Changes to the RFSP will be posted via amendments or addenda on the Illinois Procurement Bulletin found at <http://www.purchase.state.il.us>. In the event that ISBE issues any changes to this RFSP, acknowledgement of receipt of such changes must be made to ISBE in writing, signed by an individual authorized to legally bind the bidder, and included in the package labeled "CERTIFICATIONS." If changes to the RFSP are not acknowledged, ISBE retains the right to reject the bid as non-responsive. Therefore, bidders are advised to check the Illinois Procurement Bulletin before submitting their proposals.

Opening of Proposals: Proposals will be publicly opened at 10:00 a.m., on December 20, 2011 at the ISBE Procurement Office, 100 North First Street, Springfield, Illinois 62777-0001. The content of all proposals will remain confidential, and the contents will not be shared with competing eligible bidders.

Contact Person: For more information on this RFSP, contact Katherine Sprague, Fiscal and Procurement Division, at (217)785-8777 (voice), (217)782-5727 (fax), or ksprague@isbe.net (e-mail) and courtesy copy Sherri Sullivan at ssulliva@isbe.net. Questions will be accepted up to five (5) business days prior to the due date of the proposal. All questions must be submitted in writing. Only written responses issued by the state to questions shall be binding on the state.

Pursuant to Public Act 96-0795, any written or oral communication received by the contact person that imparts or requests material information or makes a material argument regarding potential action concerning this procurement will be reported to the Procurement Policy Board. Therefore when an oral communication is initiated

by a person required to register under the Lobbyist Registration Act [25 ILCS 170] and received by a State employee, all individuals who initiate or participate in the communication must submit to the State employee a written account of the discussion including the initiating inquiry. The purpose of the written account is to memorialize the communication and provide documentation for reporting to the Procurement Policy Board.

Protest Review Office: ISBE uses Section 1.5550 of the rules governing Standard Procurement for handling procurement protests. For further information, see 44 Illinois Administrative Code 1.5550 found at the website below:

<http://www.ilga.gov/commission/jcar/admincode/044/044000010R55500R.html>

All protests must be submitted in writing, be clearly labeled on the delivery envelope, and sent to the following address:

Protest Review Office
Division Administrator
Fiscal and Procurement Division W-380
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001

Disclaimer: This RFSP does not commit ISBE to award a contract or to pay any costs incurred in the preparation of a proposal. ISBE reserves the right to accept or reject any or all proposals received in response to this RFSP. At its sole discretion, ISBE also reserves the right to make a partial award and/or waive minor defects. Bidder registration to the Illinois Procurement Bulletin does not constitute an expectation of or right to a contract award.

ISBE will make all decisions regarding proposal compliance, evaluation of proposals, and contractual terms and conditions, and it will make decisions solely in the best interest of the State. ISBE reserves the right to judge and determine whether a proposal is compliant with and has satisfactorily met the requirements of the RFSP.

At ISBE's request, proposal revisions may be permitted after submission and before award for the purpose of obtaining best and final offers. Any further information disclosed about the RFSP during this process will be provided to all bidders.

For the purpose of verifying the contents of the proposals, ISBE may request additional information, an inspection of the premises of the bidder and/or any proposed subcontractors, staff interviews, and content presentations. Discussions may be conducted with responsible bidders who submit proposals determined to be reasonably suitable of being selected for award for the purpose of clarifying and assuring full understanding of, responsiveness to, and compliance with the solicitation requirements. Bidder cooperation in meeting these terms is required. ISBE reserves the right to reject at its sole discretion the proposals of non-cooperative bidders.

A signed two-party agreement based upon the contractor's proposal will constitute the contract with ISBE. No agreement exists, and no work shall begin until the contract has been finalized and signed by both parties. Payment will be made according to a negotiated payment schedule set forth in the contract. Upon written request and after contract award, ISBE will release the winning contract and redacted version of the selected contractor's proposal. By law, bidders' scores are also subject to release whereby upon receipt of a written request, ISBE may release any or all bidders' scores.

The content matter of this RFSP is subject to legislative changes either by the federal or State government. If any such changes occur prior to contract award, then all bidders will have the opportunity to modify their proposals to reflect such changes. If any such changes occur after a contract award has been made, then the following conditions will apply.

- ISBE reserves the right to negotiate modifications to the selected bidder's proposal reflecting such legislative changes; and
- ISBE shall have no obligation to provide those bidders not selected with the opportunity to modify their proposals to reflect such legislative changes.

Fiscal Information

ISBE has allocated \$1,523,500 of the state's Early Childhood Block Grant for the current fiscal year (FY 2012) for the implementation of KIDS and expects to continue to allocate funding at this level through the initial contract period. The state is also seeking competitive federal funding through the Race to the Top Early Learning Challenge to support the statewide implementation of KIDS by school year 2014-2015. Any federal funding received will be in addition to, and will not replace or supplant, the state's funding commitment.

If the state receives Early Learning Challenge funding, the contract will include administration of a pilot program in school year 2012-2013, expanded second-phase implementation in school year 2013-2014, and full statewide implementation for three subsequent testing cycles during school years 2014-2015, 2015-2016, and 2016-2017. If, however, the state does not receive Early Learning Challenge funding to supplement the state funding commitment, the project will be funded by the state appropriations only, and the scope of the work may be altered or reduced from what is described in this RFSP.

It is expected that contract funds will be used to cover the cost of all tasks described in the *Scope of Work*. This includes, but is not limited to, personnel costs, travel expenses, supplies and materials, and production costs. Travel expenses, including mileage and, where overnight stay is required, lodging, and per diem costs, are subject to the state rates according to the Governor's Travel Control Board as outlined in the Reimbursement Schedule of the Travel Guide for State Employees. Subcontracting is permitted under this contract, subject to approval by ISBE. Indirect costs are not allowed.

Bidders must provide a cost proposal that clearly identifies anticipated expenditures for each year in the initial contract period. The cost proposal must display each deliverable separately and identify per-unit costs for administering KIDS to kindergarten students, providing training and professional development to educators, and providing other materials and services, where applicable. Also cost proposals must identify any assumptions made in calculating per-unit costs based on the proposed scope or timing of the work.

Proposal Format

Each proposal must be submitted in five parts in the formats outlined below. Each part must be submitted in a sealed package separate from the other part, with appropriate labels as directed in the *Submission Requirements* section of this RFSP. Please use the following as a checklist in assembling your completed proposal. Bidders must provide all information requested in the narrative description and must address all points.

Part I: Narrative Description. Bidders are advised that cost information must not be included within the narrative description.

A. **Cover Page:** Must be signed by the official authorized to submit the proposal and contain the following information:

1. Name, address, telephone and fax numbers, and e-mail address of bidder;
2. Name and telephone number of the contact person; and
3. Federal Employer Tax Identification Number (FEIN) for the entity as well as a list of any proposed subcontractor(s) and their FEIN number(s).

In addition, a business or organization that is a division or subsidiary of another organization must provide the following:

1. Name and address of the parent company;
2. Name of chief executive officer;
3. Parent company's website address;

4. Type of organization (i.e. sole proprietor, corporation, partnership, etc. Should be the same as on the Taxpayer ID Form (Attachment 5);
5. Length of time the parent company has been in business;
6. Annual sales for the most recently completed fiscal year (July 1 through June 30), if applicable;
7. Number of full-time employees;
8. State of incorporation, state of formation, or state of organization;
9. Location(s) and telephone numbers of the major offices and other facilities that are pertinent to the bidder's performance under the terms of this solicitation; and
10. Parent company's FEIN.

B. **Executive Summary:** Briefly describe the overall objectives and activities of the work to be performed, including instrument(s) that will be used; how they will be altered or adapted to develop the KIDS survey; how the survey will be administered; what training and professional development will be provided to support implementation and effective use of the survey; and how student data will be gathered, analyzed, and reported. The Executive Summary is limited to 5 pages.

C. **Work Plan:** Provide a work plan as specified in the *Scope of Work* section of this RFSP. Include timelines and work locations where applicable, and describe in detail how the requirements set forth in this RFSP (and, specifically, each element of the *Scope of Work*) are proposed to be accomplished.

D. **Contractor's Qualifications:** Describe the qualifications and experience of the contractor and key personnel, as specified in the *Required Contractor Qualifications* section of this RFSP.

E. **Fiscal and Management Capabilities:** Provide evidence of sufficient fiscal and management capacity to undertake all activities described in the Work Plan, as applicable. The description must address each of the following:

1. A description of the applicant's organization.
2. The specific legal entity that will undertake the services described in the Work Plan.
3. The qualifications and experience of staff who will manage development and implementation of the activities described in the Work Plan. Include résumés.
4. A list of all contracts including contract numbers that the applicant has had with ISBE during the past five years. Do not include contracts with public entities such as Regional Offices of Education, schools, etc.).
5. The names, addresses, and telephone numbers of four business references from companies where similar services have been provided. These references should not be from ISBE employees or members of the Board. List the type of services performed and dates of service
6. Evidence that the applicant has adequate financial, organizational, and technical resources to perform the activities described in the Work Plan. This evidence must include (but need not be limited to):

- a. A description of the applicant's plan for developing organizational capacity to implement the activities specified in the Work Plan;
 - b. Completed federal tax returns (or the equivalent for nonprofit entities) for the two most recent years);
 - c. Either an audit report or audited financial statements completed within two years prior to submission of the proposal;
 - d. Evidence of sufficient financial capacity to operate for up to six months prior to receiving payment from this contract.
7. The auditing process that will be used by the applicant and the frequency at which it will occur; and
 8. Proof of legal authority to conduct business in Illinois.
- F. **Exceptions to the RFSP:** Contractual terms and provisions are set forth in Appendix A. Bidders are advised to review the terms and provisions before signing consent. The proposal must clearly identify suggested exceptions, if any, to the Contractual Terms and Provisions. Suggested exceptions to requirements and contract modifications, while allowed, are discouraged. ISBE is under no obligation to accept exceptions or modifications suggested by the bidder or any subcontractors, and any exceptions or modifications will affect ISBE's evaluation of the proposal and may result in rejection. If the bidder or any subcontractors request exceptions or modifications, then all such exceptions or modifications must be submitted with the proposal. Failure to resolve exceptions to the contractual terms within three (3) business days from ISBE's first contact with the bidder regarding the exceptions may preclude ISBE's further consideration of the bidder's proposal.

Part II: Cost Proposal

- A. **Cover Page:** The cover page must contain the following information.
1. Name, address, telephone and fax numbers, and e-mail address of the bidder;
 2. Name and telephone number of the contact person; and
 3. Federal Employer Tax Identification Number (FEIN) for the entity as well as a list of any proposed subcontractor(s) and their FEIN number(s).
- B. **Budget:** A complete budget for the contract must be included. The budget must show line item expenditures for allowable expenditures as identified in the *Fiscal Information* section of this RFSP. Describe the expenditures for the contract period, displaying each deliverable separately, and providing a separate budget for each fiscal year. The budget should identify per-unit costs for administering KIDS to kindergarten students, providing training and professional development to educators, and providing other materials and services, where applicable. Also identify any assumptions made in calculating per-unit costs based on the proposed scope or timing of the work. **Indirect costs are not allowed.**

The budget format used must provide the following information:

1. **Personnel costs:** Itemize the following for each category of personnel involved (i.e. management, professional, technical, and support):
 - a. Estimated days of service;
 - b. Hourly and/or daily rates; and

c. Total cost per category and for all personnel.

2. **Supplies and materials:** Itemize.
3. **Travel:** Separate travel cost from per diem cost. Estimate the number of trips.
4. **Production Costs:** Itemize.
5. **Subcontracting information, if applicable:** Bidders are advised that the selected contractor will be required to provide copies of all subcontracts, where the total amount of the subcontract is cumulatively greater than \$25,000 over the term of the subcontract including any and all renewals, to ISBE within twenty (20) days of execution of a contract with ISBE.

Bidders are also advised that all subcontracts must include the same standard certifications, assurances, disclosures, and conflicts of interest as is required of the contractor. See Part III of this *Proposal Format* section: *Certifications and Assurances*; Attachments 1-8 apply as applicable and are required of contractors and their subcontractors.

If subcontracting is proposed, then the following information is required:

- a. Name(s) and address(es) of subcontractor(s);
- b. Need and purpose for subcontracting;
- c. Measurable and time-specific services to be provided;
- d. Associated costs, i.e., amounts to be paid under subcontracts; and
- e. Federal Employer Tax Identification Number for each subcontractor.

6. **Other Costs:** Itemize and provide specific information.

7. **Total Costs**

Part III: Certification and Assurances (Attachments): Each bidder is required to complete and submit the following forms, which are attached to the RFSP. Forms must be signed by the official authorized to submit the proposal and to bind the bidder to its contents as applicable.

- A. Standard Certifications including State Board of Elections Official Certificate (Attachment 1)
- B. Disclosures and Conflict of Interest (Attachment 2)
- C. Department of Human Rights Public Contract Number (Attachment 3)
- D. Business Enterprise Program (Attachment 4)
- E. Vendor's Federal Taxpayer Identification Number, Legal Status Disclosure Certification and Contract Addendum (Attachment 5)
- F. Certification Regarding Debarment (Attachment 6)
- G. Certification Regarding Lobbying (Attachment 7)
- H. Federal Certifications (Attachment 8)

- I. Subcontracting Information (Attachment 9)
- J. Certificate of Good Standing, a copy of assumed name certificate from home county, or other official documentation of proof that bidder is a legal entity in good standing and authorized to do business in Illinois.

Part IV: Compact Discs: The compact disc should have Part I (narrative description) and Part II (cost proposal) on each.

Part V: Redacted Version: The redacted version should be submitted in hardcopy and labeled on the front "Redacted" This should include Part I (narrative description) and Part II (cost proposal).

Criteria for Review and Approval of Proposals

Below are the parts that will be evaluated and their relative weights in point format. Proposals may receive up to a maximum score value of 1,000 points. Those proposals receiving the highest overall scores will be considered in rank order.

The criteria for review for each part are listed below.

Part I: Criteria for Narrative Description (1000 points total)

- ___A. **Work Plan:** There is sufficient evidence that the applicant proposed well-defined, comprehensive services, strategies, and plans meeting the requirements and expectations set forth in the *Scope of Work* outlined in this RFSP. (700 points; see breakdown below)
 - The selected survey instrument(s), with any proposed adaptation or modification, meets the requirements of this RFSP and is aligned with the described standards, principals, and goals, including the following (100 points):
 - Significantly aligns with the proposed Illinois Early Learning and Development Standards, Early Learning Standards for Kindergarten, Social and Emotional Learning Standards, and the New Illinois Learning Standards Incorporating the Common Core for Mathematics and English Language Arts and includes observation-based evaluation across all Essential Domains of School Readiness.
 - Is valid, reliable, and appropriate for the target population, including English language learners and students with disabilities. Identifies and provides appropriate accommodations, as necessary, for English language learners and students with disabilities.
 - Aligns and can be readily integrated with the state's participation in the multi-state consortia described in the *Scope of Work*.
 - Follows the principals and recommendations of the National Research Council Reports on Early Childhood as described in the *Scope of Work*.
 - The proposed training and supports for educators are of high quality and will adequately prepare kindergarten teachers to administer the KIDS survey accurately, reliably, and consistently; accurately report outcomes data; interpret reports and data; and use data to adjust curriculum and teaching methods and communicate effectively with families. (100 points)
 - Proposed professional development programs will provide sufficient ongoing training to teachers, school administrators, and early childhood and preschool educators regarding the use of KIDS data to inform and align instruction across the elementary years, drive

collaboration with families and communities, and identify early childhood program strengths and needs. (100 points)

- Proposed systems for administering the survey process, including preparing and distributing survey materials, managing and securing data, and providing technical support to teachers in administering the survey and using the web-based reporting system are of high quality. (100 points)
- Proposed strategies for coordination with the KIDS Implementation Committee and KIDS Coordinator are likely to be effective and further the goals of this RFSP. (100 points)
- The proposed systems for data collection, analysis, and reporting are of high quality. The proposed systems will allow teachers to enter and review individual student data accurately and securely online and access integrated components of the SLDS, SIS, and ISLE systems with “single sign-on” access. The proposed methods for analyzing and reporting aggregated student outcomes data are of high quality and consistent with the goals and principals identified in the *Scope of Work*. The contractor must provide a detailed plan for data analysis and reporting that will help prevent inappropriate uses of data, ensure results will be useful for informing and improving instruction, and allow for monitoring trends over time. (100 points)
- Proposed strategies for cooperation with external evaluators in connection with a research-based study of KIDS implementation and ongoing improvement are likely to be effective and further the goals of this RFSP. (100 points)

___B. **Qualifications:** The proposal demonstrates that the applicant has a record of success in performing services similar to those described in this RFSP and has appropriate qualifications to effectively perform the work described. The contractor’s qualifications, including education, work experience, knowledge, and skills will be judged against the qualification requirements outlined in the RFSP and in accordance with the following criteria: (250 points)

There is evidence that the bidder:

- Identified the appropriate number of staff with the proper qualifications, credentials, and/or experience and demonstrated the knowledge, expertise, and capacity necessary to effectively develop and implement the KIDS survey, including all necessary training, professional development, and technical supports.
- Has a proven track record of success in administering all aspects of the selected survey instrument and/or similar assessments or programs to the target population, including students with disabilities and English language learners.
- Has a record of success in providing training to teachers and administrators on use of the selected instrument, or similar assessments and programs, to yield valid, reliable, and consistent data.
- Has a record of success in providing professional development programs to teachers and administrators across the birth to age-eight spectrum.

___C. **Fiscal and Management Capabilities:** The proposal demonstrates that the applicant has sufficient fiscal and management capacity to undertake all activities described in its Work Plan. (150 points)

Part II: Criteria for Cost Proposal

Cost will be the deciding factor between otherwise substantially similar proposals.

If ISBE does not consider the proposed cost to be fair and reasonable, and it cannot negotiate to an acceptable cost, then ISBE reserves the right to cancel the award and take appropriate action to meet ISBE's needs. ISBE will determine whether the cost is fair and reasonable by considering the proposal including the bidder's qualifications; the bidder's reputation; the cost proposed; other known prices; the project budget; and other relevant factors.

Proposals received and not awarded will be retained by ISBE during the contract period. ISBE reserves the right to award additional contracts if performance of contractors selected is unsatisfactory; a contractor withdraws; or the contract is terminated by mutual agreement.

Appendix (E)(2)-1

Early Learning Council Data Work Group Key Questions

General: How is data being used to align, prioritize, and mobilize resources?

- How are needs of children being identified in programs? When needs are identified, what follow-up occurs to ensure those needs are met? Are caregivers being provided with information about what services are available to address needs?
- Have children been referred for medical and social services needs? Did they receive the services? How much time passed between the referral and receipt of services? Which agencies provided the services?

Key Questions on Children & Families

1. Are children, birth to five in Illinois, receiving early care and education? What impact are those programs having?

- What results have been obtained for children on validated instruments measuring cognitive and non-cognitive development?
- What impact are early learning programs having on social-emotional development?
- What indicators are being used to measure children's developmental progress? And what are the trends?
- Do assessment trends over time indicate a closing of the achievement gap?

2. Which children have access to early care and education programs?

- What are the demographics of children and families in the state? What are the demographics of children and their families in early learning programs?
- Do at-risk children have access to programs?
- What is the attendance pattern for each child?
- What gaps in services exist for early learning programs? (across age, geographical region, and programs)
- Which children are enrolled in multiple programs?

3. What child health and development services are being provided to children?

- What percentage of birth mothers received prenatal and/or interconception care?
- What percentage of children have medical homes?
- What medical and dental services has the child received?
- Where are services being provided? Are services connected to an early education and care program?
- What developmental screenings has the child received? What were the outcomes?
- Which children have been enrolled in early intervention programs?

4. What are the family circumstances of children in early learning programs?

- What percentage of children in early learning programs are in foster care?
- What percentage of children in early learning programs live with a relative other than their birth parents?
- What percentage of children have moved within the last six months? How frequently are they moving?

5. What longitudinal information do we want to know about children enrolled in early learning programs over time?

- How do children enrolled in early learning programs do in K-12? (test scores, attendance, drop-out rates)
- Do children receive special education services in the public school system? Do children from high quality early programs have a reduced need for special education?
- Are children enrolled in early learning programs less likely to end up in the juvenile justice system? In the child welfare system? In the mental health system?
- What are the cost savings associated with early learning programs?

Key Questions on Workforce

1. How prepared is the early care and education workforce to provide effective education and care for all children?

- What are the qualifications for program staff and directors?
- What education, preparation, and training have program staff and directors received?
- What credentials do program staff and directors have?
- What are the demographics of program staff and directors, and do they reflect the families they serve?
- What languages do program staff and directors speak?
- Are program staff and directors trained to deal with cultural differences?

2. What policies and investments lead to a skilled and stable early care and education workforce?

- At what rate and for what reason does turnover occur? Which programs experience the most/least turnover?
- What are the characteristics (see #5 above) of those staff who persist? Of those who leave the field?
- What salaries and benefits does the program provide staff?
- What technical assistance is provided for workforce development?

Key Questions on Programs

1. Is the quality of programs improving?

- What metrics are being used to measure program quality?
- Are an increasing number of programs meeting established quality standards?
- Is the number of accredited programs increasing?
- What is the trend over time regarding the number of programs that are externally evaluated?
- How many programs administer self-assessments?
- What technical assistance is being provided to programs?

2. What are the characteristics of programs?

- What curriculums are used by programs?
- What are the qualifications for program staff and providers?
- In what setting is the program delivered?
- What are the costs associated with the program?
- What are the funding sources for the program?
- What is the staff to child ratio?
- How are programs engaging parents and caregivers?

Appendix (E)(2)-2

ISBE, IDCFS, and IDHS Data Governance Policies

Illinois State Board of Education

See attached Data Governance Program

Illinois Department of Children & Family Services

Data Governance Policies

IDCFS has extensive data governance and oversight requirements addressing the requirements of the application. IDCFS Rule, 89 Illinois Administrative Code Part 431, governs the collection, retention, and dissemination of confidential information. IDCFS Administrative Procedure 20 addresses the access, use, maintenance and disclosure of electronic communication, and data distribution. **This Administrative Procedure is attached.**

The Office of Information Technology Services of IDCFS has established procedures to govern how system access is requested, approved, and monitored. Procedures also require periodic, supervisory review to assure need for continued user access.

Illinois Department of Human Services

Data Governance Policy

See Attached Data Sharing Protocol with Business Entities

Illinois State Board of Education: Data Governance Program



Illinois State Board of Education

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Section 1. DATA GOVERNANCE, GENERALLY

1.1 Purpose of Data Governance

A strategic enterprise-wide system of data governance can help agencies meet their modern goals of data-informed education by helping to create greater order, focus, and efficiency. As Illinois works to build its longitudinal data system and link that system with early education and workforce data across state agencies, the amount of data being managed will continue to increase, as will the requests for access to that data to inform program and legislative priorities. This increased data activity demands heightened vigilance in the areas of data quality and security, as well as privacy. A data governance program, “creates a culture of accountability, collaboration, and standardization around information,” and allows ISBE to “coordinate an approach to identifying data issues, creating solutions, and communicating decisions,” such that the potential of the Illinois Longitudinal Data System (ILDS) can be realized.⁵

1.2 Data Governance at the Illinois State Board of Education

1.2.1 Mission

The Illinois State Board of Education (ISBE) believes that creating and implementing a Data Governance Program will result in improved data quality, coordinated and improved access to and protection of sensitive data, including student-level data, and seamless operations in which programs and data are aligned.⁶ Such a Data Governance Program will enable the Agency to maximize the impact of the ILDS, and ultimately better serve the students, educators and citizens of Illinois.

ISBE adopts the Data Quality Campaign’s (DQC) six key components of successful data governance, and incorporates them as foundational goals of the Agency’s Data Governance Program.

These key components are:

- 1) An Agencywide Data Governance Committee with Program Leaders and a Clear Mission
- 2) Support of Executive Leadership for Data Governance
- 3) A Data Governance Director to Monitor the Big Picture and Promote Continuous Improvement
- 4) Clear Data Architecture System that Governs Data Collection, Access, and Use
- 5) Clear Security Policies that Govern Access to Data, Especially at the Student Level
- 6) State Data Audit System to Assess Data Quality, Validity, and Reliability

⁵ National Forum on Education Statistics. (2011). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book Three of Four: Effectively Managing LDS Data* (NFES 2011–805). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011805>

⁶ Data Quality Campaign. (2008). *Data Governance: Changing Culture, Breaking Down Silos and Deciding Who Is in Control*. http://www.dataqualitycampaign.org/files/meetings-dqc_quarterly_issue_brief-072908.pdf

1.2.2 Application

Implementation of ISBE's Data Governance Program requires the collaboration of the entire Agency, but daily management of the Program is delegated by the State Superintendent to the Data Governance Committee, the Data Governance Director, and the Data Request Review Board.

Data Governance Committee

The Data Governance Committee (DGC) is the main governing body regarding data collection, access, and use at ISBE. It was created to support ISBE's mission by promoting the appropriate use of data to inform decision-making, and ensuring data quality, accountability, and timeliness. The work of the DGC engages each of the six components of successful data governance.

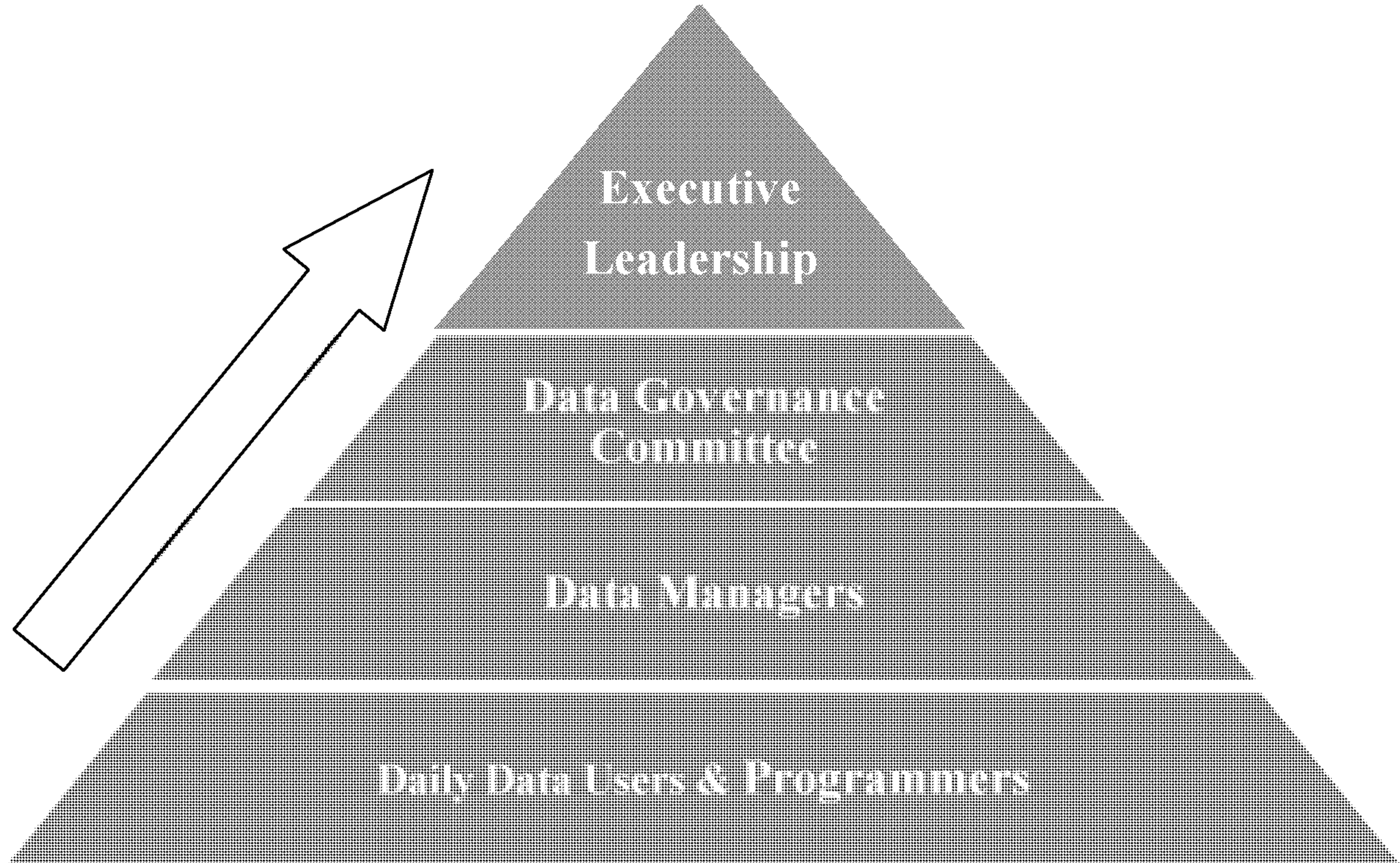
The DGC is made up of Data Owners⁷ from each ISBE Division as well as others with a high level of responsibility regarding data. Data Owners' responsibilities are delegated to Data Managers, Daily Data Users, and Programmers for action, execution, and management.

Data Governance Director

The Data Governance Director (DGD) oversees issues related to data governance and monitors the overall status of data collection, reporting, and use at ISBE. This person is responsible for taking the broadest view possible of ISBE's data priorities, and in that capacity will be responsible for managing the DGC, motivating the continuous improvement of the Data Governance Program, and maintaining strong lines of reciprocal communication with the State Superintendent regarding data priorities at ISBE. Like the DGC, this person's role impacts each of the six components of successful data governance.

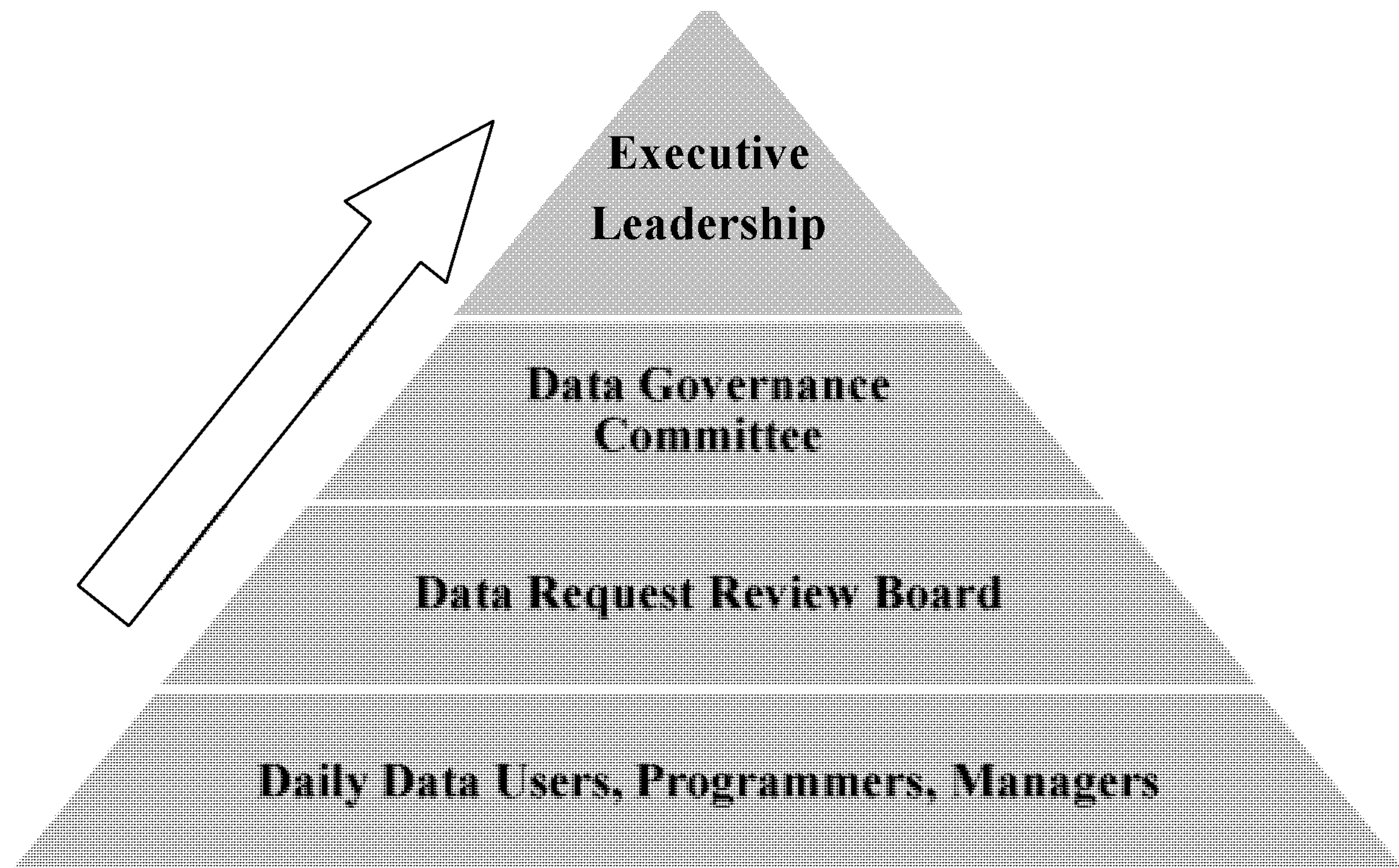
⁷ Data Owners are those responsible for the data within a Division.

Below is a visual representation of the flow of communication and issue resolution regarding data collection, access, and use within ISBE:



Data Request Review Board

The Data Request Review Board (DRRB) is a sub- group of the DGC comprised of the Assistant Superintendents, the Division Administrator from Data Systems, and an appointed representative of the Legal Team. The DRRB is responsible for the legal, efficient, and purposive management of data requests for personally identifiable information from external parties such as researchers. The DRRB's work is integral to the fifth component of successful data governance (Clear Security Policies that Govern Access to Data, Especially at the Student Level). Below is a visual representation of the flow of communication and issue resolution regarding external data requests and data sharing agreements:



Section 2. DATA GOVERNANCE COMMITTEE

2.1 Mission

To support ISBE's data governance mission, as described in Section 1.2.1 herein, by promoting the appropriate use of data to inform decision-making, and ensuring data quality, accountability, and timeliness.

2.2 Goals and Objectives

1. Achieve consistency in collecting and reporting data across various Divisions and source systems.
2. Achieve high quality data in collection, analysis, and reporting.
3. Respond in a timely manner to data issues, including application requests, approvals and denials, escalated to the DGC.

2.3 Scope of Responsibilities

The DGC oversees all areas, subjects, and requests for data at ISBE, including:

1. Culture of investment around appropriate data policies
2. Source data collections
3. ILDS
4. Reporting access including federal, legislative, local, and research requests
5. Security of data
6. Data verification
7. Deadlines
8. Communication regarding data and policy

2.4 Commitments

DGC members commit to:

1. Attend and participate in scheduled DGC meeting, or send a representative in his or her place so that the program area is always represented.
2. Report to the DGC regarding data issues, new data regulations, and new policies affecting data that arise in his or her Division.
3. Communicate with Division staff regarding activities and discussions of the DGC.
4. Support and advocate data management and governance practices to agency staff.

Section 3. DATA REQUEST REVIEW BOARD

3.1 Mission

To legally, efficiently, and purposively manage data requests for personally identifiable information from external parties, such as researchers, in order to advance the Mission of ISBE⁸ and its data governance mission, as described in Section 1.2.1 herein, and facilitate ISBE's priorities in educational advancement through research and/or evaluation.

3.2 Goals and Objectives

1. Provide accurate, timely data for strategically selected research projects that have the potential to advance ISBE's mission.
2. Protect the privacy of students, parents, and teachers.
3. Collect and maintain research findings to inform state educational priorities.
4. Efficiently and predictably manage the flow of requests for access to personally identifiable information.

3.3 Scope of Responsibilities

The DRRB oversees all issues relating to external requests for personally identifiable information, including:

1. Establish, encourage, and enforce policies and procedures for responding to data and information requests.
2. Provide and continually improve standard procedures for entering, prioritizing, and responding to requests for personally identifiable information.
3. Inform and train agency staff of policies and procedures surrounding external data requests.
4. Prioritize requests as needed.
5. Review and determine the legality of responding to data requests as needed.
6. Report and escalate issues, including application requests, approvals and denials, to the DGC as needed.
7. Track the flow and completion of requests from inception to publication of findings.
8. Monitor and enforce data share agreement compliance of external entities.

3.4 Commitments

Members of the DRRB commit to:

⁸ ISBE's Mission Statement:

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

1. Attend and participate in scheduled DRRB meetings, or send a representative in his or her place so that the program area is always represented.
2. Communicate with Division staff regarding activities and discussions of the DRRB.
3. Support and advocate the appropriate sharing of data with external parties to agency staff.

Section 4. Appendix

4.1 Important Terms

Business Rule is a statement expressing a policy or condition that governs business actions and establishes data integrity guidelines.

Example: A grade level business rule is “to be considered eligible for Kindergarten the student must be five years old by a specific data that is determined by the state.”

Data Definition is the description or meaning for a data field.

Example: The data definition of grade level is “a level of academic development to which a particular student is assigned.”

Data Element Name is the name of a distinct piece of data.

Example: The grade level data element name is “GradeLevel.”

Data Manager is the person within a division with extensive knowledge of a data element or set of data elements. This person is responsible for data management on a day to day basis and reports to the Data Owner.

Data Owner is the ISBE Administrator of the Division that has requested collection of a particular set of data or is assigned responsibility for a particular set of data.

Data Request is a request from an internal or external customer for data to be supplied in a specified format for a specific reason such as a report, analysis, comparison, research, etc.

Data Steward is an ISBE employee, specifically employed as a Data Steward for data review and audit, or assigned by the Data Owner, that is responsible for the data related to a specific program area. A business subject matter expert designated and accountable for assisting with analysis, quality, and use of the data as well as documentation of appropriate metadata.

EDEN is the Education Data Exchange Network, an online portal used to submit data files for the ED Facts initiative.

ED Facts is a U.S. Department of Education initiative to place performance data at the center of policy, management, and budget decisions for all K-12 educational programs. ED Facts centralizes performance data supplied by K-12 state education agencies (SEAs) with other data

assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning, and management.

Enterprise Data System is a system for effective capture, cleansing, transformation, storage, definition, and use of data.

Higher Ed is education beyond the secondary level. This includes community colleges, technical schools, colleges, and universities.

Illinois Board of Higher Education (IBHE) is the state agency that plans and coordinates Illinois' system of colleges and universities (110 ILCS 205/0.01 et seq.). For more information see the IBHE website.

Illinois Community College Board (ICCB) is the state coordinating board for community colleges, and administers the Public Community College Act (110 ILCS 805/1-1 et seq.). For more information see the ICCB website.

Metadata is a term used for data that describes a specific element or set of data. The term refers to all of the characteristics that need to be known about data in order to build databases and applications and to effectively use data for policy and decision making.

Permitted Value is a set of specific values that may be contained in a field.

Example: For the data element "grade level" the permitted values include "K, 01, 02, 03, 04, etc."

Subject Matter Expert is a business person who has significant experience, responsibility, and knowledge of a given business subject or function.

ED is the abbreviation for the United States Department of Education, a Cabinet-level department of the United States Government administered by the United States Secretary of Education.

4.2 Revision History

Date	Name	Description of Revision

4.3 Related Documents

Name	Date	Document Title	Comments

01.03.01.040 DHS Data Sharing Protocol with Business Entities

Number	01.03.01.040
Effective	02/15/00
Revised	09/01/01, 05/31/07
Section	Management Information Services
Subsection	General Provisions
Subject	DHS Data Sharing Protocol with Business Entities

Policy Statement

The Department of Human Services (DHS) may share electronic data, to the extent permitted by State and Federal law, with entities that may require provider or client data, on-line client demographic information, or when DHS requires supplemental client data such as Social Security information, employment statistics, or tax return information.

Procedures

- I. Once the requirement(s) for data is established, management in the pertinent DHS program area should initiate steps to provide the necessary computer access method(s) to expedite the business requirement(s). This includes documenting the business need, hence justifying the access. This documentation should start with a hard copy memo from/to the principal(s) of the organization requesting that the data be shared. The memo shall outline the background, intent, and justification of the data sharing project.
- II. After this memo is received by DHS, the Secretary or designee reviews and approves the data sharing, and the program area contact person/manager is responsible for drafting a data sharing agreement and contacting the Office of the General Counsel. This memo shall contain language specifying the precise communication and processing protocol to be used for the data sharing, as well as, details pertaining to the exact data items needed and the necessary file structure requirements.
- III.
 - A. All data sharing agreements must contain, but are not limited to, the following
 1. The duties of DHS;
 2. The duties of the User;
 3. Payment information;
 4. Terms of the agreement;
 5. Confidentiality of records and penalties under law for violation thereof;
 6. Statements regarding notices, professional integrity, nondiscrimination, assignment, etc.;
 7. Ownership of data;
 8. Licensing information;
 9. Return of data and destruction; and
 10. Term and time limits of agreements.
 - B. The draft data sharing agreement must be reviewed and approved by the following DHS areas in the following

1. Computer Security Manager;
 2. Office of the General Counsel;
 3. The DHS Secretary or designee is the final sign-off. The Secretary's signature is secured once all the DHS approvals are in place.
- C. The agreement has been executed once it has been signed by the principals of both the participating business organization and the Secretary of DHS. In addition, management in the pertinent DHS program area should initiate steps to complete a Management Information Services (MIS) Request form (IL444-4015). The submission of this form to MIS will facilitate the implementation of the technical tasks necessary to satisfy the details of the data sharing agreement, for instance, generation of telecommunications devices, software/hardware acquisition, and assignments of User IDs and passwords.
- D. MIS notifies the User (management in the pertinent DHS program area) when the request has been satisfied.
- E. The User (management in the pertinent DHS program area) notifies the participating business organization that the request has been expedited and the process outlined in the agreement may proceed.
- F. Any alterations to the initial plan/process as outlined in the agreement may require an amendment to the agreement. A memorandum outlining the changes shall be required. In either case, management in the pertinent DHS program area is responsible for initiating action in the form of another MIS Request form (IL444-4015) for the review of an amended agreement. All amendments to the agreement shall be reviewed by the OMIS Computer Security Manager and the Office of the General Counsel.
- G. Copies of executed agreements need to be sent to and maintained by:
1. The Pertinent Program Area;
 2. The Office of the General Counsel;
 3. The Computer Security Manager.

Authorized by: *(Signature on File)*

Carol L. Adams, Ph.D.
Secretary

ADMINISTRATIVE PROCEDURE #20
Electronic Communication and Distribution
February 7, 2011 – P.T. 2011.03

Section

20.1	Purpose
20.2	Definitions
20.3	Permissible uses of Electronic Mail, Internet, and Data Distribution Function
20.4	Transmission of Confidential Information
20.5	Prohibited Uses of Electronic Mail
20.6	State Computer Equipment Usage
20.7	Use of Unauthorized Equipment
20.8	Prohibited Uses of the SACWIS and Any Other Search Function
20.9	Statewide Business Related Announcements
20.10	Department Monitoring, Access and Disclosure
20.11	Security and Confidentiality
20.12	Maintenance of Electronic Mail
20.13	Policy Enforcement
20.14	Policy Acknowledgement
Appendix A	Electronic Mail/Internet Usage/SACWIS Search Function and Distribution Certificate of Understanding

20.1 Purpose

The purpose of this Administrative Procedure is to establish the Department's policy regarding the access, use, maintenance and disclosure of electronic communication, and data distribution, which includes, but is not limited to, electronic mail and Internet usage. Electronic mail or E-mail has become an essential method of communication that is accessible to all Department of Children and Family Services (DCFS) staff. The Department encourages and supports the use of E-mail to facilitate timely and efficient business-related communications; however, there are some basic principles that govern the use of electronic communication and data distribution.

- The Department's electronic mail and Internet systems should be used only for business-related communications and research.
- Department employees and other authorized users should have no expectation of privacy in anything they access, create, store, send or receive when using the Department's electronic mail and Internet systems.
- All users of the Department's electronic mail and Internet systems are required to use these resources in a responsible, professional, ethical and lawful manner.
- E-mail or Internet, used inappropriately, could result in lawsuits, costly litigation and/or employee discipline.
- The sending of E-mail does not absolve the sender from communicating orally with the recipient on critical job-related matters or tasks.
- E-mail encryption and security is solely to be provided via the CMS Public Key system implemented, no other variants are allowed.

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- All department web-based or Internet accessible applications must use Secure Sockets Layer, at a minimum of 128-bit key strength, to secure the communications channel between the connecting client and the server.
 - Only department web-based applications that are not available via the Internet may use a self signed certificate.
 - All Internet available applications must use a certificate provided by a certified third party (GTE Cyber Trust, Verisign, Entrust, etc.), and may not be a self-signed certificate.

Electronic Data Distribution

- All data distribution shall be implemented or approved by the Office of Information Technology Services (OITS).
- Data distribution standards and methodologies will be observed at all times to ensure the quality and security during delivery.
- Data movement via physical devices such as flash, removable hard drives, tape, etc. shall meet with OITS approval.

VPN/Remote Access

- VPN tunnel encryption must meet a minimum of utilizing 3DES or AES encryption for the secure tunnel.
- Usage should be approved by OITS and user's business manager/supervisor.
- Usage is restricted to DCFS employee's or contracted business partners, to utilize for access to DCFS applications and services only.
- Any and all VPN connectivity constitutes an acceptance of the "acceptable use policies" of DCFS and its information and computing systems. All VPN connections are subject to investigation, monitoring.

20.2 Definitions

CYCIS (Child and Youth Centered Information System) – confidential information of persons served by the Department of Children and Family Services is stored in the CYCIS database.

Electronic Mail System - the State's messaging system that depends on computing equipment to create, send, forward, receive, reply to, transmit, store, hold, copy, view, print, and read electronic mail.

Electronic Mail (E-mail) - any electronic computer document or message created, sent, forwarded, received, replied to, transmitted, stored, copied, downloaded, displayed, viewed, read, or printed via the Internet or Intranet.

FTP – a communications protocol governing the transfer of files from one computer to another over a network.

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Internet - a group of independent, self-defined, and self-contained computer communication areas. Internet connections enable access to the Internet (a.k.a. the World Wide Web) when appropriate software has been installed on a workstation.

Intranet - a self-contained computer communication network that is strictly internal to the Department and authorized users.

MARS (Management and Accounting Report System) – confidential information of persons served the Department of Children and Family Services is stored in the MARS database.

Remote Access (RAS) – a dial up method of access to the DCFS network using modems and phone lines.

SACWIS means the (State Automated Child Welfare Information System) - Confidential information of persons served by the Illinois Department of Children and Family Services is stored in the SACWIS database.

SACWIS search function - the mechanism by which authorized SACWIS users may retrieve information maintained in the Department's database regarding child abuse and neglect investigations, child welfare service cases, and related information involving mandated reporters and Department personnel.

VPN – a virtual private network that provides a means to access the DCFS network from other networks outside of DCFS.

20.3 Permissible Uses of Electronic Mail, Internet and Data Distribution

a) Authorized Users

Only Department staff, authorized contractual staff, and private agencies using the DCFS network are considered authorized users of the Department's electronic mail, Internet systems, and other data distribution methods.

b) Purpose of Use

1) Electronic Mail and Internet

Internet usage, electronic mail, or the use of any Department resources for electronic mail should be related to Department business. This includes union-related business as stipulated in the agreements between the Department of Central Management Services and the applicable collective bargaining entities.

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2) SACWIS, CYCIS, MARS, and Other Search Function

The SACWIS, CYCIS, MARS, and other search function shall be limited to use by authorized persons that have need of specific database information for the accomplishment of assigned case management functions.

20.4 Transmission of Confidential Information

Confidential information may be transmitted only as authorized under **Rules and Procedures 431, Confidentiality of Personal Information of Persons Served by the Department of Children and Family Services**. Information related to the Comprehensive Medicaid Billing System and Medicaid Community Mental Health Services shall remain confidential and may only be transmitted by authorized persons in accordance with Rules and Procedures 431, Procedures 359, Appendix H, Medicaid Community Mental Health Services Program and Policy Guide 2003.05 (Health Insurance Portability and Accountability Act).

Additionally, any transmission of confidential information via the internet must include the statement:

“PRIVILEGED AND CONFIDENTIALITY NOTICE: This email (and/or the documents accompanying such) may contain privileged/confidential information. Such information is intended only for the use of the individual or entity above. If you are not the named or intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action in reliance on the contents of such information is strictly prohibited. If you have received this transmission in error, please immediately notify the sender by telephone to arrange for the secure return of the document.”

Note: Section 20.5 lists specific information the department prohibits sending via the internet.

20.5 Prohibited Uses of Electronic Mail or Internet

Displaying or disseminating materials that can be considered by some people to be obscene, racist, sexist, or otherwise offensive may constitute harassment by creating a hostile work environment. Accessing non-business related Internet sites may subject the user to discipline, up to and including discharge. Furthermore, unintended usage or unauthorized access or interference may subject the employee and/or the Department to legal action. Consequently, the Department requires appropriate standards of conduct to be employed when using electronic mail or Internet.

Specific prohibited uses of electronic mail include, but are not limited to:

- Using electronic mail systems for any purpose restricted or prohibited by State and Federal laws or regulations;

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- Sending electronic mail that is considered offensive to any individual or group or accessing Internet websites for non-business purposes;
- Transmitting, via the Internet, case-related information such as, but not limited to, case notes, correspondence or documents in violation of Rules and Procedures 431. Personal information of persons served by the Department shall not be transmitted using the Internet, except as approved in writing by the Director or Chief Legal Counsel for purposes of automated E-mail reminders of juvenile court hearings and case reviews. No confidential information shall be contained in an Internet E-mail message, listed in a “chat room,” or otherwise referenced in any Internet communication. Personal information of persons served by the Department may be transmitted via Outlook E-mail to other Illinois state agencies when the disclosure is in accordance with Rules and Procedures 431, and the information is sent through the DCFS Outlook E-mail system by selecting the other Illinois state agency employee’s name from the Outlook Global Address List. Any other method of addressing an E-mail, including typing in the state employee’s full E-mail address, may result in the E-mail being transmitted via the Internet, which is prohibited;
- Transferring or downloading any confidential information onto user-owned personal computers, flash drives or other removable media or email is prohibited;
- Transmitting confidential personnel, employee discipline, or employee evaluation-related information unless necessary as part of the employee’s job duties within the Department;
- Sending copies of documents in violation of copyright laws;
- Unauthorized intercepting and opening of electronic mail except as required in order for authorized employees to diagnose and correct delivery problems or to monitor usage in accordance with this Administrative Procedure, or for authorized investigations pursuant to Rule 430 or other appropriate Department purposes;
- Using electronic mail to harass or intimidate others or to interfere with the ability of others to conduct Department business;
- Accessing or attempting to access websites for non-business purposes that are sexually explicit, demeaning or exploitive of minors, women or minorities or otherwise counter to the purposes of the Department;
- Unauthorized use of an individual’s E-mail account other than for monitoring or investigative purposes consistent with this Administrative Procedure or Rules 430;
- Constructing an electronic mail communication so it appears to be from someone else;
- Attempting unauthorized access to electronic mail or attempting to breach any security measures on any electronic mail system, or attempting to intercept any electronic mail transmissions without proper authorization;
- Downloading and installing of unauthorized software;
- Using the E-mail or Internet system to conduct statewide mailings for notifications of births, deaths, illness, parties and social events;
- Using E-mail or Internet for other such non-business related matters;
- Including non-business related graphics within an E-mail message;
- There is a presumption that the use of chat rooms is non-business related; or
- Unauthorized use of Internet access is not limited to business hours. DCFS equipment cannot be used for non-business purposes.

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20.6 State Computer Equipment Usage

Desktop computers, laptop computers, printers, and other equipment that is issued to employees should only be used for State business. Misuse of DCFS/State equipment may result in disciplinary action up to and including dismissal.

Unauthorized use of State property is prohibited. Staff should not lend any computer equipment that was issued to them.

Proper care should be taken in the use of State owned equipment. It is prohibited to damage or expose State owned computer equipment to any condition that might cause damage.

Files/data of a personal nature such as music, photos/pictures, and movies should not be loaded, run, printed or viewed on State property. OITS has the right and will remove these files on discovery.

Unauthorized programs/applications that were not authorized and issued by DCFS OITS should not be loaded or run on State equipment. This includes screen savers, add-on graphics/fonts, slideshow applications, or any other application that was not authorized/issued and installed by DCFS OITS. OITS has the right and will remove these files on discovery.

20.7 Use of Unauthorized Equipment

It is prohibited to connect non-State owned computer equipment to the DCFS Network without written authorization from DCFS OITS. This includes personal computers, hubs, switches, printers, scanners, storage devices, and other peripherals.

Add-on equipment such as storage devices, cameras, printers, or other peripherals should not be installed/connected to State property unless authorized and installed by DCFS OITS technicians.

20.8 Prohibited Uses of the SACWIS and Any Other Search Function

Purposes for which the SACWIS search function and any other electronic means may not be used include, but are not limited to the following:

- The SACWIS search function may not be used by persons other than those authorized by the Department.
- The SACWIS search function may not be used to retrieve database information for purposes other than the accomplishment of assigned duties.
- Information obtained via a SACWIS search shall not be transmitted using the Internet or contained in an Internet E-mail message, listed in conversation in a “chat room,” or otherwise referenced in any Internet communication.

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20.9 Statewide Business-Related Announcements

Business-related announcements to all Department users, must be directed to the following E-mail address: ANNOUNCEMENTS. Include in the first line of the message the date that you wish the announcement to be sent.

E-mail sent to this address will be reviewed for appropriateness prior to distribution. The submitter will be contacted, if necessary, to discuss any issues with the announcement. Allow a minimum of one business day for distribution. Emergency announcements should be marked URGENT and include in the first line an explanation of the situation creating the emergency. (Note: This will be removed prior to distribution.)

20.10 Department Monitoring, Access and Disclosure

Electronic mail created or stored on Department equipment or Internet usage constitutes a Department record and is subject to the disclosure laws of the State of Illinois. The Department reserves the right to monitor, access and disclose contents of electronic mail or internet usage without the consent of the originator or the recipient of the correspondence.

The SACWIS search and the information developed from the search that is stored on Department equipment constitutes a Department record and is subject to the disclosure laws of the State of Illinois. The Department reserves the right to monitor, access and disclose contents of searches without the consent of the originator of the search.

20.11 Security

Users are advised that electronic mail messages that are transmitted, received, or stored on the Department's electronic mail systems are the property of the Department, and as such, may be considered public records. All Internet sites accessed and attempts to access are subject to monitoring by the Department. The SACWIS search and the information developed from the search that is stored on the Department's electronic systems are the property of the Department, and as such, may also be considered public records.

All Department electronic mail and Internet usage that connects to the Internet, Outlook, or AS400 systems passes through the Department of Central Management Services' (CMS) computer network. Both CMS and DCFS conduct regular back-ups of their electronic mail files. Even though the sender and recipient have discarded or deleted their copies of an electronic mail record, there may be back-up copies, either at DCFS or CMS that can be retrieved as the result of discovery requests in the course of litigation or other official inquiry.

20.12 Maintenance of Electronic Mail

All electronic records will be maintained according to the rules and timeframes set forth by the State Records Commission and the Department. Staff should preserve essential electronic business records through archiving documents on their workstation or through conventional filing and maintenance.

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The Department will maintain a back-up copy of deleted E-mail transactions for 30 days, at which time they will be removed from the system. A back-up copy of the E-mail journal will be taken every 30 days of all E-mail transactions occurring in that 30-day period and will be retained for five years.

20.13 Policy Enforcement

Violations of Department E-mail or data distribution policies will subject employees to disciplinary action up to and including discharge.

20.14 Policy Acknowledgement

Users of the Department's electronic mail system and/or SACWIS search function *must* sign a **CFS 123 (Electronic Communication and Distribution Certificate of Understanding)** acknowledging that they have read and understand the conditions and terms of this agreement (See Appendix A). The signed copy is to be maintained in the employee's on-site personnel file for all DCFS and POS users and a copy sent to the Office of Employee Services for inclusion in the employee's personnel file for all DCFS users. Failure to sign a CFS 123 will result in loss of network privileges.

ADMINISTRATIVE PROCEDURE #20
Electronic Communication and Distribution Certificate of Understanding
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APPENDIX A

CFS 123
Rev 2/2011

State of Illinois
Department of Children and Family Services

ELECTRONIC MAIL COMMUNICATION AND DISTRIBUTION CERTIFICATE OF UNDERSTANDING

- 1) I acknowledge that I have read Administrative Procedure #20, Electronic Communication and Distribution, and that I am responsible for abiding by the policies contained, therein.
- 2) I understand that the use of computer equipment, software and the electronic mail system is for State of Illinois business only.
- 3) I understand that unauthorized transmittal of confidential information via the electronic mail system is prohibited.
- 4) I understand that only non-confidential information may be transmitted across the Internet (outside the Department's Outlook E-mail system) and that I may never use specific names of wards (except as approved in writing by the Director or Chief Legal Counsel for purposes of automated E-mail reminders of juvenile court hearings and case reviews), perpetrators, witnesses, or any other persons served by the Department in an Internet E-mail message, listed in conversation in a "chat room," or otherwise referenced in any Internet communication.
- 5) I understand that, in order to maintain confidentiality, the Department prohibits transferring or downloading any confidential information onto personal computers or email.
- 6) I understand that information obtained via a SACWIS search shall not be transmitted using the Internet or contained in an Internet E-mail message, listed in conversation in a "chat room," or otherwise referenced in any Internet communication.
- 7) I understand that electronic mail records are considered Department business records subject to Federal and State freedom of information laws and official State of Illinois record retention rules.
- 8) I understand there is no expectation of privacy in any E-mail, Internet or SACWIS search document I create, store, send, or receive when using the Department's electronic mail and Internet systems.
- 9) I understand that Internet access is limited to only those areas directly related to State business and that I must refrain from accessing, displaying or creating any offensive, malicious or illegal material.

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- 10) I understand that downloading from or uploading to the Internet copyrighted material that will then be distributed to other individuals is prohibited.
- 11) I understand that a violation of this policy may result in disciplinary action, up to and including possible discharge, as well as civil and criminal liability that my action may create.

Signature: _____ Date: _____

Printed Name: _____

Work Location: _____

Appendix (E)(2)-3

ISBE Data Access and Use Policy and Procedures

Data Access and Use Policy and Procedures



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

www.isbe.net

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Section 1. Overview

1.1 Purpose

The Illinois State Board of Education (ISBE) collects a large amount of valuable data, including personally identifiable data, and takes seriously the responsibility of maintaining this data in a way that is secure and respects the privacy of parents, students, and teachers. When used correctly, analysis of this data serves to inform program evaluation and innovation and, ultimately, to push the learning of students in Illinois forward. This Data Access and Use Policy is intended to serve as a reference tool for those seeking information about the types of data that ISBE maintains, the ways in which ISBE protects that data, and the methods by which it is distributed for public knowledge and research purposes.

1.2 Policy

Pursuant to the federal Family Education Rights and Privacy Act (FERPA) and its implementing regulations, as well as the Illinois School Students Records Act (ISSRA) and its implementing regulations, the Illinois State Board of Education will provide access to education records relating to an individual student to that student's parents or to students qualifying as "eligible students" under FERPA.

See Section 3 for more information.

(20 U.S.C.1232g; 34 C.F.R. 99; 105 ILCS 10/2 *et seq.*; 23 Ill. Adm. Code 375)

Education records will be disclosed to persons other than an eligible student or a student's parents only if:

- a) The information is not personally identifiable (see Section 2 for more information);
- b) ISBE has received consent of the student's parents or of the eligible student; or
- c) The disclosure is permitted without prior consent by FERPA (see Section 3 for more information).

(20 U.S.C. 1232g; 34 C.F.R. §99.30 and §99.31).

Pursuant to the P-20 Longitudinal Education Data System Act (P-20 Act), and the Intergovernmental and Data Sharing Agreement entered into as of August 6, 2009 between the Illinois State Board of Education, the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE), the Illinois State Board of Education will share individual student data with these entities for the purposes of audit and evaluation of education programs, and to perform studies for, or on behalf of, public elementary and secondary schools and institutions of higher education. This data sharing is done in a manner consistent with FERPA and ISSRA.

(105 ILCS 13/1 *et seq.*)

Individuals' social security numbers will be collected and maintained only as permitted by the Illinois Identity Protection Act (IPA), the Personal Information Protection Act (PIPA), the Consumer Fraud and Deceptive Practices Act, and the Privacy Act of 1974, as amended.

(5 ILCS 179/1 *et seq.*; 815 ILCS 530/1 *et seq.*; 815 ILCS 505/2RR; 5 U.S.C. 552a)

Information on students with disabilities will be maintained and protected as required by the federal Individuals with Disabilities Education Act and implementing regulations.

(20 U.S.C. 1412(a)(8) and 1417(c); 34 CFR § 300.123 and 34 C.F.R. 300.610-300.627)

Information on eligibility for free and reduced price meals or free milk will be maintained and protected as required by the federal National School Lunch Act and the United States Department of Agriculture's (USDA) implementing regulations and guidance.

(42 U.S.C. 1758; 7 C.F.R. 245.6)

1.3 General Information

1.3.1 Definitions

Illinois adheres to the confidentiality requirements of both federal and state laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Protection of Pupil Rights Amendment (PPRA), the National School Lunch Act (NSLA), and the Illinois School Students Records Act (ISSRA). The following definitions are derived from these laws and implementing regulations.

Privacy reflects an individual's freedom from intrusion.

Confidentiality refers to an obligation not to disclose or transmit information to unauthorized parties.

Personally Identifiable Information or individually identifiable information is information that reveals an individual's identity.

Education Records are records, files, documents, and other materials that contain information directly related to a student and that are maintained by education agencies or institutions, or by individuals acting on behalf of the agencies.

Disclosure includes permitting access to, revealing, releasing, transferring, disseminating, or otherwise communicating all or any part of any individual record orally, in writing, or by electronic or any other means to any person or entity except the party identified as the party that provided or created the record.

Security refers to technical procedures that ensure only authorized and intended parties have access to data.

Eligible Student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

1.3.2 Information Maintained

ISBE collects and maintains personally identifiable information from education records of Illinois students, including:

- a) Personal data which identifies each student. This data may include, but is not limited to, name, student identification number, address, race/ethnicity, gender, date of birth, place of birth, name of parent or lawful custodian;
- b) Attendance data;
- c) Data regarding student progress, including grade level completed, school attended, academic work completed, and date of graduation;
- d) Assessment data; and
- e) Data regarding eligibility for special education and special education services provided to the student, eligibility for free and reduced price meals or free milk.

1.3.3 Measures to Maintain the Confidentiality of Student Information

ISBE utilizes various procedures and security measures to ensure the confidentiality of student records collected and maintained by the agency.

These procedures include:

- a) Assignment of a unique student identification number to each Illinois student.
- b) Security protocols that limit who may have access to data and for what purpose.
- c) The adoption of masking rules to ensure that confidentiality is maintained in all public reporting of personally identifiable information from educational records.
- d) Instruction for ISBE personnel collecting or using personally identifiable student information regarding procedures adopted in accordance with this policy.
- e) The maintenance of a current listing of agency personnel who have access to personally identifiable student information through authentication and internal links.

1.3.4 Allowable Disclosures of Personally Identifiable Student Information

The Family Educational Rights and Privacy Act (FERPA) generally requires written consent of a parent or an eligible student before an agency or institution discloses personally identifiable information. However, there are certain limited conditions in which prior consent is not required to disclose information.

These conditions include, but are not limited to, certain disclosures:

- a) To other school officials within the agency or institution or at another institution where the student is enrolled or seeks to enroll.
- b) To authorized representatives of: 1) the Comptroller General of the United States; 2) the Attorney General of the United States; 3) the Secretary of the U.S. Department of Education; or 4) State and local educational authorities.
- c) To organizations conducting certain types of studies for, or on behalf of, educational agencies or institutions.
- d) In connection with a judicial order or subpoena.
- e) In connection with a health and safety emergency.
- f) Of records or information after the removal of all personally identifiable information and determination that identity is not identifiable (De-identified Information).

For more information on the conditions under which prior consent is not required to disclose information, please see Title 34, §99.31, of the Code of Federal Regulations for the Family Educational Rights and Privacy Act.

1.3.5 Record of Access

The Illinois State Board of Education shall record the names of external parties, which have obtained access to a student's education records maintained by ISBE, the parties' legitimate interests in the information, and the date of the disclosure ("Access Record").

The Access Record may be maintained by the student's name, or if not by the student's name, by the student's class, school, district, or other appropriate grouping.

The Access Record shall be available, only to the parents, the eligible student, the ISBE officials and staff or the student's currently enrolled school/district official or their assistant(s) responsible for the custody of student records and who have a legitimate education interest, and, for purposes of auditing the operation of the system, to the authorized representatives of the Comptroller

General of the United States, the U.S. Secretary of Education, or other State education authority representatives, and for purposes of law enforcement, the Attorney General.

Upon request by the student's currently enrolled school/district official or their assistant(s) responsible for the custody of student records, ISBE will provide a copy of the Access Record within a reasonable time not to exceed 30 days.

Disclosure to the following individuals does not have to be maintained in the Access Record: the parent or eligible student; ISBE officials and staff or the student's currently enrolled school/district official or their assistant(s) responsible for the custody of student records and who has a legitimate education interest; contractors, consultants, volunteers or other parties to whom ISBE has properly outsourced institutional services or functions and who are under ISBE's direct control with respect to the use and maintenance of the education records; parties with written consent from the parent or eligible student; parties seeking directory information; and disclosures to comply with a judicial order or lawfully issued subpoena, only when ISBE has made a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of ISBE's compliance.

(See 20 U.S.C. 1232g(b)(4); ~~20 U.S.C. 1232g(j)(4)~~; 34 C.F.R. §99.32(b)(2)).

1.3.6 Destruction of Data

Any entity receiving personally identifiable information for Federal or State program purposes must destroy such information when it is no longer needed for the purpose specified in the request for disclosure. The manner of destruction shall protect the confidentiality of the information, and include the purging of all copies from computer systems. ISBE must receive written confirmation of the method and date of destruction. Entities that fail to destroy information as required shall be prohibited from accessing information from education records for a period of not less than five years.

(See 20 U.S.C. § 1232g(b)(1)(C)(i), § 1232g (b)(1)(F), § 1232g (b)(1)(K), § 1232g (b)(3), and § 1232g (b)(4)(B); 34 C.F.R. § 99.31(a)(3), § 99.31(a)(6)(ii)(B), and §99.35(b)(2)).

Section 2. Requests for Public Records

2.1 Reports

ISBE's Division of Data Analysis and Progress Reporting publishes a variety of reports each year. These reports are available to the public at the following link:

<http://www.isbe.net/research/Default.htm>

2.2 Freedom of Information Act (FOIA)

Under the Illinois Freedom of Information Act (5 ILCS 140), records in possession of public agencies may be accessed by the public upon written request. Pursuant to 5 ILCS 140, Section 2(c), a public record is any records, reports, forms, writings, letters, memoranda, books, papers,

maps, photographs, cards, tapes, recordings, electronic data processing records, recorded information and all other documentary materials, regardless of physical form or characteristics, having been prepared, or having been or being used, received, possessed or under the control of any public body. Records that are not subject to release via the FOIA process include confidential and trade secret information.

For more information about the process for submitting a FOIA request, please visit ISBE's website: <http://www.isbe.state.il.us/htmls/foia.htm>

2.3 Staff Records

Records of school staff, who are employees of a publicly funded agency, are generally "open records" and are governed by the Illinois Freedom of Information Act (FOIA). Under FOIA, some information contained in public records is exempt from disclosure.

These exemptions include, but are not limited to:

- a) Private information⁹, unless disclosure is required by a State or federal law or a court order.
- b) Personal information contained within public records, the disclosure of which would constitute a clearly unwarranted invasion of personal privacy.¹⁰
- c) Records in the possession of any public body created in the course of administrative enforcement proceedings.
- d) Records relating to a public body's adjudication of employee grievances or disciplinary cases; however, this exemption shall not extend to the final outcome of cases in which discipline is imposed.
- e) Information prohibited from being disclosed by the Personnel Records Review Act.
- f) Information prohibited from being disclosed by the Illinois School Student Records Act.

(See 5 ILCS 140/7 and 104/7.5).

Section 3. Requests for Personally Identifiable Information

3.1 Purpose

This policy establishes the procedures and protocols for collecting, maintaining, disclosing, and disposing of education records containing personally identifiable information about students.¹¹ It

⁹ Private information means unique identifiers, including a person's social security number, driver's license number, employee identification number, biometric identifiers, personal financial information, passwords or other access codes, medical records, home or personal telephone numbers, and personal email addresses. Private information also includes home address and personal license plates, except as otherwise provided by law or when compiled without possibility of attribution to any person. 5 ILCS 140/2 (c-5).

¹⁰ Unwarranted invasion of personal privacy means the disclosure of information that is highly personal or objectionable to a reasonable person and in which the subject's right to privacy outweighs any legitimate public interest in maintaining the information. The disclosure of information that bears on the public duties of public employees and officials shall not be considered an invasion of personal privacy.

¹¹ While this policy does not generally apply to educator records (See Section 2.3) it does protect personally identifiable records of educators that were created during their time as a student. For example, some educator certification information collected while that educator was enrolled in a school of education would be covered.

is intended to be consistent with the disclosure provisions of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, 34 CFR Part 99. Because this section concerns only personally identifiable information contained in students' education records, the information is not required to be disclosed under the Illinois Freedom of Information Act.

3.2 Information for Researchers Seeking Access to Personally Identifiable Student Data

The Illinois State Board of Education may disclose confidential, personally identifiable, information of students to organizations for research and analysis purposes to improve instruction in public schools.

Any such disclosure must meet the following requirements:

- a) The conditions of FERPA, 20 U.S.C. § 1232g (b)(1)(F) and 34 CFR §99.31(a)(6), are met.
- b) The researcher has met all application requirements detailed in ISBE's Instructions for Researchers Requesting Data.
- c) The research project is approved by ISBE's Data Request Review Board (DRRB).
- d) The recipient organization has signed the Acknowledgement of Confidentiality Requirements.
- e) The recipient organization has entered into a written data sharing agreement with ISBE.

Researchers that are interested in requesting access to data maintained by ISBE should carefully read ISBE's Instructions for Researchers Requesting Data.

3.3 Information for Parents and Eligible Students Seeking Access to Personally Identifiable Student Data

Parents are advised that the records maintained by ISBE are provided by the school district in which their student is/was enrolled and access to their student's record can be obtained under FERPA from the student's school district. In accordance with federal regulations, the Illinois State Board of Education will provide parents access to their child's education records, or an eligible student access to his or her own education records, within 45 days of receiving an official request.

- A. ISBE will require a signed and dated written request, which must include the person's name, address, phone number, student's name, student identification number (SID), school name in which their student is enrolled, relationship to the student, items requested for review, and reason for making the request.
- B. ISBE will require proof of identity and relationship to the student before access to records is granted.

- C. Requests for access to any ISBE secure materials will require a signed security/confidentiality agreement prior to inspection.
- D. Any proper request for access to inspect and review any personally identifiable data by the eligible student or the student's parents will be granted without unnecessary delay and no more than 45 days after the request is made and the right to access is established by proof of identity and a signed security/confidentiality agreement, if requesting secure materials.
- E. If any record includes data on more than one child, the parents shall be allowed to inspect and review only those records relevant to their child.
- F. Parents shall be provided a response to reasonable requests for explanation or interpretation of the data.
- G. Parents and students, when applicable, have the right to a due process hearing to challenge the content of their child's record or to ensure that the records are accurate and in no way violate the student's right to privacy.

Appendix (E)(2)-4

Primary Systems Data Elements and Collection Processes

<u>ISBE Student Information System:</u>	
Examples of Early Childhood Data Elements Collected	
Screening for Eligibility Tool	Local/IDEA/Other Funding
Student born with a Low Birth Weight	Early Head Start (Birth to 3)
Is Student living in a Foster Home?	Prevention Initiative (Birth to 3)
Was parent married at time of student's birth?	Early Intervention (Birth to 3)
Student's Family is receiving Child support?	Family Structure
Student's Family is receiving TANF?	Total number of Hours of Services for Student Per Week. (Center Based Setting)
Student's Family is receiving WIC?	Exit Rating - Primary Assessment
Student's Family is receiving Food Stamps?	Reading Activities
Student's Family is receiving Housing Subsidy?	Mathematics Activities
Preschool for All Classroom	Language Activities
<p><i>Students with Disabilities:</i> For students with disabilities, SIS collects information surrounding a child's transition from Early Intervention to Early Childhood Special Education services, and, for children ages 3-5 with disabilities, information about that child's educational outcomes, including entry and exit ratings.</p>	
<p><i>English Language Learners:</i> English Language Learner (ELL) screening data for Pre-K children is collected including listening, speaking, reading and writing, and oral proficiency. As part of the prescreening process an overall proficiency score is generated and collected along with ELL placement status, start and end dates for services, starting and ending reasons, the amount of ELL services provided, bilingual program participation including Immersion and Sheltered English instruction, English as a second language (ESL) services, and push in and pull out services.</p>	
<p><i>Ease of Data Entry:</i> Public and private programs enter their student information directly into ISBE SIS. ISBE SIS makes available both on-line screens and batch file uploads available and programs utilize both means of data entry. DHS is in the process of establishing a web-enabled CCAP application, expected to "go live" in spring 2012. Data from the web-enabled CCAP application will feed directly to the Child Care Tracking System, allowing its integration with the ISBE SIS and other systems collecting data on children and families.</p>	

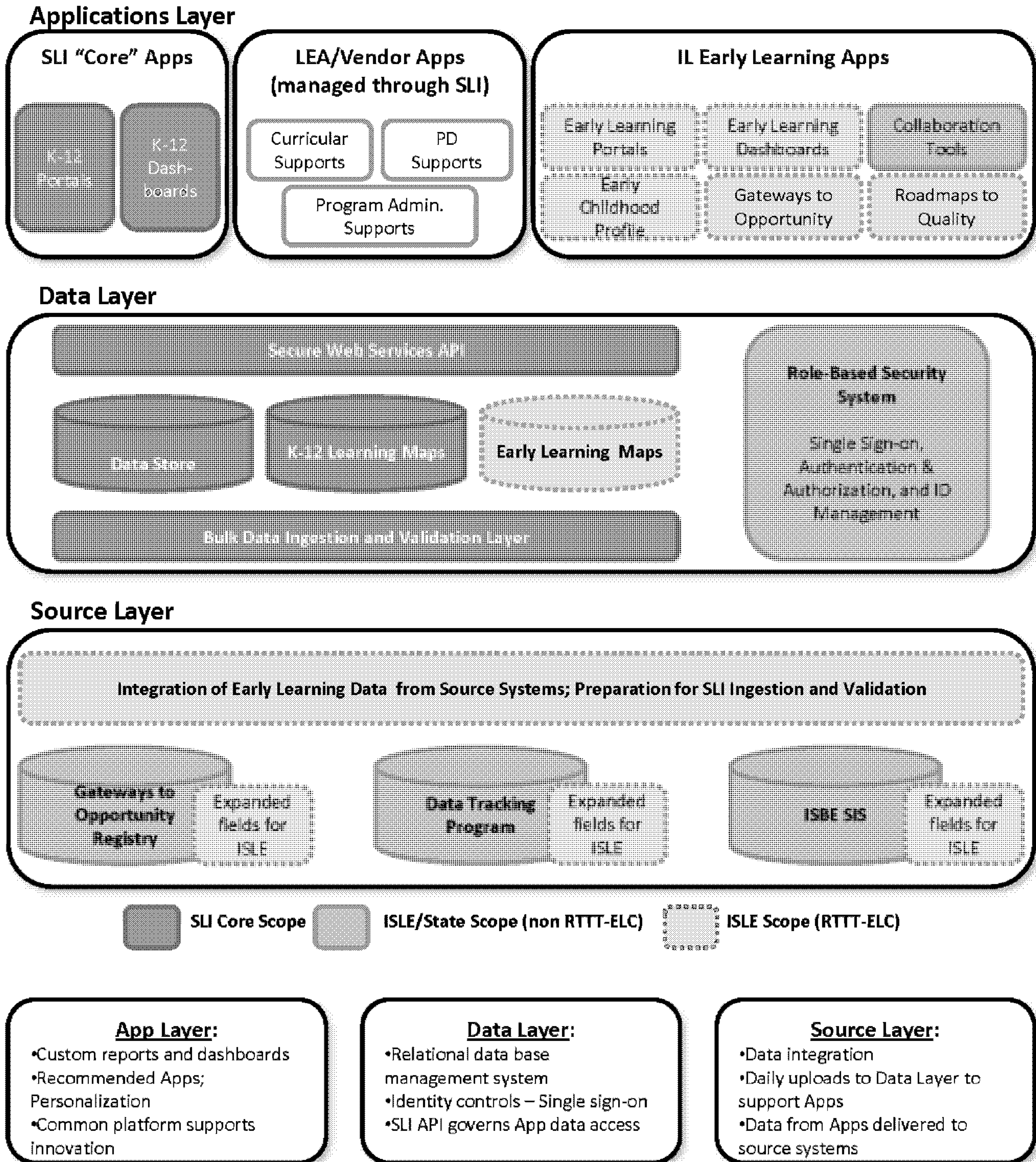
Illinois Common Identifier Project Participants: Participants include ISBE, IDHS, Illinois Department of Commerce & Economic Opportunity, Department of Healthcare and Family Services, Illinois Department of Public Health, Illinois Board of Higher Education, Illinois Community College Board.

Gateways to Opportunity Registry: Examples of Data Elements Collected	
Practitioner/Trainer Location	Education – institution attended, degree type, major
Demographics (e.g., Age, Race, Language(s) Spoken)	College Credits – total, ECE and ECE/-related
Employer/Program Type	Credentials – who awarded, when awarded, when expire (e.g., Gateways Credentials, CDA, etc.)
Dates of Employment, Position/Role, Hrs Worked/Week, Weeks Worked/Yr, Ages Worked With	Certifications – who awarded, when awarded, when expire (e.g., Type 04, Montessori)
Wages	Individualized Professional Development Record
<i>Ease of Data Entry:</i> INCCRRA is currently working to web-enable the Gateways to Opportunity Registry application, allowing for Registry membership to be generated upon submission of the application. This functionality will be in place by the end of calendar year 2011.	

Data Tracking Program	
Number of Programs Included as of October 2011	
Program Type	# Included in DTP
Licensed Centers/Preschools/School-Age	2,903
Licensed Family Childcare	10,096
Preschool for All (public school and community-based)	685
Head Start Only	396
License-Exempt Centers (inc. Preschool, School-Age, Park/Rec)	1,605
License-Exempt Family Childcare	626
Examples of Program Data Collected	
Program Location	Capacity and Enrollment by Age
License Data (e.g., ID)	Rates Charged by Age
Head Start/ISBE PFA Funding	Environment Characteristics, Special Skills/Experience w/ Special Needs
Types of Financial Assistance Provided/Accepted	Accreditation and TQRIS Rating
Days/Hours Care Provided	TQRIS Profile
<i>Ease of Data Entry:</i> By integrating with DCFS' licensing system and ISBE's eGrants system, programs will not have to enter information separately in order to create the program's TQRIS profile within the DTP. ISBE's web-enabled eGrants system, which collects program data on State funded preschool programs, uses on-line screens to collect program-level data on State-funded preschool and prevention initiative programs.	

ISLE Architecture and User Scenarios

**Illinois Shared Learning Environment for Early Learning
Architecture Diagram**



ISLE for Early Childhood Teachers

A. Key Applications

Critical applications to integrate into the ISLE environment to support teachers, all available through "single sign-on" and a well-designed portal environment.

1. Teacher dashboard, with linkage to profile
2. Web-based curricular and instructional supports.
 - a) Focus on integrating Teaching Strategies GOLD (used in Chicago Public Schools) and Creative Curriculum (used in 81% of Preschool for All sites)
 - b) Inclusion of resources from Illinois Early Learning Project and I-TEACHE (see Criterion (C)(1))
 - c) Tied to recommendation engine to suggest support applications in the broader Application Environment
3. Program site information (with linkage to TQRIS information)
4. Gateways to Opportunity Professional Development Plan
5. Gateways to Opportunity Professional Development Record: Capture of teacher's work, linked to Gateways to Opportunity Credential Content Area
6. Online Collaboration Communities
7. Linkage to broader application environment to access instructional tools, assessment supports, etc.

B. Teacher Dashboard Information

Teacher dashboards will provide information on all children in a classroom in a unified way in the look of a gradebook, with a linkage to each child's profile information.

1. Child name and photo
2. ELL or Special Education status
3. Attendance rate
4. Learning and Development Indicators
 - a) Based on interim administration of Teaching Strategies GOLD, Creative Curriculum Assessment, other appropriate assessment tools
 - b) For IDEA Part B: Information from Early Childhood Outcome data entered into the ISBE SIS
 - c) "Red, yellow, or green" indicator based on assessments of following outcomes:
 - i. Positive social emotional skills (including positive social relationships)
 - ii. Acquisition and use of knowledge and skills:
 - Early literacy
 - Math
 - iii. Use of appropriate behaviors to meet their needs
 - iv. Attention and task persistence

C. Teacher Vignette: Using ISLE to Improve Learning Outcomes

Assessment outcome reports and Ms. Smith's classroom experience demonstrate that a 4-year old in her preschool class, Jimmy, is struggling to address State Goal 5, Learning Standard C: *Apply acquired information, concepts, and ideas to communicate in a variety of formats*. Ms. Smith pulls up Jimmy's IEP through Jimmy's profile data maintained in the ISLE and learns that his IEP is directed, for the most part, at a speech delay. She is able to view a number of different resources and perspectives (all of which have been approved for sharing by Jimmy's caregivers).

Because Jimmy is a participant in the Early Intervention program to address a developmental delay, Ms. Smith can access information about the diagnosis, norms for children with this diagnosis, and various therapies that Jimmy has received, as well as his response to these therapies over time. Current objectives and therapies provided by Jimmy's speech therapist obtained through the school district's IDEA Part B program are also listed, providing Ms. Smith with initial insights as to how she might reinforce interventions during Jimmy's time at ABC.

Armed with substantial background information, Ms. Smith is able to search specialized online tools that have been proven to help children with similar developmental delays that address that learning objective. The ISLE includes user ratings on the various tools helping to guide Ms. Smith's selection process. When Ms. Smith has identified several potential tools, she signs onto a discussion board where she can collaborate with Jimmy's speech therapist, and members of her local educator collaboration group to determine whether they have any experience with them. Through the collaboration environment, she makes a connection with another local educator who shares her experiences with a particular tool and is willing to serve as an ongoing resource.

When looking at her overall classroom data, Ms. Smith identifies the need to generally improve her classroom's performance in State Goal 5, Learning Standard C. Ms. Smith updates her professional development plan in the Gateways to Opportunity Registry, which is accessed by Ms. Smith through the ISLE portal, to include Professional Development targeted to this area. The ISLE is integrated with the Gateways Statewide Online Training Calendar, with trainings categorized by content area, topic and by early learning standard so Ms. Smith can easily search for professional development options to meet her classroom needs.

ISLE for Early Childhood Program Directors

A. Key Program Director Applications

Critical applications to integrate into the ISLE environment to support program directors, all available through "single sign-on" and a well-designed portal environment.

8. Access to Child Profile information
9. Staff profile information
10. Site and classroom learning outcome reports, based on interim administration of Teaching Strategies GOLD or Creative Curriculum Assessment
 - a) Tied to recommendation engine to suggest support applications in the broader Application Environment
11. Program site information (with linkage to TQRIS information)
 - a) Tied to recommendation engine to suggest support applications in the broader Application Environment
12. Gateways to Opportunity Professional Development Plan
13. Gateways to Opportunity Professional Development Record: Capture of program director's work, linked to Gateways to Opportunity Credential Content Area
14. Collaboration Communities
15. Application Environment access: administrative supports, instructional supports, etc.

B. Program Director Vignette: Using ISLE for Continuous Program Improvement

Ms. Brown, the Program Director for ABC Early Learning Center receives a status notification from the State Quality Counts Office that her center's QRIS assessment reports are available for review along with her Quality Counts Star Level through the ISLE. Within the ISLE environment, Ms. Brown sees that ABC is identified as having specific areas in each of the classrooms assessed using the Environment Rating Scales that need improvement. Ms. Brown is able to identify the specific basis for each of the items/indicators rated as needing improvement and to review supporting information.

Ms. Brown searches for resources that are specifically targeted to each item/indicator. She is able to identify a number of possible strategies and ideas that can help her program achieve higher ratings on the areas identified as needing improvement. She is able to communicate with several other program directors working within ISLE to obtain more details on their experiences working towards achieving higher ratings. She is also able to download video and other supporting materials from other centers that have excelled in addressing program standards of interest to her. Likewise, other centers are able to upload video from ABC in standards where ABC excels.

Ms. Brown is able to inform the State Quality Counts Office about ABC's participation and support through ISLE. Ms. Brown authorizes State QRIS Program Support Staff to have access to specified data and applications within ABC's ISLE environment so additional guidance and support can be provided to ABC as it seeks to improve their Star Level.

Through the support accessed through ISLE and with the assistance of State QRIS Program Support Staff, ABC is able to achieve higher ratings on items/indicators in the

Environment Rating Scales; which in turn helps ABC to achieve a higher Star Level. Ms. Brown is able to share the lessons she's learned with other Illinois program directors in a statewide collaboration group.

In the meantime, the state is able to aggregate data across early center programs regarding which standards are proving most difficult for centers to meet. The state may choose to develop a set of supports for center directors in meeting these standards (i.e. coaches). In the end, early childhood center practice has been substantially opened for sharing and continuous improvement.

ISLE for Parents of Young Children

A. Key Parent Applications

Critical applications to integrate into the ISLE environment to support parental involvement in early childhood education, all available through "single sign-on" and a well-designed portal environment.

1. Child profile
2. Child daily participation reporting
3. Program site information, with linkage to TQRIS
4. Child learning outcome information, tied to recommendation engine to suggest applications in the broader Application Environment
5. Collaboration Communities
6. Portfolio: Capture of child's learning activities, organized by year and learning goal
7. Application Environment access: learning games, content, etc.

B. Parent Vignette: Using ISLE to Better Engage in Young Children's Learning

Jimmy's mother, Carla, receives an email notification that Jimmy's progress report from ABC Early Learning Center is available through the ISLE. The progress report indicates that Jimmy is struggling to address State Goal 5, Learning Standard C: *Apply acquired information, concepts, and ideas to communicate in a variety of formats.*

- Note: for parents where access to technology may be difficult ABC has established a confidential communication folder system to ensure parents are regularly updated on student progress. On-site laptops with password protected sign-ons are available for parents at regular convenient hours for ABC's parents to review/search content on the ISLE.

Carla has already given her parental approval for Jimmy's medical, early intervention, speech therapy, and school district preschool program information to be shared with ABC preschool. She has also completed a parent questionnaire, sharing family interests, strengths, scheduling issues and availability, with Jimmy's team.

Within the progress report, Jimmy's teacher, Ms. Smith, has described the instructional strategies and tools she intends to use to help Jimmy address that standard. Carla can also view how Ms. Smith's strategies integrate with those being used by Jimmy's other supports and sees how these interventions are working in the school settings. She is better informed to ask questions of Jimmy's doctor, speech therapist and teachers at both ABC and school district's preschool program.

Carla is able to connect to applications recommended by Ms. Smith (or others) and/or search independently for free and fee-based applications that can help her work with Jimmy to address the standard at issue. Carla can see that several applications have received high user satisfaction ratings. Carla sends a message to Ms. Smith asking for her input. (For areas of need that lack direct applications for at-home supports, Carla can report gaps to Ms. Smith or the Center Director at ABC.)

After Jimmy demonstrates substantial progress over a six-month period, Carla submits a positive rating on the application and shares her experience with her online collaboration communities of parents in her geographic area, and parents of children with a similar history of development delays.

Through reports generated by ABC, Carla is also able to see how the center is meeting all early learning standards and preparing Jimmy for a smooth transition to kindergarten, as well as ABC's QRIS ratings and progress as a center. Carla can also easily compare ABC to other area centers on indicators of importance to her.

Early Childhood Profile

The early childhood profile will show information on the child in a unified view, available to parents, site directors, and teachers with appropriate privacy and access controls. The profile information will generally remain with the child as the child transitions from program to program and into kindergarten, although certain data elements in the profile may not be maintained in the profile after a certain period of time (such as screening data) or at the point of transitions to a new program/school (such as attendance information, or certain outcome data.).

Child Information	Child Photo Child contact information (primary and secondary) Child demographics Primary home language Date of birth Special Education status <ul style="list-style-type: none"> • If eligible: link to IEP or IFSP ELL status Low-income status Parent education level Primary caregiver of child (parent, grandparent, etc): <ul style="list-style-type: none"> • Name • Age • Race/ethnicity Household size
Attendance and daily reports	Daily Attendance Rate Daily Attendance Details Link to daily reports
Program Participation and History	Program Enrollment History (Program and dates of attendance/participation, including B-3 programs, other childcare, etc.)
Developmental screening	Developmental screening: <ul style="list-style-type: none"> - Tool used and date - Screening entity - Screening outcome (referred or not referred)
Health information	Medical home Immunization status Mental health assessment history and referral status Health Coverage Medicaid
Learning and Development Information	Outcomes from diagnostic or literacy assessments (Teaching Strategies GOLD, Creative Curriculum, DIBELS) IDEA Part B: Early Childhood Outcome Data

Appendix CPP-1

LICENSING STANDARDS FOR DAY CARE CENTERS

89 Illinois Administrative Code Part 407

“Day care center” means any child care facility which regularly provides day care for less than 24 hours per day for more than 8 children in a family home or more than 3 children in a facility other than a family home, including senior citizen buildings. The term does not include:

1. [***Otherwise regulated***] Programs operated by public or private elementary school systems or secondary level school units or institutions of higher learning that serve children who shall have attained the age of 3 years; or
2. [***Partial exemption only – still licensed & inspected***] Private entities on the grounds of public or private elementary or secondary schools that serve children who have attained the age of 3 years, except that this exception applies only to the facility and not to the private entities' personnel operating the program;
3. [***Otherwise regulated***] Programs or that portion of the program which serves children who shall have attained the age of 3 years and which are recognized by the State Board of Education;
4. [***Otherwise regulated***] Educational program or programs serving children who shall have attained the age of 3 years and which are operated by a school which is registered with the State Board of Education and which is recognized or accredited by a recognized national or multi-state educational organization or association which regularly recognizes or accredits schools;
5. [***Otherwise regulated***] Programs which exclusively serve or that portion of the program which serves handicapped children who shall have attained the age of 3 years but are less than 21 years of age and which are registered and approved as meeting standards of the State Board of Education and applicable fire marshal standards;
6. [***Regulated only by local fire and health inspectors***] Facilities operated in connection with a shopping center or service, religious services or other similar facility where transient children are cared for temporarily while parents or custodians of the children are occupied on the premises and readily available;
7. [***Otherwise regulated***] Any type of day care center that is conducted on federal government premises;
8. [***Unregulated.***] Special activities programs, including athletics, crafts instruction and similar activities conducted on an organized and periodic basis by civic, charitable and governmental organizations;
9. [***Sunday school exemption, unregulated.***] Part day child care facilities, as defined in Section 2.10 of the Child Care Act of 1969; or

- programs or that portion of the program which:
- serves children who shall have attained the age of 3 years,
- is operated by churches or religious institutions as described in section 501(c)(3) of the federal Internal Revenue Code,
- receives no governmental aid,
- is operated as a component of religious, nonprofit elementary school,

- operates primarily to provide religious education, and
- meets appropriate State or local health and fire safety standards.

ⁱ Abbott-Shim, M., Lambert, R., & McCarty, F. (2000). Structural model of Head Start classroom quality. *Early Childhood Research Quarterly, 15*, 115-134. Whitebook, M., C. Howes, & D. Phillips. (1989). *Who cares? Child care teachers and the quality of care in America*. The National Child Care Staffing Study. Oakland, CA: Child Care Employee Project. See also: Whitebook, M., D. Phillips, & C. Howes. (1993). *National child care staffing study revisited: Four years in the life of center-based child care*. Oakland, CA: Child Care Employee Project.

ⁱⁱ Burchinal, M., Roberts, J., Riggins, R., Zeisel, A., Neebe, E., & Bryant, D. (1996). Relating quality of center child care to early cognitive and language development longitudinally. *Child Development, 71*, 339-357. See also: NICHD Early Child Care Research Network. (2002). Child-care structure -> process -> outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science, 13*, 199-206. See also: Ruopp, R., Travers, Glantz, & Coelen, (1979). *Children at the center: Summary findings and their implications. Final report of the national day care study, volume I*. Cambridge, MA : Abt Books.

ⁱⁱⁱ Starkey, P., & Klein, A. (2005). A longitudinal study of the effects of a pre-kindergarten mathematics curriculum on low-income children's mathematical knowledge (From *PCER 2002: Grantee Annual Progress Report (2005)*, IES Grant No. R305J020026). Berkeley: University of California. See also: Diamond, K.E., & Powell, D.R. (2011). An Iterative Approach to Professional Development Intervention for Head Start Teachers. *Journal of Early Intervention, 33*(1), 75-93. See also: Pianta, Robert. (2006). Standardized Observation and Professional Development. In *Critical Issues in Early Childhood Professional Development*. Zaslow, M and Martinez-Beck, I. (Eds.) Baltimore, MD: Paul H Brookes Publishing Co.

^{iv} American Academy of Pediatrics, Committee on Children with Disabilities. (2001). Developmental surveillance and screening of infants and young children. *Pediatrics*, Vol. 108 (192-196). See also: Glascoe, F. (2000). Early detection of developmental and behavioral problems. *Pediatrics in Review*, Vol 21 (271-280).

^v Layzer, J. I., Goodson, B. D., Bernstein, L., Price, C. (2001). *National Evaluation of Family Support Programs. Volume A: The Meta-analysis. Final Report*. Cambridge, MA: Abt Associates Inc. See also: Harvard Family Research Project. (2006). Family Involvement in Early Childhood Education. *Family involvement makes a difference: Evidence that family involvement promotes school success for every child of every age*. No. 1 in a series. Harvard Graduate School of Education. McWayne, C., & Owsianik, M. (2004). Parent involvement and the social and academic competencies of urban kindergarten children. *FINE Network. Harvard Family Research Project. Research Digest*. Retrieved February 17, 2006 from http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/parent_involvement.html

^{vi} See: *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, Second Edition (2002). American Public Health Association (APHA), the American Academy of Pediatrics (AAP), and the MCHB. www.healthyfuturehealthykids.org; See also: Kaphingst KM, Story M. (2009). *Child care as an untapped setting for obesity prevention: state child care licensing regulations related to nutrition, physical activity, and media use for preschool-aged children in the United States*. *Prev Chronic Dis* 2009;6(1):A11.

^{vii} Recent studies have shown classroom quality is related to program commitment to continuous quality improvement. See: "Smart Start and Preschool Child Care Quality in North Carolina: Change over Time and Relation to Children's Readiness," Frank Graham Porter Center – University of North Carolina Smart Start Evaluation Team, March 2003 (www.ecs.org/html/Document_noID.asp?CHouseID=4283).

^{viii} Mashburn, A.J., Pianta R.C., Hamre B.K., Downer J.T., Barbarin O.A., Bryant D., Burchinal M., Early D.M., Howes C. (2008). Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills. *Child Development, 79* (3), 732-749. West, J., Denton, K., Germino-Hausken E. Fletcher-Campbell, F. (Ed) (2000). Literacy and Special Educational Needs: a Review of the Literature. *DfEE Research Report 227*. London. See also: Holahan, Annette; Costenbader, Virginia. (2000). Comparison of

Developmental Gains for Preschool Children with Disabilities in Inclusive and Self-Contained Classrooms. *Topics in Early Childhood Special Education*; v20 n4 p224-35 Win.

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State of Illinois

Race to the Top - Early Learning Challenge
Application for Initial Funding

From Birth to Kindergarten and Beyond

Appendix Volume II: Letters of Support



Office of Governor Pat Quinn
October 19, 2011

CFDA Number 84.412

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October 17, 2011

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

Re: Letter of Support for State of Illinois RTTT/Early Learning Challenge

Dear Governor Quinn,

We are writing to express our strong support for the priorities that have been outlined in our State application for the Early Learning Challenge.

We believe that the ELC competition provides a unique opportunity for Illinois to highlight its leadership in early childhood development and learning and to identify those areas where we can strengthen our efforts to assure quality programs for those children with the highest need. For many years, the Illinois legislature has strongly supported comprehensive efforts to provide learning from birth to kindergarten and beyond. We remain national leaders in our support for birth-to-three programs and preschool. Our vision for Illinois is one that will allow all children to arrive at kindergarten ready and prepared to learn. The early childhood programs in Illinois have a clear focus on engaging families at the earliest stages and then providing comprehensive services to assure the overall well-being of the child.

Despite the challenges that we have faced in our State in recent years, we remain committed to advancing our efforts to serve our youngest children. Illinois has a remarkable network of public and private partners in this effort. We are greatly encouraged by the wide range of support for this grant that has come from all early childhood sectors and all geographic areas across our State. The work that has been undertaken by the State agencies in the preparation of this grant also helps us achieve better alignment of our state programs and more effective use of our State resources. The coordinated approach to integrating our state early childhood systems that is advocated within the grant also parallels the work of the General Assembly to budget for results. We continue to work to advance the goals of this grant which parallel our State's overall priorities in early childhood. We endorse the agenda that is outlined in the grant to:

- Improve the quality of early learning and close the achievement gap for children with high needs;
- Increase the number of disadvantaged children enrolled in high quality programs;
- Assure that high need children arrive at kindergarten prepared and ready to learn;
- Extend the longitudinal data system to include early childhood data and establish a data structure that allows for accountability and outcome measures
- Provide opportunities for early childhood teachers to receive training and professional development.

The Illinois General Assembly has a proven track record of bipartisan support for early learning programs and we will continue our work to ensure that every child in Illinois is well-prepared for success in school.

Sincerely,



The Honorable John J. Cullerton
Illinois Senate President



The Honorable Christine Radogno
Illinois Senate Republican Leader



The Honorable Tom Cross
Illinois House Republican Leader

201 South Grand Avenue East
Springfield, Illinois 62763-0002

Telephone: (217) 782-1200
TTY: (800) 526-5812

October 14, 2011

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

Dear Governor Quinn,

The State of Illinois is committed to high quality early learning opportunities for all children and Department of Healthcare and Family Services (HFS) is dedicated to ensuring that these children are healthy and able to learn. Illinois has demonstrated this commitment by being the first state in the nation to make health insurance available to all children through the All Kids program. HFS strongly supports the State of Illinois application for the Race to the Top/Early Learning Challenge Fund.

HFS is committed to support the implementation of the grant, and to the extent permissible by law, HFS will share data to ensure children with highest needs have health care services and the potential to achieve the best child development outcomes. HFS is committed to work with the Illinois State Board of Education and the Department of Human Services to implement strategies to address the health, behavioral, and developmental needs of children to improve school readiness.

The Department supports the community collaboration strategy outlined in the application and, to the extent permissible by law, will work with community collaborations to enable them to track the disposition of referrals and monitor the outcome of services for children. In addition, HFS will support the community collaboration strategy and the goal of having more high need children screened, referred, and receiving ongoing health care as part of a schedule of well child care. We plan to leverage this effort through incentives in our Primary Care Case Management program and through investments in the All Kids program.

Our Department will support the important work of this grant and we remain committed to working with other State agencies to assure that all children in Illinois are healthy, safe and well prepared for success in school and in life.

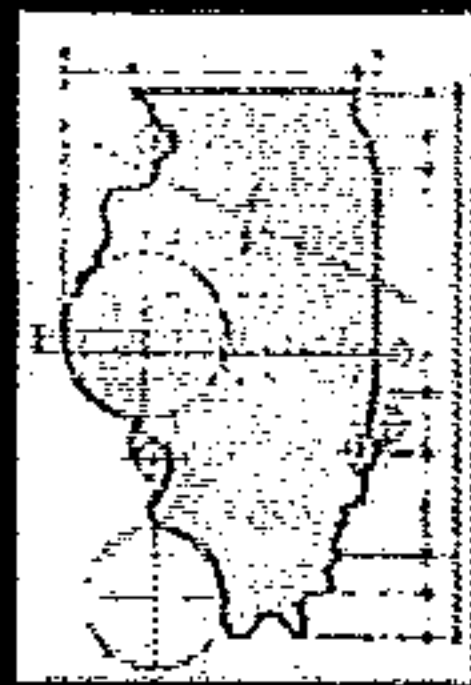
Sincerely,



Julie Hamos
Director

Illinois Department of Healthcare and Family Services

CAPITAL DEVELOPMENT BOARD



Jim Underwood, Executive Director

Board Members

Mark J. Ladd
Glyn M. Ramage
Michael Y. Chin
Stewart A. Munoz
Peter J. O'Brien, Sr.

September 29, 2011

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

Dear Governor Quinn,

For the past two and a half years, the Capital Development Board (CDB) has worked with the Early Learning Council Space Capacity Committee to help with the roll out of the \$45 million Early Childhood Construction Grant (ECCG) Program. Because of your support the CDB was given the unique charge of developing the first early childhood facilities grant program in the nation. The CDB worked closely with the Space Capacity Committee and your Office of Early Childhood Development (OECD) to implement a program that would advance not only the goals of the Illinois Early Learning Council to increase space capacity in early childhood communities where there are shortages, but to also ensure the facilities development aligned with the CDB's construction oversight.

Wm. G. Stratton Building
401 South Spring Street
Third floor
Springfield, Illinois
62706-4050

For the first phase of funding all applicants were provided information on Quality Counts, the state's Quality Rating and Improvement System (QRIS) and must indicate their QRIS level. This information will be shared with the OECD and Early Learning Council. As part of this unique relationship between the CDB and the Early Learning Council and in support of the state's Race to the Top Early Childhood Learning Grant proposal, the CDB fully supports the inclusion of a program's participation and level in the State's Quality Rating and Improvement System (QRIS) as an additional grading criteria in future funding cycles of the ECCG Program.

James R. Thompson Center
100 West Randolph Street
Suite 14-600
Chicago, Illinois 60601-3283

Dunn-Richmond Economic
Development Center
150 East Pleasant Hill Road
Carbondale, Illinois 62901

IDOT Dist # 3 Hdqtrs
2nd Floor
700 E. Norris Drive
Ottawa, Illinois 61350

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Underwood".

Jim Underwood
Executive Director

Illinois Capitol Development Board

217.782.2864
217.524.0565 FAX
217.524.4449 TTD
www.cdb.state.il.us



ILLINOIS BOARD OF HIGHER EDUCATION

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

Pat Quinn
Governor

October 5, 2011

Carrie J. Hightman
Chicago
Chairwoman

Governor Pat Quinn
Office of the Governor
207 Statehouse
Springfield, IL 62706

Members

Dear Governor Quinn:

Jay D. Bergman
Joliet

I write in enthusiastic support of Illinois' application for the Race to the Top/Early Learning Challenge grant application.

Frances G. Carroll
Chicago

Alexi Giannoulis
Chicago

Heba Hamouda
Chicago

Kym Hubbard
Chicago

Allan Karnes
Carbondale

John P. Minogue
Norridge

Proshanta K. Nandi
Springfield

Santos Rivera
Chicago

Robert J. Ruiz
Oak Lawn

Elmer L. Washington
Park Forest

Addison E. Woodward, Jr.
Palos Park

Student Members
David Anderson
Chicago

Ari Shroyer
Chicago

Executive Director
G. W. Reid

As you know, the *Illinois Public Agenda for College and Career Success* has documented that Illinois is a state divided by a large and widening prosperity gap that results from disparities in educational attainment by race/ethnicity, income, and geography. To eliminate this achievement gap, the *Public Agenda* advocates a broad action plan that touches every level of the education pipeline – from preschool to graduate school. One action step proposed by the Public Agenda is to “improve access to quality preschool education for all students through creation of a school-readiness assessment tool.”

The purpose of the grant proposal and the reform agenda it recommends is consistent with the goals of the *Illinois Public Agenda*; indeed, the grant would significantly advance the objectives of erasing the achievement gap and, by ensuring youngsters are ready for kindergarten will vastly improve the likelihood they will eventually be ready for college. The initiatives outlined in the grant will be supported including the primary efforts:

- Increasing the number of higher education institutions that have aligned their coursework with specific early childhood credential benchmarks recognized by the State of Illinois, thereby allowing students to earn a degree and credential simultaneously.
- Strengthening the Illinois Articulation Initiative which supports the transfer of credits between two and four year universities by adding a specific program track for degrees in early childhood education.
- Supporting the continued development of early childhood faculty in areas of particular need, including early math instruction, use of comprehensive assessment systems and data for continuous improvement, and working with culturally, linguistically, and ability diverse child populations.

The higher education community has a large stake in goal of the RTT/ELC grant, it has the wherewithal to contribute to the successful implementation of the proposed reform agenda, particularly in the area of workforce development in expanding the cadre of early childhood professionals and producing additional

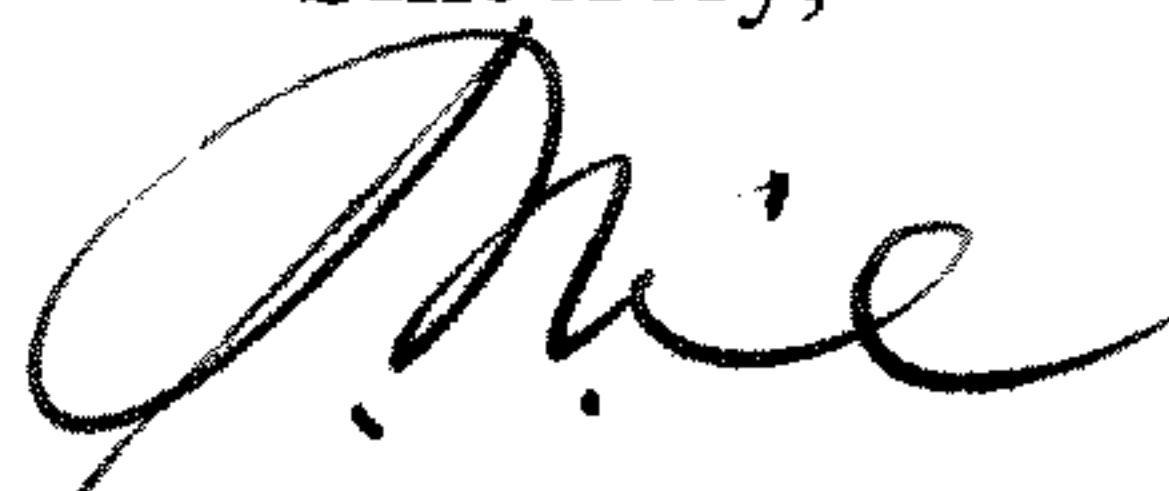
credentials to meet the need for new and enhanced programs.

The Board of Higher Education is a committed participant in the state's P-20 Council, the venue for developing strategies for ensuring that students are prepared for each rung on the education ladder, beginning in preschool and advancing to postsecondary education and into productive careers.

The Race to the Top/Early Learning Challenge grant can play a pivotal role in eliminating the achievement gap, promoting school and college readiness, and uniting the two states of Illinois in 1 Illinois ready to face its future.

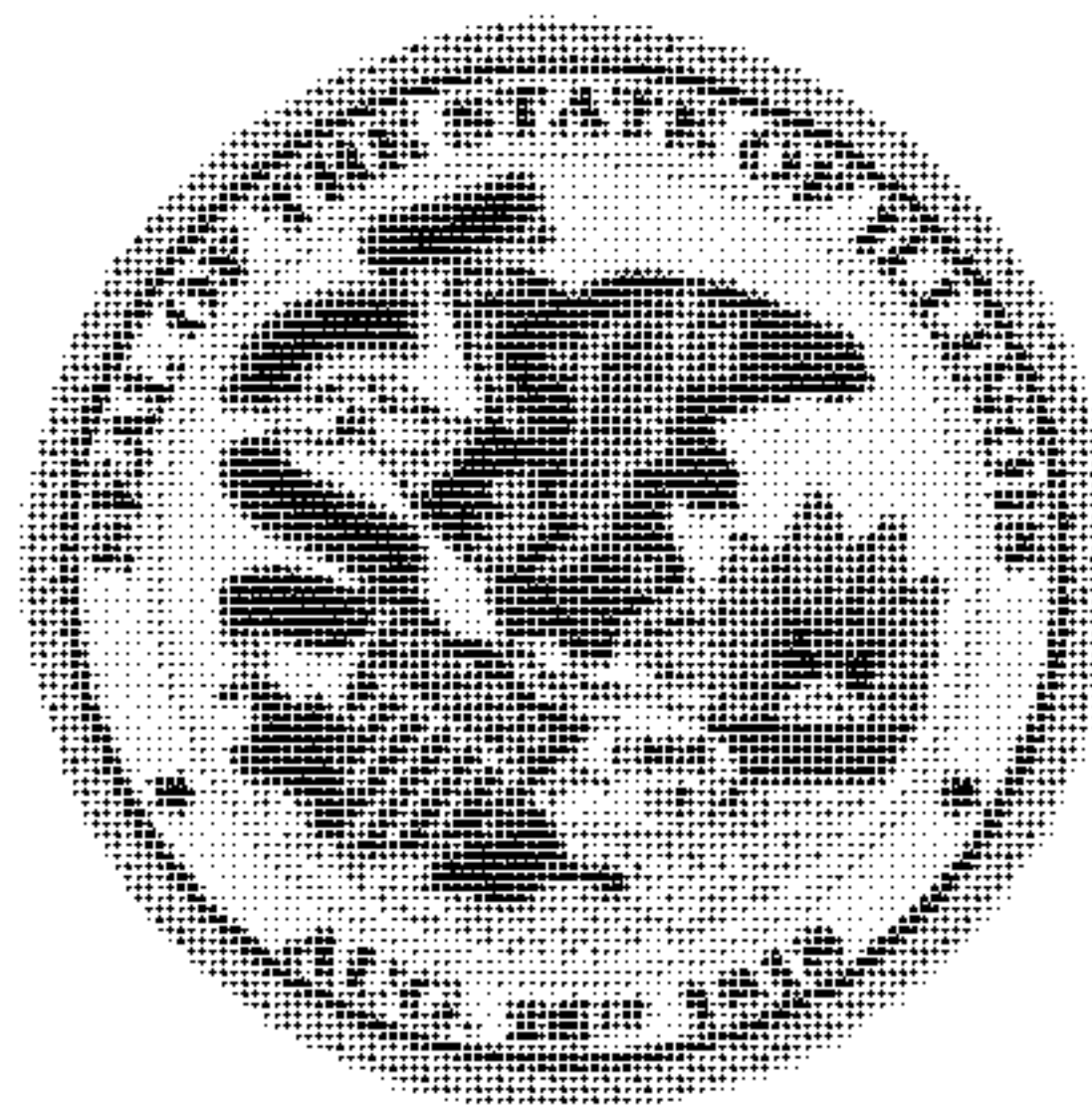
Thank you kindly.

Sincerely,

A handwritten signature in black ink, appearing to read "G.W. Reid". The signature is fluid and cursive, with a large initial "G" and "R".

G.W. Reid

Illinois Community College Board



Alexi Giannoulis
Chairman

Geoffrey S. Obrzut
President/CEO

proudly serving the
Illinois Community College System

October 10, 2011

The Honorable Pat Quinn
Governor
207 Statehouse
Springfield, IL 62706

Dear Governor Quinn:

The purpose of this letter is to voice my support for Illinois' application for the Race to the Top/Early Learning Challenge grant application. My colleagues and I agree that implementation of the proposal will result in a significant long term improvement in the education of a key segment of our population. Moreover, the goals of this proposal fit well with the ongoing plans and programs of this agency.

Illinois, along with several other large states, has a diverse population. We are, in effect, divided by income, education, ethnicity and geography. As a result, many of our citizens have little or no chance of achieving the "American Dream" for themselves or their children. But this does not have to be. A solid education, beginning early in life, can make a real difference. This proposal has the potential of ensuring that many of our youngest citizens receive the education needed to achieve in school and in life.

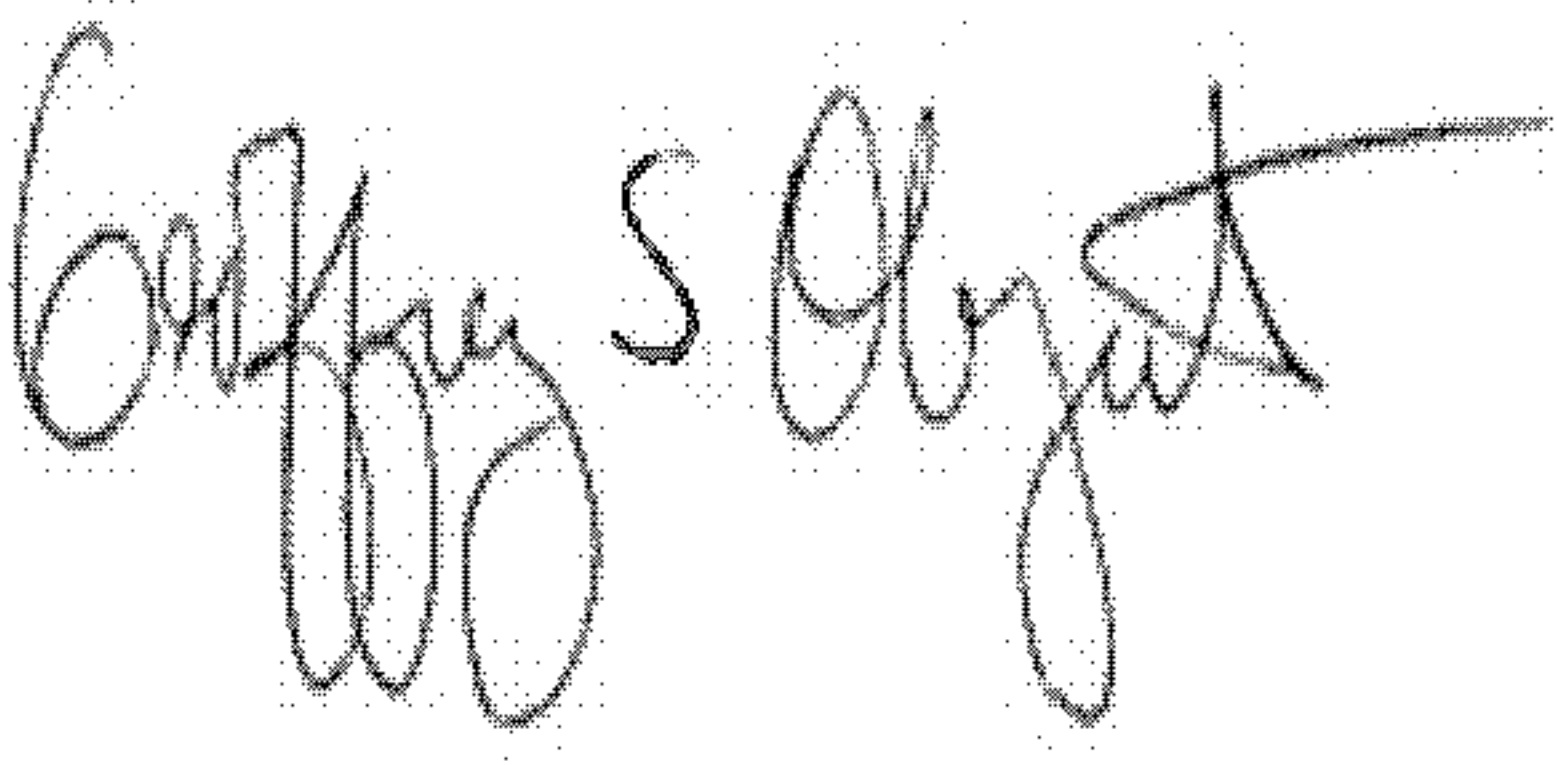
The community colleges of Illinois can contribute most effectively through providing the training needed to prepare early childhood professionals at all levels, in coordination with IBHE, ISBE and the faculty/staff of Early Childhood Education (ECE) Teacher Training institutions in Illinois.

The rules and guidelines governing the structure and approval of AA, AS, AAS and AAT ECE Programs will also be revised as necessary to improve articulation. This process will occur with extensive input from all pertinent advisory groups, under the direction of ICCB and IBHE. Attention will be paid to creating a Career Ladder for ECE professionals by ensuring the transferability of course work and by developing statewide agreements ensuring the transferability of ECE programs in their entirety where appropriate. In Illinois, articulation into an upper division Teacher Education Program is contingent upon meeting a series of requirements, including passing the Illinois Basic Skills Test. In view of this, all ECE Teacher Education Transfer programs will be designed to address these requirements.

In addition to actions planned at the statewide level, ICCB is also planning a series of regional workshops designed to bring local community colleges and senior teacher training institutions together for the purpose of developing articulation agreements, working agreements and baccalaureate completion programs. These workshops have proven highly effective in the past at bringing local institutions together and improving student articulation. In fact, ECE students at several community colleges are now able to complete their baccalaureate degrees without leaving their own campus.

You can count on ICCB's support as part of the team to assure that our teachers are prepared to teach and that all children have the same opportunities to learn.

Sincerely,

A handwritten signature in black ink that reads "Geoffrey S. Obrzut". The signature is written in a cursive style with a large, stylized "G" and "O".

Geoffrey Obrzut
President/CEO



OFFICE OF THE MAYOR
CITY OF CHICAGO

RAHM EMANUEL
MAYOR

October 11, 2011

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

Governor Quinn:

The City of Chicago enthusiastically submits this letter of support for Illinois' candidacy in the Race to the Top- Early Learning Challenge. Illinois has established itself as a national leader in providing quality educational opportunities for early learners and this application will serve as a vision for building upon that success in the future.

With a renewed focus on preparing our students for kindergarten, Chicago recognizes both the need for high-quality programming and the importance of reaching our most at-risk students. Illinois' application was written to meet these important aims. That is why Chicago will advocate for the State's vision and stands ready to take the lead on its implementation. As the largest Head Start grantee in the state, serving half the children enrolled in Illinois, the City will set the standard for bold action across the state.

Within the first 100 days of my administration, the City launched a task force on early childhood education. Closely coordinated with the State's Early Learning Council, the task force developed a strategic plan for implementing transformative recommendations for the 2012-2013 school year. These efforts include:

- **Requiring enrollment in the State's Quality Rating Improvement System (QRIS)** for all City-funded early childhood programs by July 1, 2012. The 5-star rating system will allow parents to assess all programs objectively while incentivizing quality.
- **Developing a local community collaboration structure** to coordinate universal screenings/referrals in order to reach the most at-risk children and increase enrollment numbers throughout Chicago communities.

- **Participating in the piloting and initial implementation of the State's Kindergarten Individual Development Survey (KIDS)** to align and improve early childhood and elementary instruction.
- Ensuring that all Chicago Public Schools and Department of Family and Support Services **professional development trainings are listed on the Gateways to Opportunity Registry.**
- **Launching an Interactive Early Childhood Web Portal** to help parents find programs, assess program quality based on the QRIS star rating, understand their child's eligibility, and provide an interactive platform to capture input and feedback.

Aligned to the State's priorities, these initiatives will increase the quality of early childhood programs in Chicago. As part of an agenda that includes strengthened professional development opportunities, an aligned kindergarten readiness assessment, and data benchmarks to keep government accountable, these reforms will ensure that more of our children are prepared to succeed.

As Mayor, I strongly support this application because every student deserves a world class education. In Chicago we continue to work towards securing that right by strengthening its foundation- early learning.

A handwritten signature in cursive script that reads "Rahm Emanuel".

Mayor



City of Aurora

Mayor's Office • 44 E. Downer Place • Aurora, Illinois 60507-2067
Phone (630) 256-3010 • Fax (630) 256-3019

Thomas J. Weisner
Mayor

October 7, 2011

Governor Pat Quinn
Office of the Governor
James R. Thompson Center
100 W. Randolph, 16-100
Chicago, IL 60601

Dear Governor Quinn,

On behalf of the City of Aurora, I am writing to support Illinois' bid for a Race to the Top – Early Learning Challenge grant. As Illinois' second largest city – recently recognized in a statewide study conducted by IFF as the city with the second greatest need for early care and education resources – Aurora has a large stake in any state-wide efforts improve early learning services for our youngest citizens.

We know that children who enter kindergarten without key school readiness skills are likely to remain academically behind their peers throughout their school years and are at very high risk of not completing high school. In addition, children are most likely to lack readiness skills if their parents have low education levels, low incomes, are young, are single parents or have limited English skills.

Unfortunately, as many as half of all children under age five in Aurora have one or more of these risk factors and one of every six lives in poverty (family income less than \$22,000). Of greater concern, more than 12% of adults over age 25 in Aurora have less than a ninth grade education, which means that many children have parents who do not have the knowledge to help their children prepare for success in school.

While statewide there are almost enough Head Start and/or Preschool for all "slots" to serve every low-income 3 and 4 year-old child, in Aurora there are only 49 slots for every 100 children in need. I am in full support of Illinois' approach to meeting the challenge of increasing the number and percentage of low-income and disadvantaged children in each age group who are enrolled in high-quality early learning programs.

I am particularly excited about Illinois' visionary plan to support community collaborations in areas of the state where the needs of young children are too great for any single program, organization, or agency to address alone. In partnership with the Fox Valley United Way, we are convening all major stakeholders in Aurora, including our school districts, health department, and the full spectrum of early learning and development programs. We are developing a roadmap to leverage state, local, federal, and private resources, identify gaps and create strategic partnerships for coordination of service delivery towards the goal of creating a system of early childhood education that reaches every child in Aurora.

I am also in full support of Illinois' plans for Kindergarten Readiness Assessment. From my perspective as Mayor, it is essential that we quantify the "readiness gap" in order to make data-driven decisions at all levels of the public and private sectors. With Aurora children spread across six school districts, a uniform approach will provide us with valuable information that can be used throughout the early learning system, into the K-12 system and beyond.

Cities, towns and villages across Illinois have an enormous stake in closing the readiness gap and they reap significant benefits when children arrive at school healthy, eager to learn and ready to succeed. Alternatively, we face serious negative consequences in our schools, our health systems and social services, when they don't. Aurora backs your efforts to garner Race to the Top – Early Learning Challenge funds in hopes of creating a brighter future for us all.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas J. Weisner', with a horizontal line above it.

Thomas J. Weisner, Mayor



Lawrence J. Morrissey
Mayor
Office of the Mayor

October 6, 2011

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

Dear Governor Quinn,

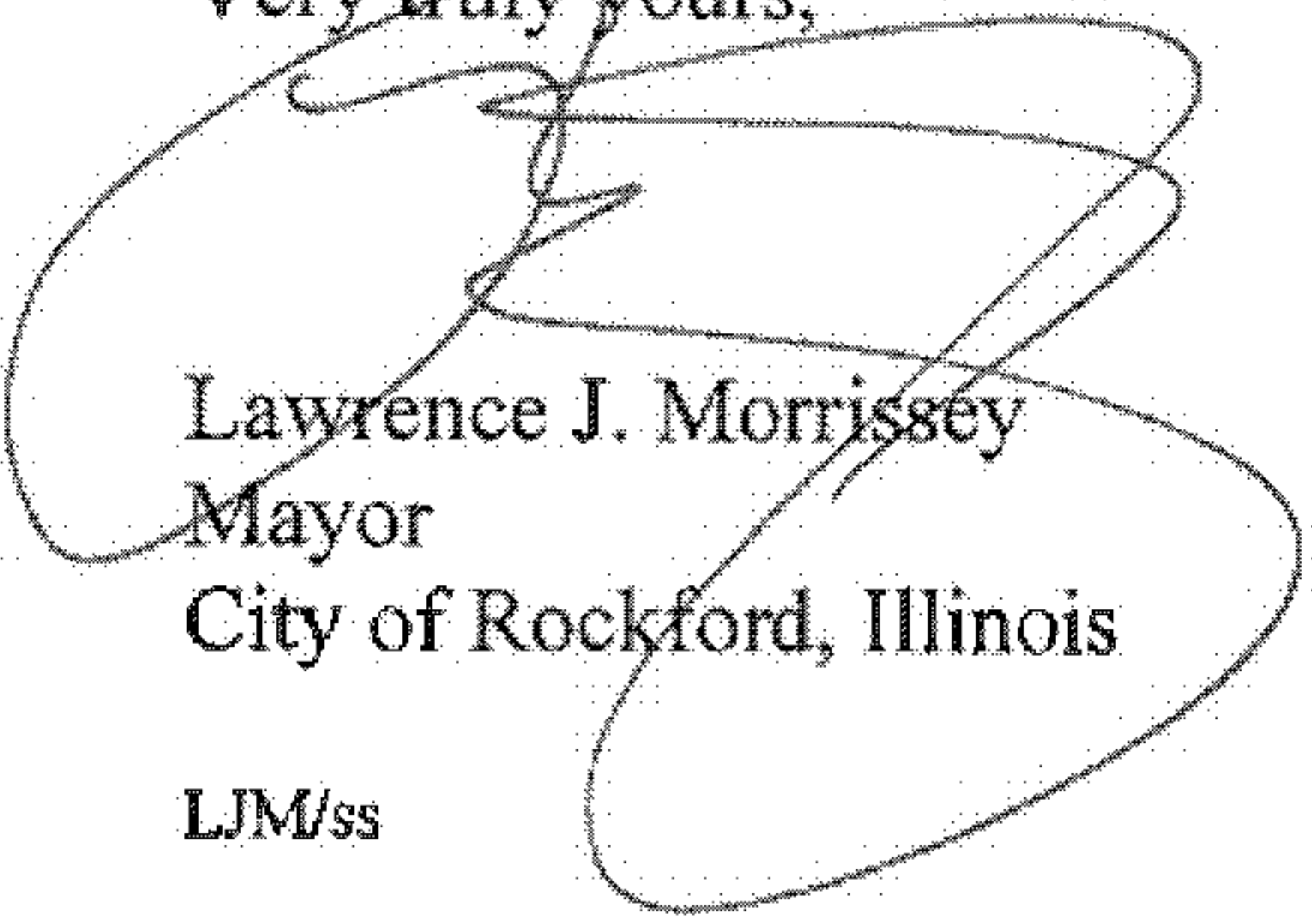
I write to extend my full support for the State's "Race to the Top/Early Learning Challenge" proposal. The objectives of the proposal: closing the achievement gap, ensuring families' participation in high-quality early learning services, and developing an integrated, aligned, and effective system, will support positive growth and development for our most challenged children and families. These objectives are vital to the social and economic improvement of the Rockford region.

Of particular significance to our community are: identifying high need children/families and providing targeted high-quality services; increasing alignment between early learning service providers, public schools, and other community organizations; developing an integrated and long-term data system that identifies and tracks progress from the moment a child enters the service delivery system; and monitoring a child's progress across different service providers after they enter the K-12 system to ensure a achievement and accountability.

Our vision for our children aligns with our belief in asset-based community development. Our goal is to connect and collaborate with all of our neighborhood resources to support our children and support the health of every neighborhood. This data-driven strategy for intervention ensures strong collaboration and high accountability. In December, the Rockford Chamber of Commerce is supporting this partnership by bringing in the Harlem Children Zone's Jeffery Canada, who will speak on how this approach is helping them turn around the lives of children and the future of an entire New York neighborhood.

I applaud your leadership on this effort. The State's proposal demonstrates your willingness to pursue new resources, explore innovative solutions, and align the myriad of existing programs to achieve better results. We look forward to partnering to achieve these objectives through the "Race to the Top/Early Learning Challenge". Together, we can create an environment for shared responsibility and accountability for success.

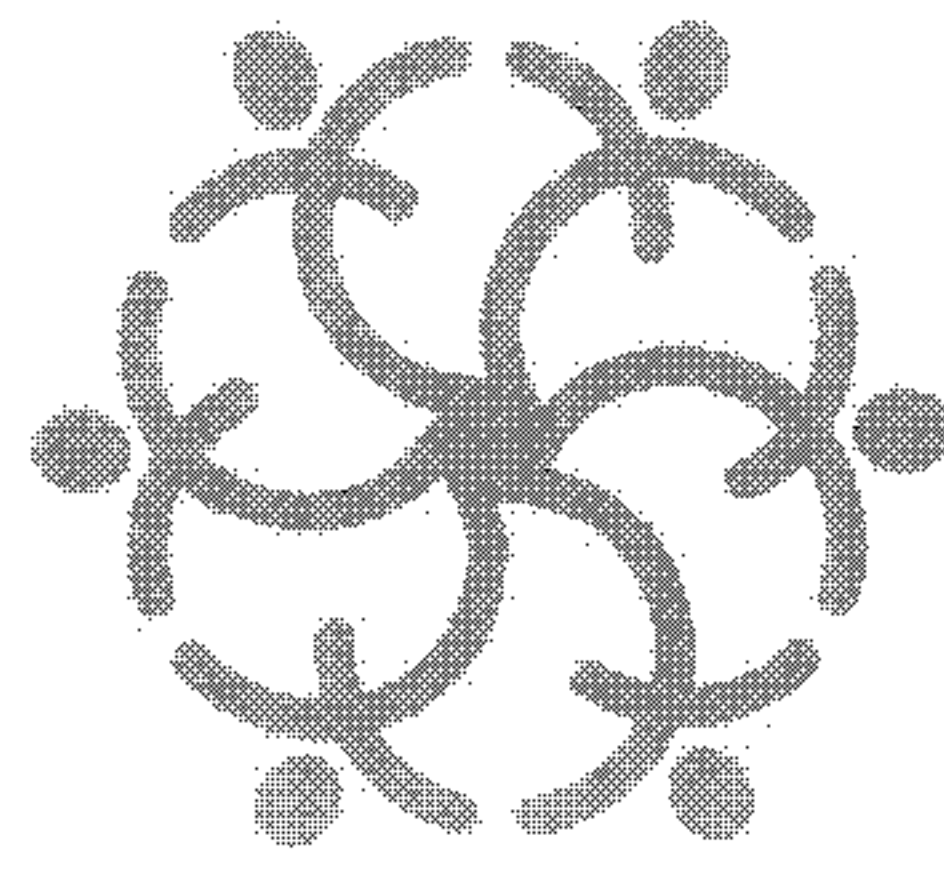
Very truly yours,



Lawrence J. Morrissey
Mayor
City of Rockford, Illinois

LJM/ss

Cc: George Davis, Director, Human Services, City of Rockford



Collaboration
for Early Childhood
Care & Education

October 3, 2011

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

Dear Governor Quinn:

Thank you for your continued leadership in looking out for the needs of all of Illinois' children. We are writing today to express our wholehearted support for the Illinois Race to the Top/ Early Learning Challenge proposal. As elected representatives of the People of Oak Park and as leaders of the municipal and public educational governing bodies, we are very conscious of the critical importance of children's early development to their later success in school and in life. Our schools and village struggle daily with the effects on our children and youth of poorly coordinated, inadequate and highly variable early learning programs and services.

In an unprecedented act of coordination and commitment to increase opportunities for all children, the six independently elected Oak Park jurisdictions came together in 2002 and voted to approve, establish, and financially support the work of the Collaboration for Early Childhood Care & Education. The Collaboration is a unique, a public/private partnership in which all of our jurisdictions contribute not only financially, but also through the commitment of active staff and board participation.

Now, with more than 35 agencies participating, the Collaboration works to overcome the fragmentation and scarcity of services endemic to the early childhood field by leveraging and integrating all of our community resources to better meet the needs of our families with very young children. In doing so, we take ownership of ensuring that all children in Oak Park are ready for kindergarten.

We take very seriously the fact that our work in Oak Park to ensure that all children have access to high quality programs and services that foster cognitive, social-emotional and physical development during the first five years of life is serving as a state and even national model to other communities regarding the creation of a fully integrated early childhood system. We anticipate that our efforts will benefit greatly from efforts to improve integration of services at the state level. This is especially true as Illinois moves forward with initiatives to improve support for the central role of families in promoting the optimal development of their child, addressing a dearth of mental health services for very young children and their families, and improving access to services for children with special needs.

Our experience has revealed an urgent need to address gaps in service delivery resulting from the fragmentation of services housed in multiple state agencies. Developing explicit strategies to integrate

databases, establish communication protocols and define accountability measures to assess integration are vital to the effort of creating a unified system of support that effectively leverages scarce resources and increases capacity to meet the needs of very young children and their families.

We have made very real strides in developing a data system that supports all children in Oak Park enrolled in Preschool for All and Head Start programs and links directly with Elementary School District 97 to help foster effective transitions into the academic environment and ensure that we are best equipped to meet the needs of each and every child. However, our efforts would be significantly advanced through the development of an integrated state data system that provides protocols for information sharing across state and federal agencies and aligns early childhood, elementary and secondary educational data to allow for longitudinal studies of program effectiveness, and demographic trends.

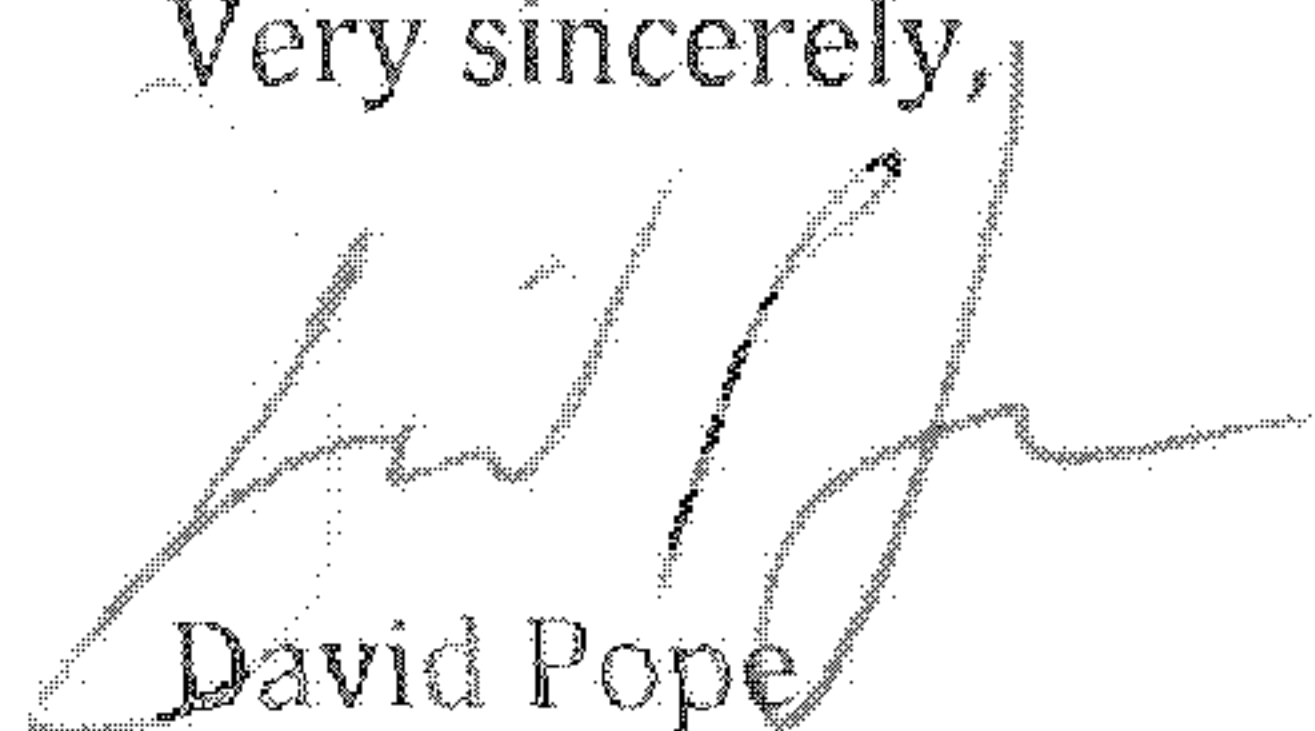
District 97 and the Collaboration have worked very effectively together over the past year to implement a kindergarten readiness assessment program. We would welcome the opportunity to share our learning as the state works toward developing a uniform approach. We recognize the critical importance of such an assessment in understanding weaknesses in programs and services for very young children and in preparing elementary schools for their work with kindergarteners. And, we are eager to partner with the state to pilot and develop approaches and supporting processes and systems that will lead to the brightest future for all of our children.

The Collaboration holds a seat on the Illinois Early Learning Council, and the Collaboration's executive director, professional development coordinator and board members also sit on seven committees that support the work of the Council including the following:

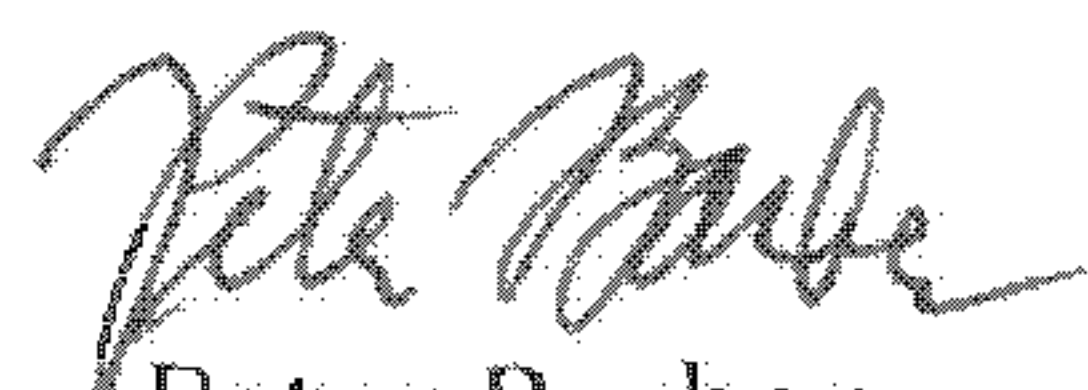
- Coordination and Oversight Committee
- Data Systems Work Group
- Early Learning Workforce Development Committee
- Home Visiting Task Force
- Community Systems Development Work Group
- Access and Outreach Committee (for professional development programs)
- Qualifications, Credentials and Pathways Committee

We are committed to maintaining our active role in this important work and are proud that the Collaboration served as a model for the creation of the Illinois Early Learning Council when the legislation for its formation was drafted in 2003. We look forward to continuing to support Illinois in its effort to create an integrated early learning system that effectively supports all children and focuses on engaging the most at-risk children and their families. We are grateful for your continued leadership on this vitally important issue.

Very sincerely,



David Pope
President
Village of Oak Park



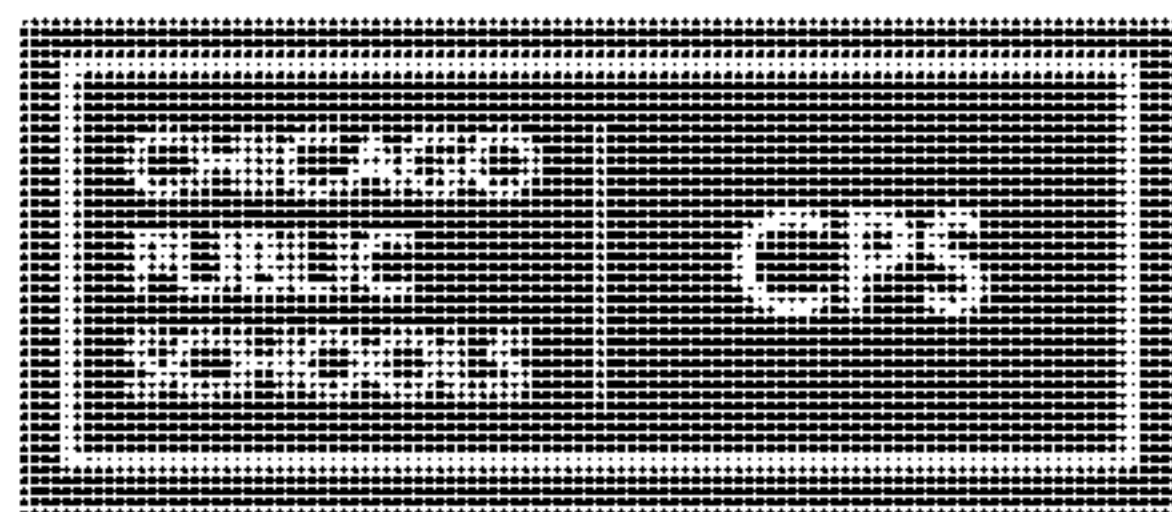
Peter Barber
President
District 97



Dietra Millard
President
District 200



Carolyn Newberry Schwartz
Executive Director
Collaboration for Early Childhood



Jean-Claude Brizard
Chief Executive Officer

October 14, 2011

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

Governor Quinn:

It is with great enthusiasm that the Chicago Public Schools (CPS) submits this letter of support for Illinois' candidacy in the Race to the Top-Early Learning Challenge. Illinois has been a leader in early childhood education with a long history of commitment to early learning and development programs, but as in all states, there is significant room for improvement.

Early childhood education plays a critical role in our mission to create a system where every child graduates college and career ready. To that end, CPS has redoubled our focus on kindergarten readiness with a vision that is innovative and research-based. The State of Illinois' application compliments our approach with a strategy that will support the healthy development of our most at-risk populations and close the achievement gap prior to kindergarten entry. We wholeheartedly support this strategy and we are committed to spearheading the successful implementation throughout the district.

To ensure the best possible coordination of our efforts, the City of Chicago's Early Childhood Education Task Force and the State's Early Learning Council have developed a strategic plan for transforming our early childhood education system. Elements of our plan include:

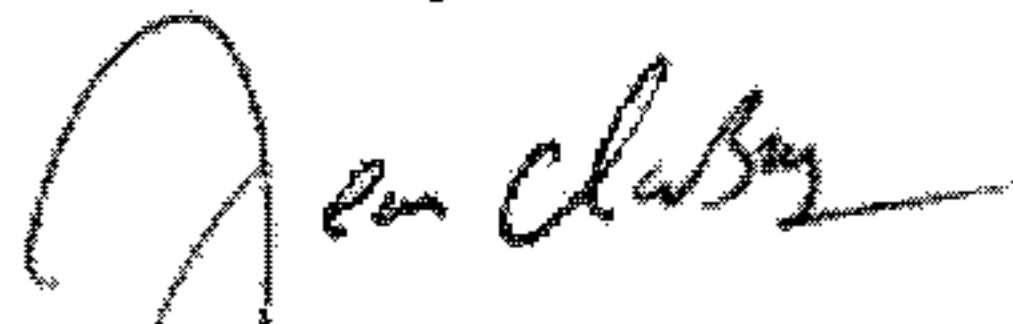
- Mandating enrollment for every early childhood program in Illinois' enhanced Quality Rating and Improvement Scale (QRIS) system in order to ensure that all childhood programs are high quality education settings for children. CPS will enhance efforts to publicize the system so it can be used as a tool for parents to evaluate and compare program quality.
- Developing Local Outreach and Engagement Collaboratives to support local collaboration across the broad array of early childhood programs. These collaboratives will be held accountable through CPS for increasing engagement and enhancing outcomes in their designated area.

- Adopting the Kindergarten Individual Development Survey (KIDS) to help identify gaps in school readiness, guide classroom instruction, and provide information to schools, districts and the state to support decision-making about resource allocations. CPS will pilot the assessment in 2012-2013, with full implementation in the 2013-2014 school-year.

Consistent with Illinois' strategy, these elements are part of a strategic plan, rooted in transparency and accountability, requiring stakeholders to align around common, performance-based objectives and allocate resources in a manner that is both efficient and effective. The result is a system that provides opportunity for high-quality early childhood learning for more children, particularly those most at-risk.

The Chicago Public Schools not only supports this application, we are committed to its full and effective implementation as a necessary step towards ensuring that every kindergarten student is on a pathway towards becoming college and career ready.

Sincerely,



Jean-Claude Brizard
Chief Executive Officer



October 5, 2011

Governor Pat Quinn
Office of the Governor
207 State House
Springfield, IL. 63706

Dear Governor Quinn:

On behalf of LUDA, the Large Unit District Association, I want to express our support for Illinois' Race to the Top/Early Learning Challenge proposal.

As the organization representing more than half of the children in the state of Illinois, our organization fully endorses our state's need to support our earliest learners as we prepare all students for college and career.

As a member of the KIDS advisory committee, the Kindergarten Readiness Advisory, the Leadership in PreK advisory, as well as a former superintendent of the Springfield School District that developed an award winning PreK program, I can personally support the proposed efforts of the Illinois State Board of Education in our Early Learning Challenge.

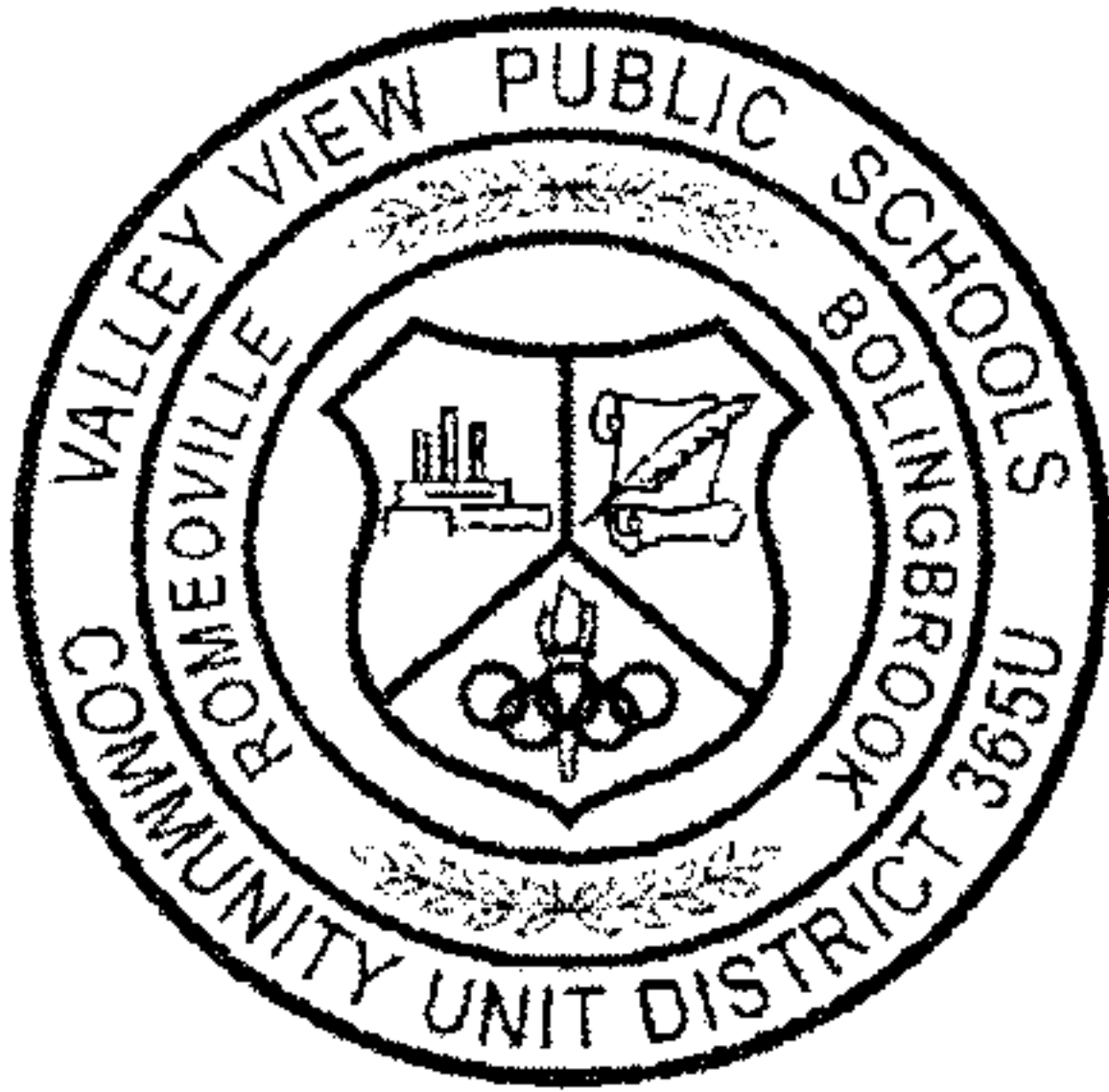
Many large unit school districts face serious challenges in supporting education excellence and recognize the need for a strong early learning foundation. Several of our districts collaborate with their communities to provide common assessment and screening, coordination among agencies to provide mental health and social service support, along with combined efforts for family engagement.

This award will enable our state to complete our model for a comprehensive, aligned framework for support for our youngest learners and their families. The large unit school districts stand ready for implementation!

Most sincerely,

Diane Rutledge

Diane Rutledge, Ph. D.



Valley View Early Childhood Center School District 365U

Donna Nylander, Principal

753 Dalhart Avenue Romeoville, IL 60446

Phone: 815-886-7827 Fax: 815-886-7830 Email: nylanderd@vvsd.org

October 2, 2011

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

Dear Mr. Quinn,

The purpose of this letter is to support The Race To the Top - Early Learning Challenge Grant. The purpose of this federal grant is to (1) improve the quality of early learning and development and close the achievement gap for young children. (2) To also increase the percentage of low-income, at-risk students enroll in high-quality Early Learning and Development Programs and (3) implement an integrated system of high-quality Early Learning and Development programs and services to students with special needs and their families.

As a Principal of the Valley View School District 365U Early Childhood Center in Bolingbrook/Romeoville, I can tell you firsthand how crucial it is to have improve the quality of early learning and close the achievement gap. I truly believe "the sooner we start, the farther the children can make progress."

By offering a high-quality program which supports low-income families and students with special needs has made a tremendous difference in the lives of our families as well as children. I am pleased to lend my support by supporting the Race To The Top Grant.

It is important to fund a seamless system in Illinois to connect all the excellent programming that is offered in this state. This reform agenda will provide supports :

- to identify all high need children/families and provide programming to all students
- Implement a quality system to evaluate school districts, private preschools and daycare centers including Chicago Public schools from good to great
- Develop a credentialed highly qualified work force across the state and programs
- Align learning in all types of programs using the Early Learning Standards and Common Core expectations
- Align the Kindergarten Readiness Assessment to complement students going from preschool to kindergarten and be ready to meet high expectations.
- Collaborate with universities and junior colleges to offer courses for staff to meet their full potential.

- Embed an inclusive philosophy where all children, particularly students with special needs can be accepted into their home schools with respect and understanding.

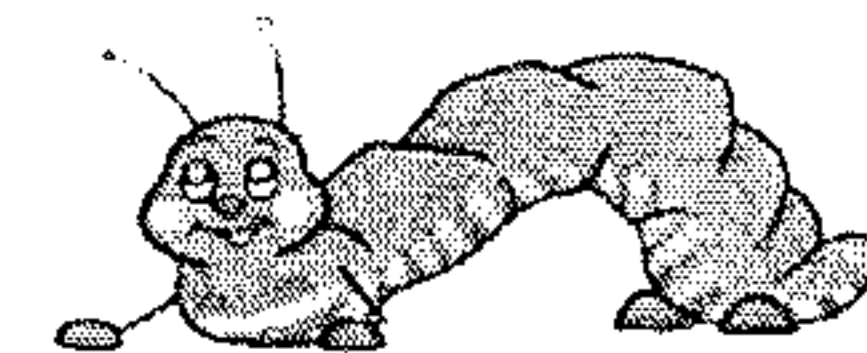
I look forward to continue my work as a commissioned member of the Governor's Early Learning Council as co-chair of the Special Populations Committee. Our work is crucial to serving the youngest learners in the state. I congratulate the Council on designing an innovative Race To The Top Grant that addresses critical needs in the field of early childhood.

Sincerely,



Donna Nylander, Principal
Valley View School District 365U
Early Childhood Center
753 Dalhart Avenue
Romeoville, IL 60446

Learning, Growing and Changing at Valley View Early Childhood Center





222 South College, 2nd Floor • Springfield, IL 62704

October 18, 2011

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

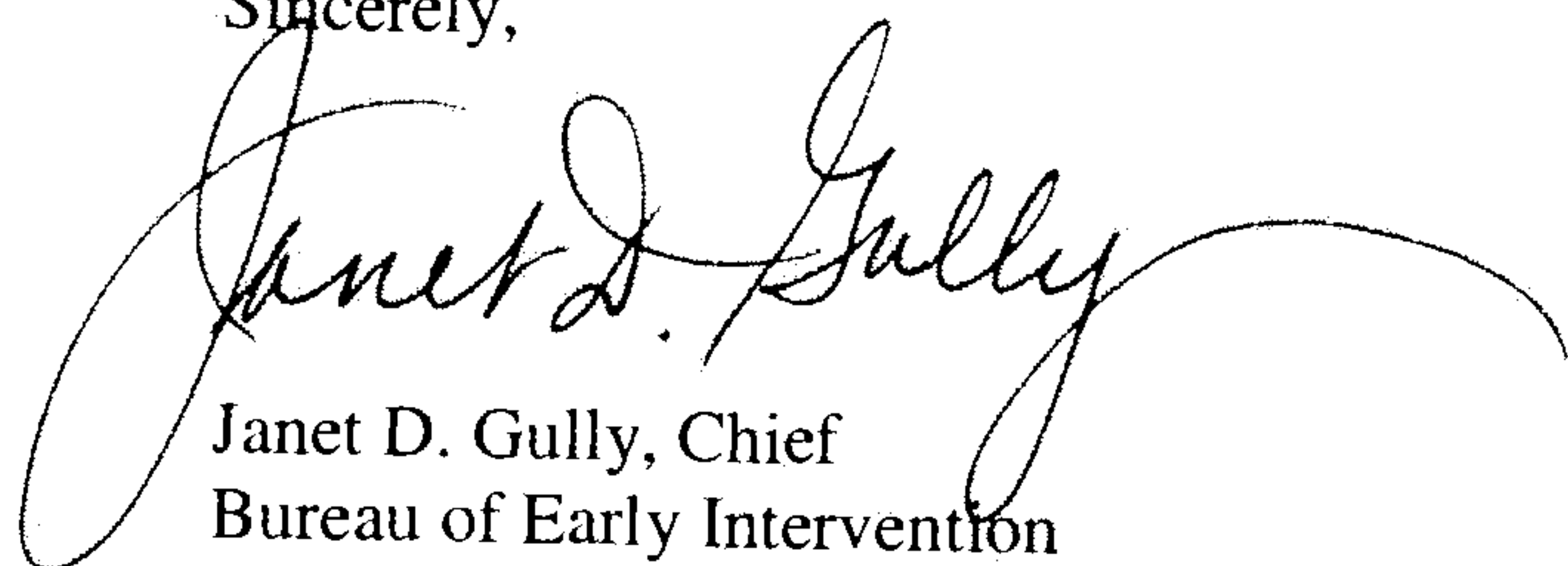
Dear Governor Quinn:

As the Chief of the Bureau of Early Intervention, I administer Illinois' program funded under Part C of the Individuals with Disabilities Act. The Early Intervention Program serves families of children from birth to age 3 who have developmental delays or disabilities or who are at risk for developmental delays. This program is an integral part of the system of supports and services for children under the age of three with special needs. The Illinois RTTT/ELC proposal has a focus on these early years and will build on efforts to identify high need children and families for referral and follow-up.

The Illinois Department of Human Services contracts with 25 Child and Family Connections (CFC) offices to serve as the regional offices responsible for ensuring that all referrals to the Early Intervention Program receive a timely response in a professional and family-centered manner. CFC responsibilities include child find activities; intake of families; coordination of evaluation and eligibility determinations for children; oversight of the development of individualized service plans; and ongoing service coordination, including transition to services after three years of age. The CFC offices will be an important partner in Illinois RTTT/ELC efforts to link high need children under the age of 3 and their families to high quality services and supports.

The Bureau of Early Intervention will continue its participation in Illinois Early Learning Council and to support the state's RTTT/ELC plan.

Sincerely,



Janet D. Gully, Chief
Bureau of Early Intervention

Judith Walker Kendrick

4902 S. Washington Park Court

Chicago, Illinois 60615

(773) 624-1375 jcw4902@att.net

October 3, 2011

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

Dear Governor Quinn:

I am writing to you in my capacity as chair of the Illinois Department of Human Services (IDHS) Child Care Advisory Committee. The Advisory Committee has had a long and close relationship with the Department in general and with the Child Care Bureau in particular. Members donate literally thousands of hours each year working collaboratively with IDHS staff on a whole host of important issues – program improvement, administrative policies and procedures, effective outreach, program efficiency, cost containment among others.

We support Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. We work in committees to achieve many improvements. Our Quality Assurance & Capacity Committee has worked diligently on the Quality Rating Improvement System and is looking forward to expanding and improving it. A component of our work has dealt with workforce development. We have worked across State agencies on both Director and Infant Toddler credentials. The development of the Gateways to Opportunity Program that includes The Gateways to Opportunity Registry is a resource and tool to drive quality and accountability for early care and education,

The Program Administration & Accessibility Committee and the Coordination & Integration committee will continue to work with the State on the development of an integrated system of high-quality early learning and development programs and services. Many of our members sit on both the Child Care Advisory Council and the Governor's Early Learning Council. This currently aids in coordination. We commit to continued work on an integrated system for early learning in Illinois.

Sincerely,



Judith Walker-Kendrick
Chair, Child Care Advisory Council

cc: Child Care Advisory Council Members



208 S LaSalle, Suite 1490

Chicago, Illinois 60604

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

Honorable Governor Quinn:

This letter serves as a strong statement of support on behalf of the Illinois Children's Mental Health Partnership for the Illinois Race to the Top/Early Learning Challenge grant proposal. The opportunity to present an integrated proposal that addresses the whole child, with attention to social and emotional learning and behavioral health reflects a federal commitment to the full spectrum of infant and early childhood development that is commendable.

The passage of the Children's Mental Health Act of 2003 created the Illinois Children's Mental Health Partnership (ICMHP). The Partnership is a statewide collaboration of agencies, organizations and individuals committed to improving the scope and quality of mental health programs, services and supports for Illinois children. The Partnership's goal is to build a comprehensive, better-coordinated system that provides easier access to more effective programs and services; a system that is innovative, promotes children's healthy social and emotional development, intervenes early when problems arise, and a system that minimizes duplication of services and maximizes resources. Working together, the Partnership developed a strategic plan to provide comprehensive, coordinated mental health promotion, prevention, early intervention and treatment programs and services for children from birth to age 18, as well as for youth ages 19-21 that are transitioning out of key public programs. The plan is based upon key principals, such as family involvement and cultural competence, and identifies key strategies for implementation.

As part of the Children's Mental Health Act, Illinois was the first state to pass Social and Emotional Learning (SEL) Standards for students from kindergarten through twelfth grade, a natural outgrowth of the standards that already exist for younger children. The standards assure a continued focus on social and emotional development once children reach kindergarten.

Early childhood is a key priority for the Partnership, reflected in the goals and objectives of the Plan and the work of a dynamic and long standing committee on early childhood with exemplary leadership that is respected statewide. The work of the committee includes:

- Working to revise the social and emotional standards for birth to age five
- Advancing consultation as a means to embed knowledge and skills regarding mental health across all the systems and the entire workforce that serves families with young children.
- Supporting the professional development of qualified early childhood mental health consultants
- Increasing public awareness of the importance of social and emotional development of infants and young children
- Improving linkages between the multiple sectors that deliver services to young children and their families
- Identifying and promoting evidence based practices

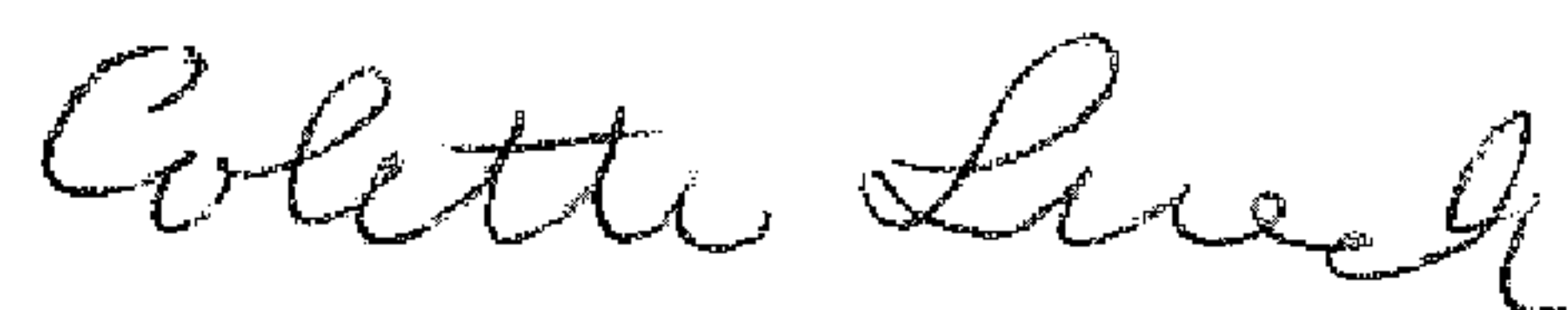
The overall purpose of the Early Learning Challenge grant is aligned with the goals of the Partnership. The Illinois vision for how to meet these goals through the provision of comprehensive supports from birth through kindergarten with a focus on the early years, increased opportunities for family engagement, and a focus on early childhood mental health, with recognition of the important role that local communities play in supporting families with young children, is also aligned with the vision, goals, structures and priorities of the Partnership. Key members of the Partnership are on the Illinois Early Learning Council and both organizations collaborate closely on their shared agenda.

As a leader in assuring that social and emotional learning is supported by schools, families and communities, and understanding the link between social and emotional skills and academic success, ICMHP is ready to advance the goals that Illinois has envisioned for improving the quality of early learning and development. We anticipate a future where every child enters kindergarten ready to learn. Key leadership positions will continue to participate on the Early Learning Council and work to assure the successful implementation of the grant. As a Partnership, we are accustomed to working with other statewide and community coalitions to achieve outcomes that cannot be met alone.

All areas of Illinois' reform agenda are of interest to the Partnership. Monitoring for home visits will assist the Partnership in developing potential enhancements to the mental health consultation provided to support home visitors, as will other workforce development and credentialing efforts. The Partnership is committed not only to the development of standards, but working collaboratively to assure that the standards are implemented to guide practice. Deepening the alignment and integration within local systems with a focus on high areas of need is an essential next step and natural evolution from successful statewide collaborations.

Thank you for your demonstrated commitment to young children and the opportunity to offer support for the Race to the Top/Early Learning Challenge application.

Sincerely,



Colette Lueck

Managing Director

Illinois Children's Mental Health Partnership

Pat Quinn, Governor



Michelle R. B. Saddler, Secretary

10 Collinsville Avenue, Suite 203 • East St. Louis, Illinois 62201

October 13, 2011

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

Dear Governor Quinn:

It is my pleasure to write a letter of support from the IL Head Start State Collaboration Office for the state's Race to the Top/Early Learning Challenge proposal. Illinois Head Start Association and Collaboration office staff, as well as Head Start community members have helped contribute to this application and are supportive of the Illinois vision and strategic priorities identified in the application.

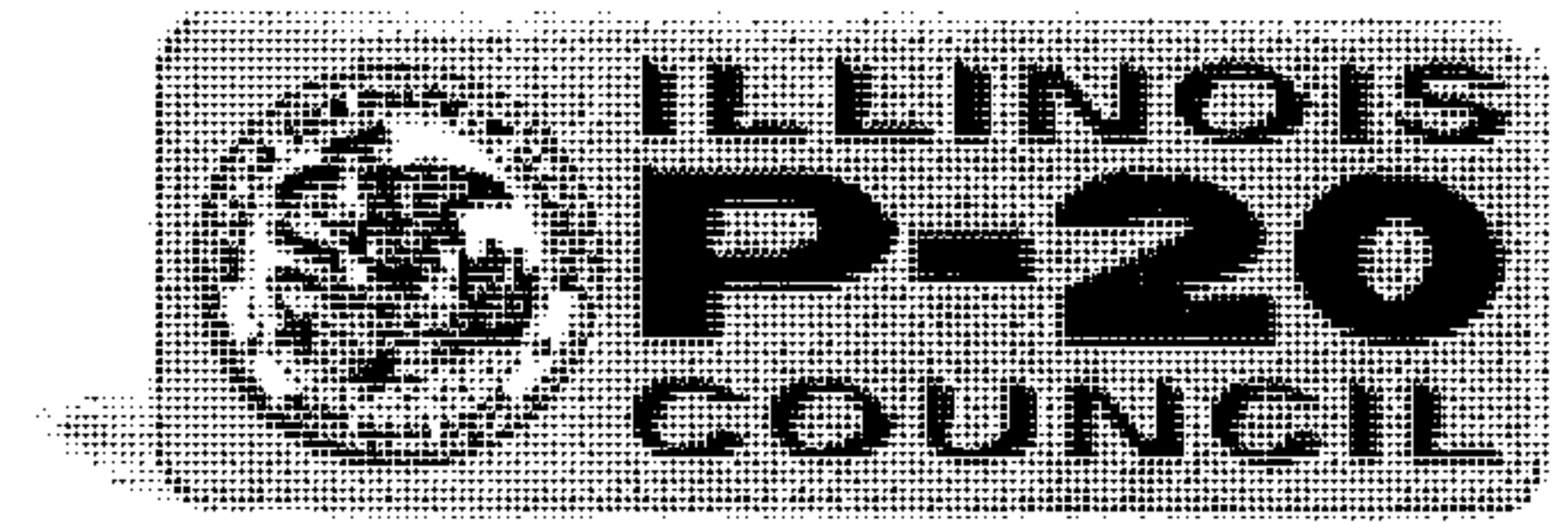
The main components of the grant will include Illinois' most progressive approaches to date at integrating Head Start/Early Head Start as a federal to local program into the otherwise state-administered early care and education system. We are very excited by the fact that the Head Start State Collaboration Office will be represented on the Core Leadership/Governance group and that the Head Start/Early Head Start community will be meaningfully involved in the state level data/data sharing framework through the Illinois Head Start/Early Head Start Data Cooperative.

Illinois Head Start/Early Head Start has long been involved in the development of both the Quality Counts (Tiered Quality Rating and Improvement) System and the Gateways to Opportunity professional development system, having served on the groups that created these systems. This proposal improves and increases our participation in both these systems and puts a focus on moving from good to great in quality and in use of the Registry, Credentialing/Career Lattice, and standards alignment in new ways.

We are pleased that Illinois Head Start/Early Head Start is included in and will contribute to all aspects of the success of Illinois' statewide early learning and development system. The DHS Head Start State Collaboration Office's long standing partnerships with many other sectors to improve services to Illinois high need families with young children, such as health, family support, early intervention/disabilities, literacy, etc., will no doubt a valuable asset it can contribute to our broad early learning and development system.

Sincerely,

Gina Ruther, Director
Head Start State Collaboration Office



October 13, 2011

Office of the Governor
207 Statehouse
Springfield, IL 62706

To the Honorable Governor Quinn:

As chairman of the Illinois P-20 Council, it is with great pleasure and enthusiasm that I write this letter in support of our State's application for the Race to the Top – Early Learning Challenge. Established by statute in 2008, the P-20 council brings together a variety of stakeholders to collectively identify strategies for developing a seamless and sustainable high quality education system from birth through higher education into careers. The Council boasts a diverse membership that includes State agencies, post-secondary institutions, local schools, community groups, employers, families and representatives from the early childhood community which submit their collective recommendations on aligning and supporting Illinois' education system to the Governor and the General Assembly.

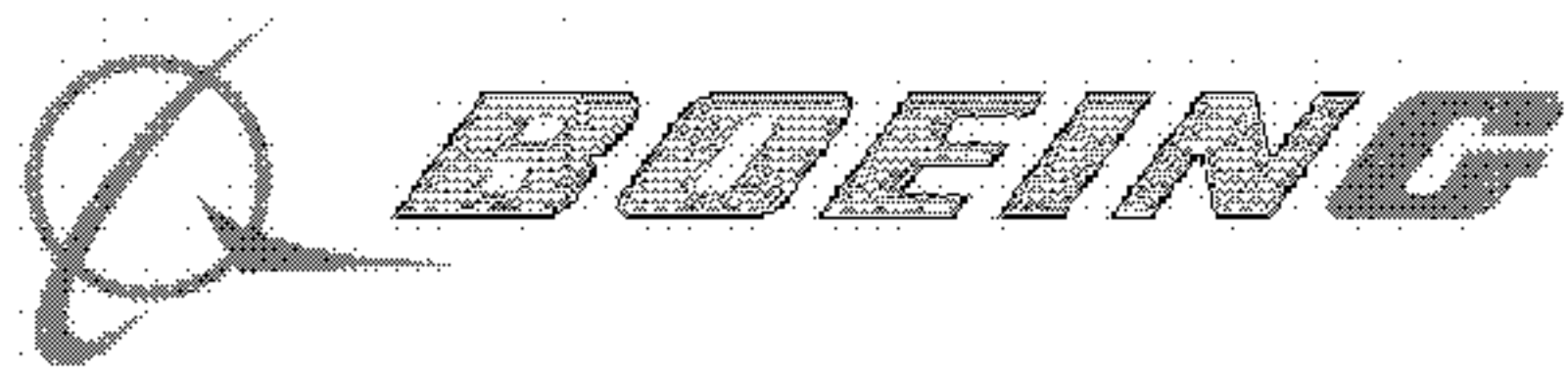
The overarching goal of the P-20 Council is to increase the proportion of Illinoisans with post-secondary degrees or high quality credentials from 40% to 60% by 2025. Building a comprehensive, effective early childhood system as a strong foundation for the P-20 pipeline is paramount to achieving this goal. Many of the objectives included in the application already overlap with work of the P-20 Council; for example, the Council's Joint Education Leadership Committee, which is chaired by the Lieutenant Governor and primarily comprised of state agency directors, has taken up the task of developing a collaborative governing structure for the Illinois Longitudinal Data System which will ultimately allow for the monitoring of student growth as they progress from early childhood programs to post-secondary education and into the workforce. The P-20 Council's Data, Assessment, and Accountability Committee (DAAC) has also played an active role in the development of a kindergarten readiness assessment which will provide educators, families, and policy makers with an important early reference point for better meeting the needs of students and ensuring they are adequately prepared as they advance through the education system. Realizing that parent involvement is integral to student success, DAAC has worked closely with the Family, Youth, and Community Engagement Committee to facilitate focus groups of community members, teachers, and school administrators across the State to inform the school report card renovation. The invaluable feedback from these sessions guided the redesign of this tool which will provide a clear, concise and accessible snapshot of a school based on the factors which emerged as most relevant and informative. Lastly, P-20 continues to support efforts to cultivate a workforce of educators prepared to effectively serve an increasingly culturally and linguistically diverse student population.

On behalf of the P-20 Council, I pledge our support for the projects outlined in this application and look forward to continuing to work with our partners in the early childhood community throughout Illinois to ensure a high quality education for our youngest learners.

Sincerely,

A handwritten signature in black ink that reads "Miguel del Valle". The signature is written in a cursive, flowing style.

Miguel del Valle, Chairman - Illinois P-20 Council



Richard D. (Rick) Stephens
Senior Vice President, Human
Resources & Administration
Corporate Offices

The Boeing Company
100 N Riverside MO 5003-6028
Chicago, IL 60606-1596

October 3, 2011

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

Dear Governor ^{Pat} Quinn:

As a business committed to high quality public education; as a funder of early learning education in Illinois; as an advocate for reform that leads to better options for our youngest students; and as a member of the Illinois Education Funders Collaborative, Boeing enthusiastically supports Illinois' "Race to the Top/Early Learning Challenge" application.

Participating in the challenge would provide Illinois with an opportunity to look at systems improvement and consider defining quality in early education in such a way that leads to lifelong success for our children.

Boeing approaches its philanthropic investments in an intentional and coordinated way. We see our efforts as critical to supplementing the work being done by government, and in particular departments of education and local school districts. By collaborating and partnering with both, as well as large and small giving organizations, Boeing is able to consider true systemic impact as it contemplates areas in which to invest.

Since 2001, Boeing has contributed more than \$65 million in Illinois (primarily Chicago), with the majority of those investments in education. Our investments focus on some of the very issues addressed in Illinois' application.

As we review the broad categories of the Illinois plan, we see alignment with how Boeing will continue to make decisions around how it will make investments in the education community. By focusing on continuous improvement through the expansion of the Quality Rating and Improvement System to include Preschool for All, Head Start and all licensed child care, Illinois is raising the bar for instruction and program provision.

And, because Boeing focuses on professional development and teacher quality, we also find alignment with the workforce development strategy of expanding Gateways registry, improving articulation and adding credentials that are relevant and significant to children and teachers.

Finally, by having the plan include deeper alignment and integration (including data) of state systems and local systems, the plan ensures greater success for providing high quality learning options for all our children.

Thank you, Governor Quinn, for your leadership in this important effort. We look forward to hearing a positive result from the coordinated efforts in applying for the "Race to the Top/Early Learning Challenge" dollars.

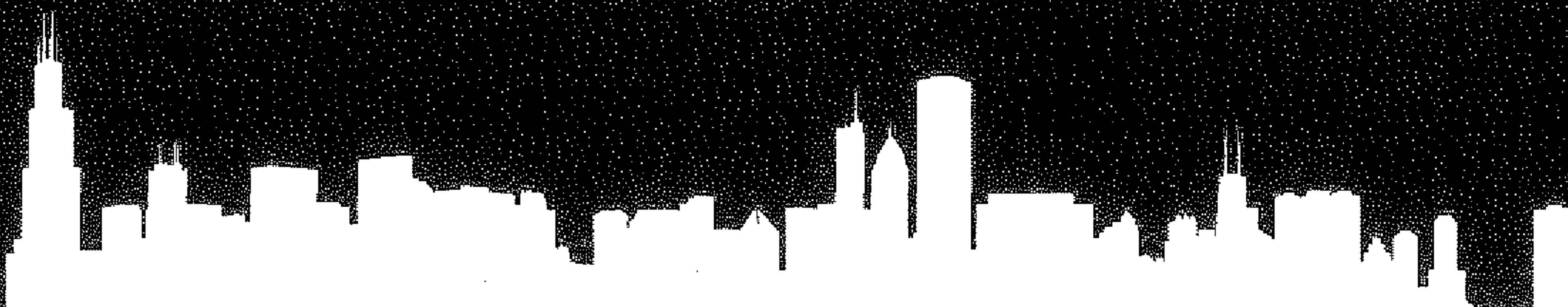
Sincerely



Rick Stephens
Senior Vice President
Human Resources and Administration
The Boeing Company

THE
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Terry Mazany
President & CEO

September 30, 2011

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

Dear Governor Quinn:

I am writing to express full support for Illinois' Race to the Top/Early Learning Challenge Fund (RTT/ELCF) application. I am excited about the opportunity the federal RTTT/ELCF grant would provide to help the State of Illinois strengthen early care and education available to our children and families. The sorely needed resources will allow Illinois to continue to develop a strong foundation for our youngest children and ensure better alignment with our K-12 education system. This education system, from preschool to high school, will prepare each and every child in Illinois for success and lead to productive lives.

In prior work, it has been gratifying to partner with colleagues in Chicago's and Illinois' philanthropic communities to support the strengthening of education for our students on various projects. As an example, last year the Trust housed a collaborative of 18 foundations and corporations that provided support to the state for its development of the Race to the Top application. The Trust has partnered with individual foundations on specific projects (such as the development of a social science curriculum framework for the Chicago Public Schools with the support of JP Morgan Chase and CME Trust) as well as larger groups of donors and foundations on citywide projects to expand the number of community schools or strengthen arts education for all children. The initial strategic investments in the early learning field have been facilitated by a long standing community of not-for-profit organizations and funders that have been building a system of early care and education to ensure our youngest children have a healthy start to their lives and a solid education foundation.

The Trust's Education grantmaking in recent years focused on the goal of improving the quality of education for all students in our region primarily by supporting and developing high quality teaching and learning in all core curricular areas (math, science, language and literacy, social sciences, and arts). While this work has focused primarily on elementary schools (grade K to 8), it is now expanding down into the preschool arena as well as through college. In addition, the Trust has begun to work with higher education institutions in the region to strengthen the preparation of educators for the early childhood years.

The Trust's specific grant support from the Education Program in the early education arena since 2007 is as follows:

- In 2007 and 2008, provided grants totaling \$400,000 to Leap Learning Systems for its Language Through Science program, a professional development program for early childhood teachers

to learn how to encourage their students' pre-literacy and language skills through science instruction.

- In 2008, provided \$500,000 to the Erikson Institute for its capital campaign.
- In 2009, 2010, and 2011, provided grants totaling \$1.4 million to the Field Museum to work in partnership with Chicago Public Schools and three other informal science institutions to provide professional development to K to 3rd grade teachers in nine CPS schools to strengthen the teaching of inquiry based science.
- In 2010 and 2011, provided grants totaling \$400,000 to the University of Illinois at Chicago to support the improvement of early childhood teacher preparation in Illinois.
- In 2011, provided support in the amount of \$45,000 for the development of the RTTT/ELCF application.

From 2008 to 2010, furthermore, other program areas and affiliates provided support for Early Childhood Direct Services Organizations totaling over \$2 million.

In addition to providing these financial supports, Trust Education Program Officers have participated in a number of state-wide conversations regarding early care and education and most notably provided feedback on the development of the statewide kindergarten readiness assessment.

As the Trust begins to increase its investments in early education, I am encouraged by the thoughtful and thorough approach the state is taking in this application, particularly in its focus on research and best practice and the utilization of university expertise. I look forward to continuing our collaboration with our foundation colleagues to provide financial supports to strengthen teaching and learning for our youngest students.

Sincerely,



Terry Mazany
President and CEO

September 30, 2011

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

Dear Governor Quinn:

I am writing on behalf of CME Group Foundation to express the Foundation's support for Illinois' Race to the Top/Early Learning Challenge (RTT/ELC) application.

The mission of CME Group Foundation is to enhance economic opportunity by supporting academic initiatives and activities, primarily in the Chicago region, that promote research, teaching and learning in financial markets; promote the education of disadvantaged children and youth; and promote the health and education of young children.

The Foundation supports efforts to improve the health and development of young children birth through age five. Specifically, it supports programs that enable at risk infants and young children to be active learners, promote positive social emotional development of very young children and those that focus on early math learning. Since the Foundation's inception five years ago, it has invested nearly \$7 million in the Healthy Development of Young Children program area, primarily in the city of Chicago.

CME Group Foundation has partnered with other Chicago foundation in supporting this work, especially in our Early Math Initiative. In October 2010, CME Group Foundation announced a multi-million dollar, multi-year grant program to enable young children from Chicago's low-income communities to become proficient at mathematics at the appropriate grade and/or developmental level.

Our grantmaking in this area aligns with the Illinois RTT/ELC application, including: a focus on high need children with high quality programs, professional development for early childhood teachers, and alignment and integration of early learning and K-12 systems.

We also believe that we need to partner with other foundations and government entities to leverage our limited grantmaking dollars. For example, the U.S. Department of Education (DOE) announced that

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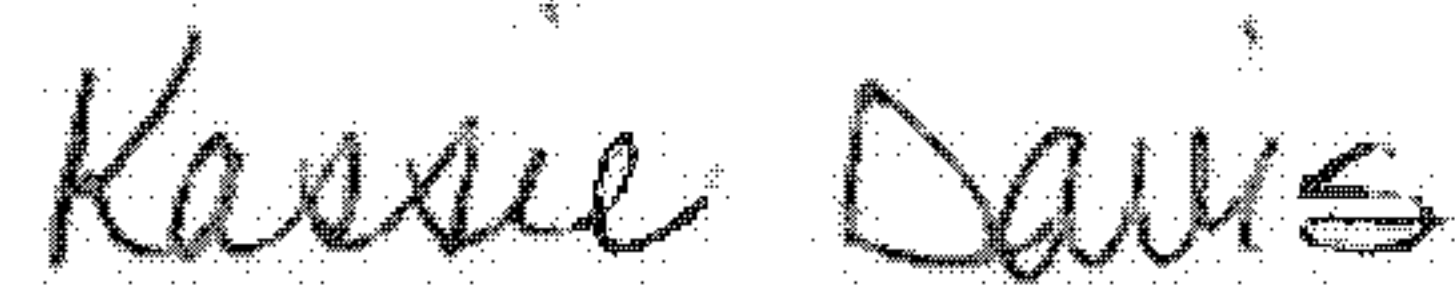
EXECUTIVE DIRECTOR

Kassie Davis

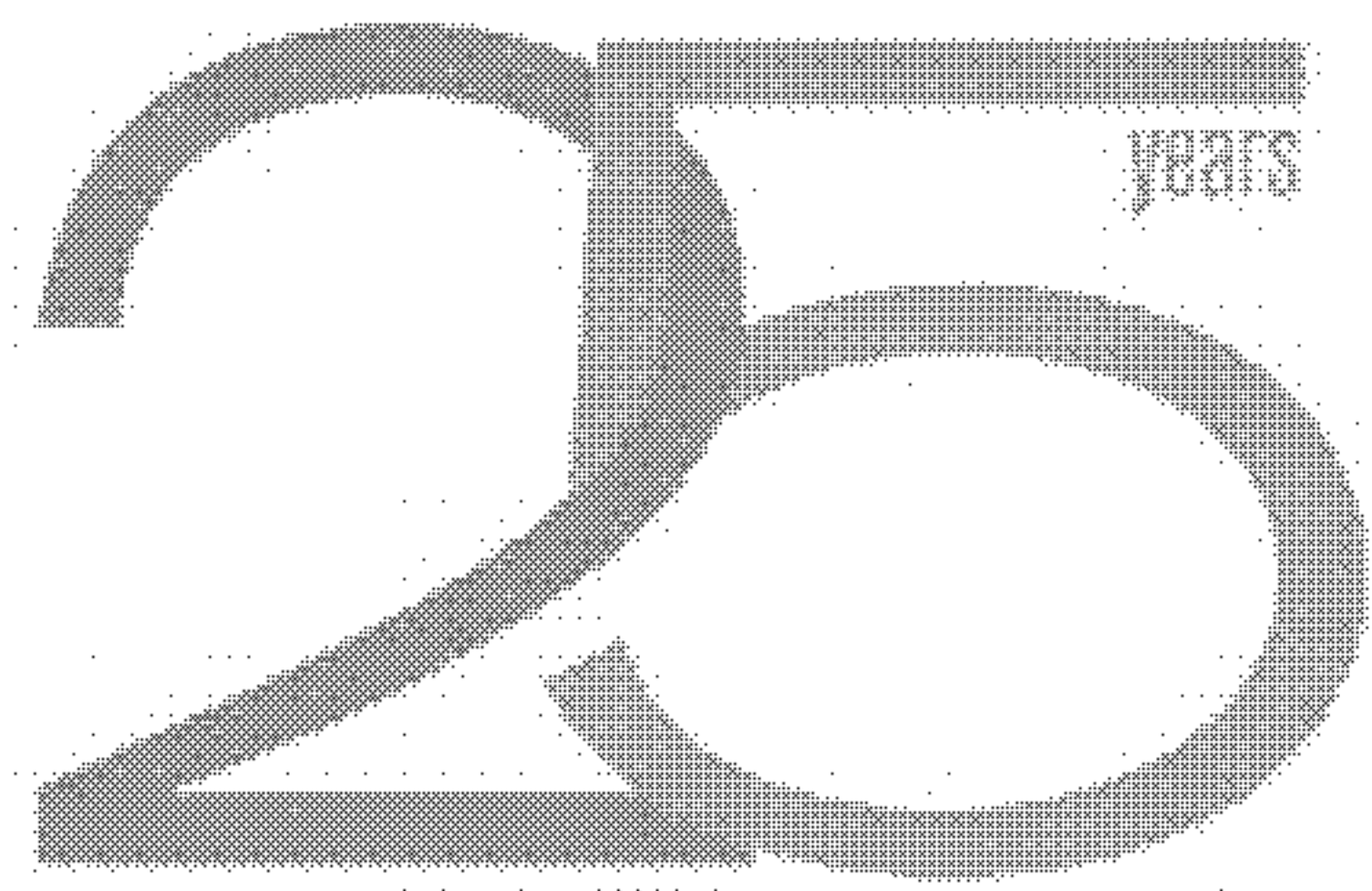
Erikson Institute's proposal for support of its Early Math Education Project had been selected in the "Investing in Innovation Fund" competition (i3). Only 49 of 1,698 proposals from across the nation were chosen for funding, including only two programs in Illinois and only Erikson's in Chicago. This is a prime example of how strategic philanthropy can work to maximize impact. By identifying promising new ideas and organizations with the capacity to implement them, providing significant and consistent support over the early years of a project, our funding (\$1,625,000 over seven years) enabled Erikson to achieve threefold leverage with public dollars to scale-up and reach hundreds more teachers and thousands more young children in inner city neighborhoods.

CME Group Foundation enthusiastically endorses Illinois' RTT/ELCF application and is committed to working with the State moving forward to achieve the application's stated goals.

Sincerely,

A handwritten signature in cursive script that reads "Kassie Davis".

Kassie Davis
Executive Director



evanston!communityfoundation

1007 Church Street
Suite 108
Evanston, Illinois 60201
847.492.0990 voice
847.492.0904 fax
info@evanstonforever.org

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The Hon. Elizabeth Tisdahl

September 29, 2011

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

Dear Governor Quinn:

On behalf of the Evanston Community Foundation, I write to express our full support for Illinois' Race to the Top/Early Learning Challenge Fund (RTT/ELCF) application.

Since 2007, the Evanston Community Foundation has implemented a pilot program called "Every Child Ready for Kindergarten, Every Youth Ready for Work." This model provides support to children birth-to-5 and their families, with the goal of having every child ready for success in kindergarten – and beyond. Primarily, we support family support services for low-income and highly stressed families, coordination among the early childhood professional community, literacy activities that reach a broad range of children and caregivers, and limited preschool scholarships for children who have been in the home visiting programs.

Since 2007, the Evanston Community Foundation has invested \$883,000 in high-quality, evidence-based home visiting for 50 families a year, as well as annual developmental screenings for over 150 children. We have built on and connected existing programs to create the beginnings of a robust and sustainable early childhood educational system. We have also put in place an accountability system to track whether the home visiting programs are having the intended effects in terms of parental stress, attitudes and behaviors. We have modestly funded professional developmental and mental health consultation – both essential to the success of early learning and family support efforts.

Our project grew from a broader statewide initiative with a network of Illinois community foundations. The Grand Victoria Foundation launched this initiative in 2003 to increase the capacity of community foundations to respond to locally identified needs in the areas of early childhood education, workforce development, and land use. Along with several other foundations focusing on early childhood, we have strategized to build comprehensive services for families, assess and enhance quality, build bridges between birth-to-5 and K-12 systems, and sustain our projects over the long run. These foundations are ready to work with early learning systems in their cities and counties to implement Illinois' early learning and development reform agenda.

Through matching grants for endowments, Grand Victoria has challenged the community foundations participating in the Communityworks initiative to build endowments locally. *Our foundations are smaller by far than the Chicago-based foundations, but we represent a commitment to early childhood development and learning and a network of partners that is truly state-wide.* Evanston, Decatur, and Oak Park have recently completed \$2 million matching challenges for endowment. Evanston's Communityworks endowment is now at the \$6 million level and will sustain our pilot project.

Our work in Evanston would greatly benefit from improvements in state infrastructure that would be supported by the Early Learning Challenge Fund: accountability structures, consistent readiness standards, workforce development, and capacity building. Even with our sustained project, we are reaching only 15 percent of the Evanston families that would benefit from home visiting and 20 percent of Evanston children enter kindergarten with no preschool experience.

Nobel laureate economist James J. Heckman says, “Enriched pre-kindergarten programs available to disadvantaged children on a voluntary basis, coupled with home visitation programs, have a strong track record of promoting achievement of disadvantaged children, improving their labor market outcomes and reducing involvement in crime.” In our socioeconomically, racially and ethnically diverse community, we have taken Heckman’s advice to heart, creating a model that can become a beacon for other small cities in Illinois attempting to close the achievement gap between low-income, minority children and more affluent peers.

Our goals align with those outlined in Illinois’ RTT/ELCF application. We are pleased to endorse it and believe it will enhance early learning and development efforts in Evanston and throughout Illinois.

Sincerely,

A handwritten signature in black ink, appearing to read "Sara Schastok". The signature is fluid and cursive, with a long horizontal stroke at the end.

Sara Schastok
President and CEO

September 30, 2011

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

Dear Governor Quinn:

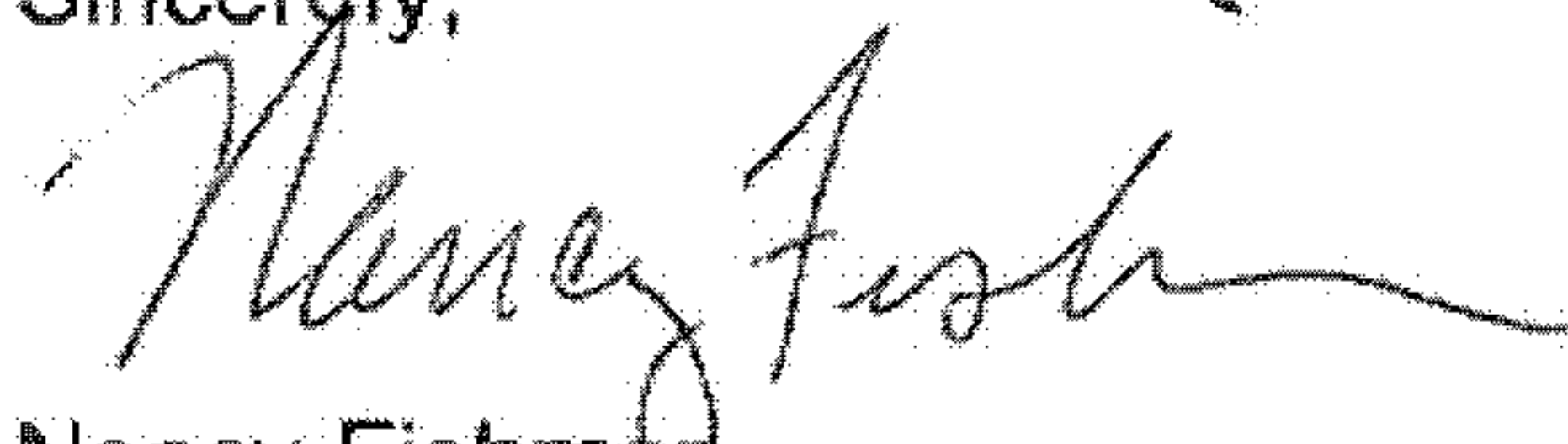
On behalf of Grand Victoria Foundation I am pleased to submit this letter in support of Illinois' Race to the Top/Early Learning Challenge Fund (RTT/ELCF) application. The application enhances and aligns with efforts that we support.

The Foundation's mission is to assist Illinois communities in their efforts to pursue systemic solutions to problems in specific areas of education, economic development and the environment. In early childhood education we focus on increasing access to quality affordable services, strengthening public policies, improving the workforce and aligning early childhood systems in Illinois. Since 2007 we have invested nearly \$6 million in a number of efforts including the following:

- Support for nonprofits that staff the Illinois Early Learning Council, which is charged with coordinating the establishment of a high-quality, accessible, and comprehensive statewide early learning system to meet the learning needs and school readiness of children from birth to age five.
- Support for an ESL/Bilingual certification program for early childhood teachers.
- Building Blocks – a program designed to help targeted communities plan, expand, and coordinate early childhood care and education services.
- Support for Professional Development Advisors to offer career advisement and professional development opportunities to early childhood practitioners.
- The Illinois Early Childhood Fellows program, which is designed to develop the next generation of leaders in early childhood advocacy, policy and systems building.
- Support for the development of the Illinois Early Childhood Assets Map, an interactive, web-based tool, which provides real-time data on the availability of early childhood services.
- Support for thirteen community foundations in Illinois, which in turn fund early childhood education efforts in their communities.

Grand Victoria Foundation intends to continue its support of early childhood education efforts in Illinois and endorses Illinois' RTT/ELCF application.

Sincerely,



Nancy Fishman
Executive Director

**Gustafson Family Charitable Foundation
3916 Sarazen Court
Woodridge, IL 60517**

October 2, 2011

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

Dear Governor Quinn:

The Gustafson Family Charitable Foundation is pleased express our full support for Illinois' application for the Race to the Top-Early Learning Challenge Fund. We believe the system building activities proposed in the State's application will dramatically improve the quality and effectiveness of early learning programs in our state.

Our foundation's mission is to support the education and development of young children at risk of school failure. We have a special focus on young children in poverty living in suburban communities, a group that is too often overlooked and underserved. Our foundation has made significant investments in early learning programs in Illinois since 2007, including:

- \$2.3 Million to establish Educare of West DuPage, a state of the art early learning center serving children in poverty in West Chicago
- \$1 Million to the DuPage Community Foundation to support Communityworks, an initiative to build early childhood capacity here in DuPage County
- \$531,000 in grants to support direct early childhood education services
- \$62,500 in grants to support early childhood health and mental health services
- \$212,500 in grants to support early childhood workforce development
- \$122,500 in grants to support advocacy efforts concerning early childhood education and care

We anticipate continuing to support early learning programs and systems over the four years of the Early Learning Challenge grant. We are committed to aligning our grant-making with the goals of the grant by requiring that the early learning and development programs we fund are participating in Quality Counts and, if not already at a Star Level 4 or 5, are working to increase their Star rating.

We are proud to be a part of the exceptional public-private partnership that has made Illinois the national leader in supporting every child's learning and development from birth through kindergarten and beyond. We pledge our continued support for these efforts.

Sincerely,



Allen Gustafson, President

THE IRVING HARRIS FOUNDATION

191 N. Wacker Drive
Suite 1500
Chicago, Illinois 60606-1899

312/621-0566

312/621-9179 Fax

September 29, 2011

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

Dear Governor Quinn:

On behalf of the Irving Harris Foundation, I would like to indicate our full and enthusiastic support for Illinois' application for the Race to the Top Early Learning Challenge Grant (ELCG).

For over thirty years, the Irving Harris Foundation has strategically invested in advancing comprehensive, high quality early learning services, systems and policies for very at-risk families from the prenatal period through age five because we believe that every child deserves to have equal access to homes, schools and communities that will nurture their whole development and ability to be successful in school and in life. To advance our mission, the Foundation invests in leadership development and training with an emphasis on strengthening diverse leaders; the development and replication of innovative, evidence-based programs that meet the mental health and educational needs of the most at-risk infants, toddlers and their families; systems building and integration across the domains of development; and public policy and advocacy focused on maximizing the effectiveness of and increasing public investment in high equality early learning and development programs and systems.

One of the core values that drives our grantmaking is an intentional effort to leverage our relatively limited resources to have the greatest impact possible. As a result, much of the Foundation's grantmaking has been in made partnership with our philanthropic, and more importantly, our government partners. From our early partnership with Illinois' Department of Children and Family Services to create Family Focus and the Ounce of Prevention Fund to our investment in bringing the BUILD Initiative to Illinois to work on comprehensive early learning systems building, to our more recent partnership with Illinois' State Board of Education to create a state-wide network of mental health consultants to increase quality in Prevention Initiative and PreSchool for All classrooms, the Foundation has and remains committed to working with our government partners to advance high quality services and systems throughout Illinois. In addition, Foundation staff continue to serve on many statewide committees and advisory councils dedicated to advancing integrated, high quality early learning systems for very young children including the State's Child Care Advisory Board, The Early Learning Council and

Illinois' Children's Mental Health Partnership. Our close work with our state partners has helped ensure that our philanthropic resources are targeted to best advance the State's early learning agenda.

Since 2007, the Irving Harris Foundation has invested close to \$20 million in grants focused on advancing Illinois' early childhood system. This investment does not include our national and federally focused early childhood grants designed to develop and disseminate best practices and to increase investments in high quality mental health and early learning programs and policies – many of which influence work in Illinois. A list of our investments is included as an attachment to this application. In the years ahead, the Foundation remains committed to investing a similar amount. Some highlights from our grantmaking since 2007 include:

1. Over \$5 million to Erikson Institute to support the **training and leadership development of the State's infant toddler and mental health workforce**. Erikson has also partnered with the Foundation to run two Illinois Child-parent Psychotherapy (CPP) Learning Collaboratives to train mental health clinicians from 14 agencies serving the most at risk children in the evidence-based CPP which is designed to address the needs of very young children and their families who have experienced trauma.
2. The Foundation has invested millions in work to **integrate mental health services into early learning systems in Illinois** through the creation of curricula and training and supervision models designed to increase the capacity of front-line providers in early learning programs, domestic violence and other child serving programs and systems.
3. Significant annual support to the BUILD Initiative, the Ounce of Prevention, Positive Parenting, Latino Policy Forum, Action for Children, Voices for Illinois Children and other advocacy and policy organizations to support their ability to work with the State to develop and advance **high quality early learning and development systems** that address whole child development and family support.
4. Significant investments in the creation and replication of the Community Doula home visiting model that is now being replicated across Illinois with public funding. The Foundation provided seed money to the State to advance the work of the Home Visiting task force to secure federal funding to expand home visiting in Illinois and more recently to secure the federally funded research and evaluation grant to evaluate the impact of adding Doula and Fussy Baby models to existing evidence-based programs. The Doula and Fussy Baby programs were developed with funding from the Harris Foundation.
5. Annual support to Advocate Health to develop and expand EDOPC for the State of Illinois so that every child receives screening and follow-up developmental services. The Foundation has made other grants to ensure that health and mental health services targeting the most at-risk young children and their families are included in Illinois' early learning and development system.

Governor Pat Quinn
September 29, 2011
Page three

For over two decades, bi-partisan leadership in Illinois has supported the expansion of and investment in high quality, evidence-based services and systems for Illinois' most at-risk young children and their families. Illinois' private, philanthropic community has worked closely with each other and with the State to invest significant, coordinated resources to help Illinois achieve its goals and to advance its early childhood agenda. The State has shown enormous leadership in this area and the Irving Harris Foundation remains committed to working with the State in the years to come to help the State advance the goals it is articulating in its Early Learning Challenge application.

Sincerely,

A handwritten signature in black ink, appearing to read "Phyllis Glink". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Phyllis Glink
Executive Director
The Irving Harris Foundation

The Joyce Foundation

October 3, 2011

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

Dear Governor Quinn:

On behalf of the Joyce Foundation, I am writing to express our strong endorsement for Illinois' Race to the Top/Early Learning Challenge Fund application.

The Joyce Foundation, based in Chicago and focused on improving the quality of life for people in the Great Lakes region, with particular attention paid to education, supports efforts to close the achievement gaps that separate low-income and minority children from their peers by improving the quality of teachers they encounter in school, expanding their access to educational opportunities in early childhood, and exploring such innovations as charter schools. Since 2009, the foundation has approved 12 grants totaling \$1.8 million focused on improving the quality of early childhood teachers and program directors, especially by improving recruitment, support, and evaluation policies and identifying effective strategies to better integrate early learning and pre-kindergarten experiences with the K-12 education system in Illinois.

We are also excited to be recommending to our board in December additional investments in early childhood via a \$400,000 grant to Achieve, Inc. that would explore issues related to designing and developing developmentally-appropriate K-2 formative and summative assessments that can be used for diagnostic purposes, can help guide instructional improvements and have the capacity to inform accountability decisions. This grant would assist Illinois in addressing the alignment of a high quality kindergarten readiness assessment as part of an assessment continuum for all learners.

We are delighted with the opportunity successful funding for the Illinois' Race to the Top/Early Learning Challenge Fund application could bring to the early childhood work in the state and believe our current and future investments and the work contained in this application would align and support both our goals of improving school readiness for the state's youngest children with the highest needs.

Sincerely,



Ellen S. Alberding
President

ROBERT R.
McCORMICK
FOUNDATION

September 29, 2011

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

Dear Governor Quinn:

On behalf of the Robert R. McCormick Foundation, I am writing to express our full support for Illinois' Race to the Top/Early Learning Challenge Fund (RTT/ELCF) application.

The mission of our Education Program is to build a system of quality early care and education for children birth through third grade in Illinois. This has been our mission since 1993 and it is based on brain science and research indicating the critical importance of early learning on children's later school achievement. We carry out our mission by focusing our grants in three areas: improving public policy, creating public awareness and building a quality infrastructure.

Since 2007, the Education Program has approved approximately 138 grants totaling \$28 million in pursuit of the goal of building a system of quality early care and education in Illinois. We remain committed to this mission and under our current budget projections, we expect to continue to invest at least \$6 million annually in this mission.

We have provided funding to launch the statewide kindergarten readiness assessment as well as the Illinois birth to three standards, and both of these areas would be advanced if Illinois is successful in its application. Some other specific areas of focus since 2007 include:

- \$1.1 million to support **early math training** for Chicago Public Schools pre-kindergarten and kindergarten teachers and to provide training for early childhood community college faculty to improve the quality of early math instruction in teacher training programs at the community college level.
- \$1 million to provide continued support to **Gateways to Opportunities, the credentialing system** that standardizes professional development for practitioners in the field as well as identify potential barriers to practitioners moving forward in Gateways credentialing.

David Hiller
President and CEO
DHiller@McCormickFoundation.org

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Chicago, Illinois 60601
312 445 5170 Telephone
312 445 5070 Facsimile
www.McCormickFoundation.org

ROBERT R.
MCCORMICK
FOUNDATION

- \$100,000 to NAEYC to support Illinois in the development of a state-wide **integrated Early Childhood Workforce System** that will link to a national workforce development network. The purpose of this work is to assist Illinois in building an early childhood workforce system and allow Illinois to leverage the expertise of national partners and build the collective knowledge of our state's participants at a national summit.
- \$300,000 to the University of Chicago to work with preschool teachers to identify instructional dilemmas in early math instruction through an iterative process and to **address teachers' math anxieties** by helping them develop key **instructional practices in math** to use in the classroom.
- \$850,000 to support the Birth-to-Eight Project, a partnership between the Ounce of Prevention Fund and the University of Chicago's Urban Education Institute, to improve student outcomes by creating a comprehensive birth- to-eight model of education that **aligns early learning professional development, curriculum and training with K-12.**

For all of these reasons, the Robert R. McCormick Foundation is pleased to endorse Illinois' RTT/ELCF application and we believe there will be synergies between our funding and the work of the RTT/ELCF, if Illinois is successful.

Sincerely,



David Hiller
President and CEO

September 30, 2011

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

Dear Governor Quinn:

I am writing on behalf of the Pritzker Early Childhood Foundation to voice our enthusiastic support of Illinois' *Race to the Top/Early Learning Challenge* application. Illinois has been in the forefront of states' efforts to create a comprehensive education and service system for all of Illinois children, especially those at risk, and can use this grant to extend our system and reach more young children.

Until recently our funding has been national, but with all the exciting things happening in Illinois, our directors recently agreed to change our emphasis to Illinois. The Pritzker Early Childhood Foundation is focused on expanding the use of evidence-based practices and has funded such organizations as Erikson Institute, McCormick Center for Early Childhood Leadership, Ounce of Prevention Fund and Prevent Child Abuse/Healthy Families. These organizations are among the leading partners working with public agencies to create a systemic approach.

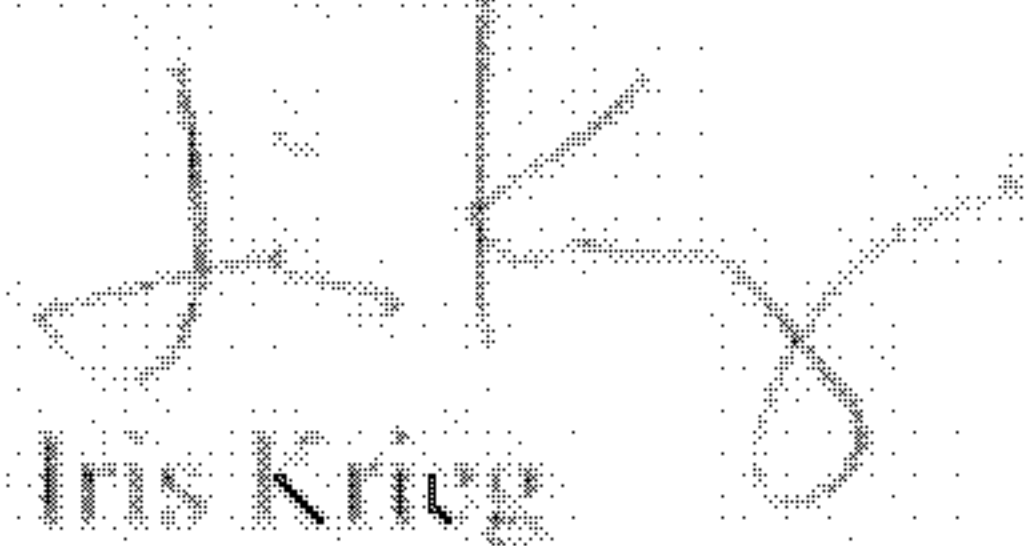
We expect to continue funding many of these organizations and to expand our funding in Illinois. To help us make wise choices for our grant investments, we depend heavily on collaborative relationships with other foundations whose expertise and commitment to public and private cooperation have paved the way. As you know, these foundations have representatives on many statewide early education and care task forces and have allocated funding for planning, evaluation and other key systems building functions for which private money can be catalytic.

Another example of our commitment to collaborate to support State goals is our EQUIP program. Recognizing the importance of quality in early childhood education and to help centers move up through the QRIS program, we created a funding program that

directly supports these centers to make specific improvements. We have been joined by a partnership of four other foundations.

Our Foundation is looking forward to increased involvement as the State and private sectors work to strengthen and expand our system to ensure that every child in Illinois is healthy and has the socio-emotional abilities and intellectual background to be prepared to succeed in first grade and throughout life.

Sincerely,



Iris Krieg
Executive Director

October 4, 2011

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

Honorable Governor Pat Quinn,

Illinois ACCESS, Associate Degree Early Childhood Educators, support Illinois in the Race to the Top/Early Learning Challenge (RTT/ELC) proposal. Our organization consists of mostly Community College Early Childhood Faculty from the State of Illinois who meets at least four times a year to share knowledge and best practices. Our most recent project has been to write seven core courses with assistance from Heartland Community College's grants in their Early Childhood Department. It is our hope that in writing the core courses students will have reduced barriers to articulation as they move to a senior institution. Our membership is excited that this will be a goal of the RTT/ELC proposal and would strongly support any action in Illinois that would strengthen the early childhood students articulation ability.

Our membership is strongly tied and collaborates heavily with INCCRRA, Illinois Network of Child Care Resource and Referral to offer credentials as students graduate from Community College Early Childhood Programs. Our support of these credentials for students and even expanding to add an ESL/Bilingual endorsement credential is an ongoing conversation with members of INCCRRA staff and community college faculty. As our organization has worked on the seven core courses we have aligned the Credential benchmarks with the core courses to make it easier for all community colleges to incorporate the credentials into their programs.

Currently some of our membership sits on the Workforce Development Committee that reports to the Illinois Early Learning Council.

Our membership strongly believes in Early Childhood Education for the State of Illinois and sees the RTT/ELC proposal as another avenue to improving the quality and quantity of services to children and families in the State of Illinois. Please know that our membership will support initiatives that strengthen the Early Childhood system in Illinois.

Sincerely,

Cheryl Bulat
Morton College
Co-Chair Illinois ACCESS

Melissa Johnson
Highland Community College
Co-Chair Illinois ACCESS

Danyle Ruckle – Lincoln Land Community College
Barbara Biles – Joliet Junior College
Diane Christianson – Illinois Valley Community College
Christine Bachelder – Black Hawk College
Catherine Melear – Black Hawk College
Mary Leonard – INCCRRA
Diane Wolter – College of Lake County
Kathleen Aplington – Parkland College
Sessy Nyman – Illinois Action for Children
Tina Suarez – Kaskaskia College
Carrie Nepstad – City College of Chicago
Mary Rinhiuso – Triton College
Sarah Patton – College of DuPage
Barbara Thomas – Illinois Central College
Linda O’Connell-Knuth – Waubensee Community College
Dr. Diane King – Southeastern Illinois College
Susan Langwell – Moraine Valley Community College
Donna Banas – Moraine Valley Community College
Dawn Munson – Elgin Community College
Sheila Maloney – Oakton Community College
Marjorie Judson – Carl Sandburg College
Wendy Mertes – Harper College
Tara Mathien – Harper College
Alison Drake – Prairie State College
Johnna Darragh – Heartland Community College



School of Education
2320 North Kenmore Avenue
Chicago, Illinois 60614-3210
773/325-7740
FAX: 773/325-7713
depaul.edu/~educate

6 October 2011

To Whom This May Concern:

Please accept this letter of enthusiastic support for the Illinois Early Learning Challenge Grant Proposal. As a longtime early childhood teacher educator in this state, I've enjoyed being active partners with the entities and stakeholders described in the proposal. Through building these cross-sector relationships and sharing our limited resources over the last decade in particular, we've learned much about 'where' and 'how' the gaps in providing quality services statewide to all young children and their families arose. The proposal being submitted now reflects careful, nonpartisan research into identifying the exact nature of these gap variables, as well as solid, collaborative envisionment of standards, models, and systems for resolving the extant issues. It is testament to the broad-based support for setting higher performance metrics and more rigorous assessment of them. I am honored to offer an endorsement of this work, developed by a knowledgeable team of consummate professionals who thoroughly and fairly vetted its components to insure their workability and success.

I also wish to note the urgency with which our state is submitting this proposal. During recent meetings with business and community leaders in Illinois, I heard firsthand their recognition of the critical need for improved early care and education services statewide. They 'connected the dots' between quality early learning and eventual workforce development, and how improvements in care/education quality and efficiencies ultimately would increase their ability to recruit and retain companies as well as employees. These leaders called for our early childhood education field to join forces in developing and evaluating 21st Century standards for learning, as well as for more stringent, transparent professional and program evaluation measures. As you will see in the proposal, such multifactor, tiered standards and their assessments lie at the heart of the cross-system, cross-sector model described.

In closing: Please know that this proposal embodies the values, beliefs, and commitment of numerous early childhood professionals in our state to collectively focus on improving quality for all we serve. With your funding, we will achieve this worthy goal—together. Thank you for your consideration.

Very truly yours,

A handwritten signature in cursive script that reads "Marie Ann Donovan".

Marie Ann Donovan, Ed.D.
Associate Professor of Education

Samuel J. Meisels, President
Irving and Nelson Harris President's Chair
451 North LaSalle Street
Chicago, Illinois 60654-4510
312-893-7100 t 312-755-0133 f
www.erikson.edu

October 7, 2011

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

Dear Governor Quinn:

I am writing in support of the application for Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. I am very familiar with the overall purpose of the proposal and am knowledgeable about the vision and plans being set forward by the state for this initiative.

Erikson Institute is an independently accredited graduate school in child development located in Chicago. Founded more than 45 years ago, Erikson is the nation's preeminent institution of higher education devoted strictly to the first eight years of life. We enroll more than 300 students in master's degree programs (both in person and online) in child development and early education, in infant studies and Child Life, in bilingual education and teacher preparation. In conjunction with Loyola University Chicago, we also host a dual degree program in child development and social work—one of the few such programs in the United States. Our Herr Research Center for Children and Social Policy was the evaluator for Illinois' Preschool for All program and has completed evaluations of several other major interventions in Chicago. We work with scores of teachers in the Chicago Public Schools, preK – Grade 3, and among other programs we evaluate every child under age 6 in the foster care system in Chicago.

Erikson is delighted to participate in the state's RTT/ELC proposed program. Among the areas where we believe we can make a significant contribution are the following:

- As an IHE and professional development provider, we will align with the Gateways credential framework;
- As a leader in the higher education community, we are committed to building faculty knowledge around math, instruction, leadership, bilingual/ESL, and other areas of need;
- Through the Herr Research Center, we will work with state to develop research that will inform specific policy needs of the state, particularly the QRIS;
- In conjunction with Assistant Professor Tracy Moran, we will expand the health and wellness curriculum she developed and assist in implementing it;

Page Two
Honorable Pat Quinn
October 7, 2011

- Building on the groundbreaking work of Erikson's Fussy Baby Network, we will help implement this program of parental support across the state; and
- Relying on the expertise of our faculty in the area of assessment, we will make available professional development and psychometric assistance to the state in all of its assessment initiatives connected to the RTT/ELC.

I also want to note that I have had an opportunity to review the Early Learning Standards for 3 - 5 year olds and I find them to be developmentally, culturally, and linguistically appropriate for all children, including those with disabilities and developmental delays and dual language learners.

In addition to the above, Erikson is prepared to assist the state in any way possible to realize its goals regarding the RTT/ELC. We are more than willing to participate on advisory councils and in professional development activities that will help the state achieve its objectives.

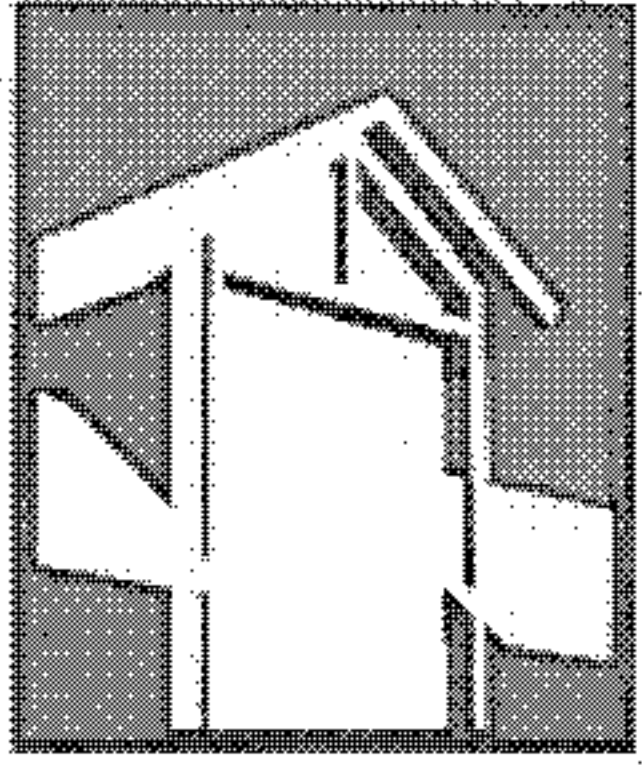
Please feel free to call upon me or my colleagues if we can provide any additional information or assistance.

Sincerely,



Samuel J. Meisels
President

SJM:dm



HEARTLAND
COMMUNITY COLLEGE

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

October 6, 2011

Governor Quinn;

I am writing to express my support for Illinois "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. As a faculty member at Heartland Community College, member of the Gateways to Opportunity and Professional Development Steering Committee, and as the Illinois Liaison to the National Professional Development Center on Inclusion I have seen the extensive collaboration and leadership that Illinois has demonstrated and continues to demonstrate in early learning.

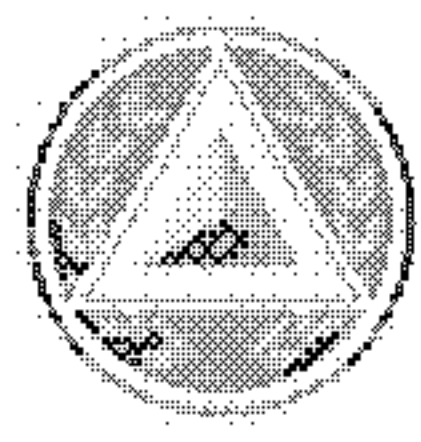
I feel that the states involvement in the area of inclusion and ensuring cross sector collaborations the support the development and learning of each and every child are exemplary. This is particularly of merit, as evidenced in this application, in the areas of our QRIS system and extensive commitment to early learning and development through our well developed and articulated Credentialing system.

I will continue to support the RTT/ELC plan through my continued work on the Gateways to Opportunity and Professional Development Steering Committee and as the Illinois Liaison to the National Professional Development Center on Inclusion. I look forward to Illinois continued commitment to supporting the healthy development and learning of young children and their families.

Sincerely,

Johnna Darragh-Ernst, Ph.D.
Heartland Community College
1500 W. Raab
Normal, IL
61761
johnna.darragh@heartland.edu
(309) 268-8746

1500 W. Raab Rd.
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www.heartland.edu



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1886

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Office of the President
Nivine Megahed, Ph.D.
122 South Michigan Avenue
Chicago, Illinois 60603-6162

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F 312.261.3222

www.nlu.edu

October 1, 2011

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

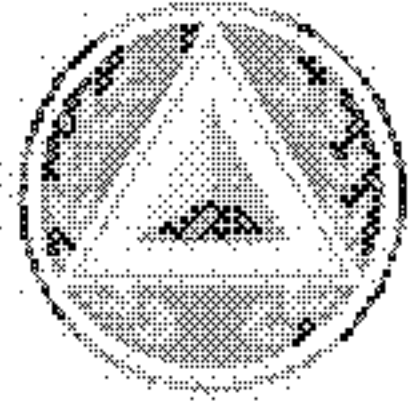
Dear Governor Quinn:

National Louis University (NLU) is pleased to submit a letter of support for the McCormick Center for Early Childhood Leadership's involvement in Illinois' Race to the Top/Early Learning Challenge (RTT/ELC) proposal. The cross-sector collaboration that was needed to plan and write this proposal has been nothing short of extraordinary. It is not enough, however, to get the right people around the planning table. They say "the proof is in the pudding." This proposal is an audacious, broad and deep vision for closing the achievement gap by building an integrated system for early learning and development that includes all Illinois children, birth to five years of age. The proposal is audacious because it provides a clear roadmap to quality for *all* programs in *all* sectors serving young children. Illinois has made a commitment that all young children will have equal opportunity to get ready for school and for life, regardless of whether they are enrolled in state Pre-K, Head Start, or child care programs.

National Louis University has maintained a long tradition of leadership in early childhood education. At the time it was founded in 1886, the College was at the forefront of the kindergarten movement and prepared some of the first kindergarten teachers in America. The university provides undergraduate and graduate programs leading to teacher certification, an undergraduate degree program with specialization in infant-toddler education, as well as specialized training and a graduate degree program in early childhood administration. The McCormick Center has been part of NLU for over 25 years.

The activities of the McCormick Center encompass four areas: training to improve the knowledge base, skills, and competencies of early childhood program administrators; program evaluation to improve the quality of early childhood services; research on program administration, the early childhood workforce, and important professional development issues; and public awareness of the critical role that early childhood leaders play in the provision of quality services for young children and families. Some of the Center's activities that support Illinois' vision of excellence for all practitioners and programs serving young children include:

- Leadership training programs such as the Head Start Leadership Training Program; Illinois Department of Human Services Taking Charge of Change Leadership Training (Cohorts #1-19) and Family Child Care Management Institutes; and the Chicago Public Schools Coaching for Results and Team Excellence



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www.nl.edu

- Quality assurance and monitoring for IDHS and ISBE of early learning and development programs participating in the Illinois Quality Counts—QRIS
- The publication of the *Program Administration Scale: Measuring Early Childhood Leadership and Management* (PAS) and the *Business Administration Scale for Family Child Care* (BAS)
- The development of Aim4Excellence online management modules so that high quality education/training in early childhood administration is accessible and affordable
- The development of an organizational climate assessment, the *Early Childhood Work Environment Survey* (ECWES)
- Initiatives to support director credentialing and early childhood program accreditation

The McCormick Center has been an engaged partner in the development of this application. Dr. Teri Talan, Director of Research and Public Policy at the McCormick Center is the Co-chair of the Oversight and Coordination Committee and also serves on the Executive Committee of the Early Learning Council. She will continue to provide leadership to the Early Learning Council as Co-chair of the committee that has oversight of the Quality Counts—QRIS. National Louis University will continue to support the professional development of early childhood professionals—teachers, family child care providers, directors, and principals—as they work to achieve the credentials that attest to their competency. Our goal is not only to prepare early childhood professionals, but to ensure that the young children they teach enter kindergarten with the knowledge and skills to succeed.

Finally, we strongly support this exciting proposal that creates an integrated system of early learning and child care services, improves program quality across all sectors, and reaches out to children and families who are not currently receiving early learning services.

Sincerely,

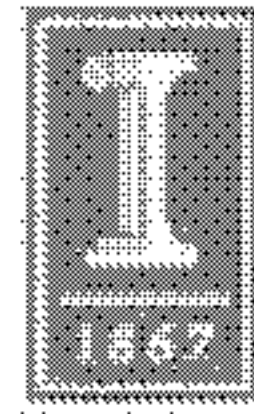
Nivine Megahed, Ph.D.
President, National Louis University

Sue Offutt, Ph.D.
Executive Director, McCormick Center for Early Childhood Leadership

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Human and Community Development

College of Agricultural, Consumer
and Environmental Sciences
274 Bevier Hall
905 South Goodwin Avenue
Urbana, IL 61801



October 6, 2011

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

Dear Governor Quinn:

I am pleased to write in support of the Illinois "Race to the Top/Early Learning Challenge." This is an important priority for the children of Illinois and the future economic and social well-being of the state.

The Department of Human and Community Development prepares students to work in early learning environments and to work with families of young children. We have worked closely with state organizations and agencies that are committed to providing high quality services and educational opportunities for children. Additionally, our Department also provides child care resource and referral services to families as a part of its mission. This unit, Child Care Resources Services, also conducts a regular study of staffing and salaries of the child care workforce in Illinois and other smaller studies to understand the issues facing early learning professionals.

The Department of Human and Community Development is committed to working with state agencies and other organizations to improve the quality and training of early learning professionals. We strongly support the efforts to create a robust quality rating and improvement system and are prepared to provide technical assistance to the further refinement of these efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Hughes, Jr." with a stylized flourish at the end.

Robert Hughes, Jr.
Professor & Head



www.kanehealth.com

October 3, 2011

Paul Kuehnert, MS, RN
Executive Director

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

Dear Honorable Governor:

Public Health Center
1240 N. Highland Avenue
Aurora, Illinois 60506

Kane County AOK Early Childhood Network is very pleased to support State Of Illinois application for the Race to the Top- Early Learning Challenge (RTT-ELC) Grant that will work to connect disparate early learning programs into a core, cost effective, coherent, high quality system for the State of Illinois.

Public Health Center
1750 Grandstand Place
Elgin, Illinois 60123
847.695.2850

The Kane County All Our Kids Early Childhood Network (AOK), established in 2000, is a community based collaborative effort that identifies community assets and needs, builds on those assets to promote optimal growth and development for all our children birth to five and their families. The collaborative consist of community agencies including service agencies and funding agencies (United Ways), school districts and child care providers, private and public medical care providers, hospitals, mental health providers, WIC provider, faith organizations, libraries and private providers. The Kane County Health Department serves as the lead agency.

The RTT-ELC grant goals align well with the goals of AOK to support families and children birth through kindergarten by:

- creating multiple points of entry,
- promoting comprehensive developmental screening and referral process,
- collaboration of multiple service providers and community agencies and organizations for an integrated system
- promoting early learning standards to families and early care providers
- workforce development to improve quality of care and early learning for infants and young children

AOK has worked to bring Early Intervention, Child Care Nurse Consultant to child care providers, child care providers and Home Visitors together for trainings on developmental screening and referral process: On-going technical assistance is provided as part of a comprehensive system. AOK members promote developmental screening through various methods to inform parents of developmental milestones, activities to promote development and importance of screening to monitor development. These methods include 1) publicly placed posters and parent handouts on milestones; 2) development and distribution of Building Blocks for a Brighter Future for consistent messages on various topics of health, physical and social emotional development, and early learning through agency providers, community settings and published on the AOK website; 3) maintain and post on website current screening locations; 4) incorporating screening and/or promotion of screening within services for infants and young children.

Another example of the work in our community is two United Way organizations are working in their communities on Success by Six projects with AOK members, school districts, child care providers, private preschools, and home visitors for consistent early learning goals for school readiness.

The RTT-ELC grant will help to improve our local efforts through aligning goals at a statewide level to assure that various funding sources for our community agencies have the same grant requirements. Workforce development for a comprehensive system will provide cross training opportunities as well as improve quality of early education. Families will have access to the same quality resources when they move from one location to another.

Kane County AOK Early Childhood Network will support the initiatives if Illinois is awarded this grant. Therefore, the AOK Early Childhood Network enthusiastically supports Illinois application and looks forward to the benefits it will bring to our community.

Sincerely,

Muneeza Azher
Kane County All Our Kids Early Childhood Network Coordinator



McLean County
Health Department
Partners in Prevention

200 W. Front St., Rm. 304 • Bloomington, IL 61701

September 28, 2011

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

Dear Governor Quinn:

The All Our Kids: Early Childhood Network of the McLean County Health Department is pleased to express strong support for Illinois' "Race to the Top/Early Learning Challenge" proposal. The McLean County AOK Network has been working to improve the quality of early learning and development for our youngest citizens since its inception in 1999.

All Our Kids: Early Childhood Networks are community-based, collaborative efforts, dotted across the state, that identify community assets and challenges, build upon the assets, and work to improve the system of services available to promote optimal growth and development for all our children ages birth through five years old and their families. The McLean County AOK Network consists of local organizations including human-service agencies, school districts, child care providers, health care providers, hospitals, mental health providers, faith-based organizations, libraries, Early Intervention providers, and families.

The work of the McLean County AOK Network has been nationally recognized through Communities CAN! and the Federal Interagency Coordinating Council with a Communities of Excellence Award. The award nationally recognizes communities that have found an effective way to use the resources from key federal public programs for serving young children and their families combined with local resources to create an integrated set of services and supports. The award committee was most impressed with our referrals and collaboration and the community's willingness to tackle big issues, such as families' access to services. Just as we have been doing this on the local level, we applaud the State of Illinois for its efforts to make the system of services more seamless at the state level.

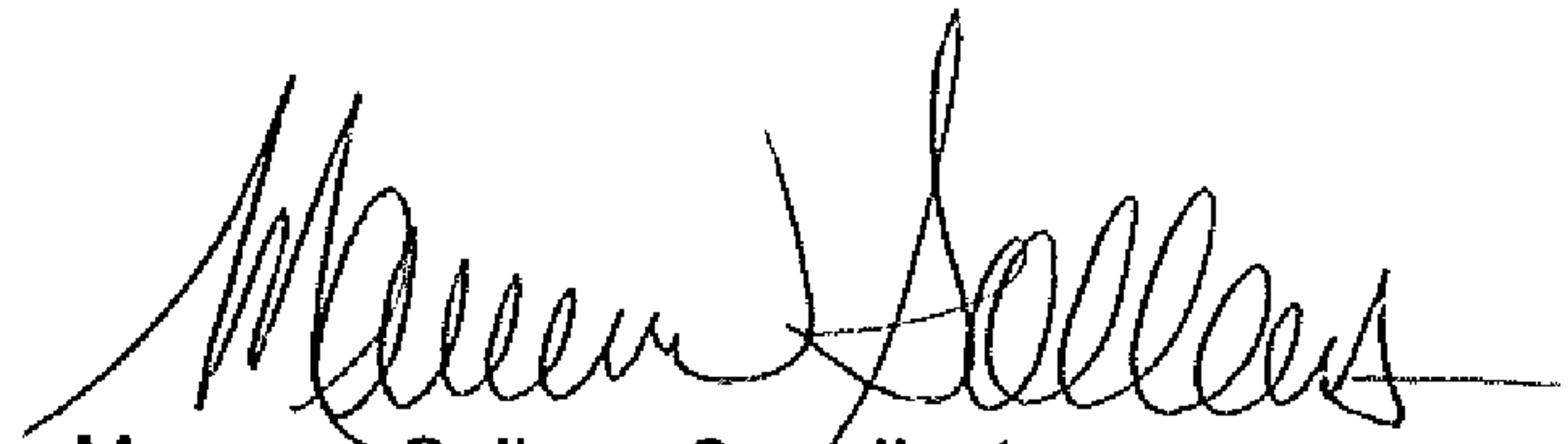
An example of our efforts to ensure that all children have access to the services they need is a beautiful poster that we designed with tear-off cards. The poster promotes developmental screenings for all young children. It is annually distributed to physicians' offices, human-service agencies, laundries, restaurants, and other places where families with young children might see it. The tear-off card has the number of the AOK Network so that a parent can call one number and be connected to the appropriate place for the developmental screening their child needs. The AOK Network Coordinator refers the parent to a birth-to-three screener or a school district, whichever is appropriate for the child. The Coordinator then follows up to ensure the screening was completed and the parent is satisfied with the outcome.

The AOK Network recognizes the central role of the family and supports family choice. We work as partners to help ensure that families have access to the high-quality services they need and the ability to find appropriate services when needed. We believe that the Illinois "Race to the Top/Early Learning Challenge" proposal will help sustain the progress that AOK Networks across the state have made and improve all families' access to high-quality, early care and education programs.

Sincerely,



Walter P. Howe, Director
McLean County Health Department



Maureen Sollars, Coordinator
All Our Kids: Early Childhood Network



EARLY CHILDHOOD COALITION
ALL OUR KIDS EARLY CHILDHOOD NETWORK

Together We're Better

4341 18th Avenue * Rock Island, IL 61201 * 309-788-9995 * ecc_aok@att.net



September 27th, 2011

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

Dear Governor Quinn,

This letter is in support of the Illinois Race to the Top/Early Learning Challenge proposal. Illinois has made significant investments in supporting a strong early childhood infrastructure that ensures services are coordinated and comprehensiveness is a priority. One example of this investment is the All Our Kids (AOK) Early Childhood Networks.

AOK Networks work to bring communities together in strategic partnerships to put practical, innovative strategies in place that ensure an accessible, coordinated, family-focused, culturally competent, strength-based collaborative system of early childhood services comprised of a skilled, competent workforce working to develop and support parents & caregivers as leaders in their families, the early childhood system, and their communities.

Administered by the Early Childhood Coalition of the Illinois Quad City Area since June of 2008, the Rock Island County All Our Kids Early Childhood Network has served the Rock Island County community by building on the work of a dynamic collaboration of educators, service providers, parents and community members working as one to create a comprehensive system of services for young children and their families. The addition of the AOK Network strengthened the ability of the Early Childhood Coalition to accomplish its mission within the framework of the AOK Networks' system goals.

In an effort to maximize local strategic partnerships, the Rock Island County AOK Network has worked collaboratively with the Regional Office of Education, school districts, social service agencies, community action agencies, the county health department, and other community stakeholders to increase family access to developmental screenings and ensure appropriate and effective referrals are made. These community screenings have provided developmental screenings to 1,146 0-3 year olds and 900 3-5 year olds since 2002. Of these 2,046 birth to five year old children, a total of 1,132 have been referred for reconsiderations to community agencies. Additional support has been provided through use of space donated by public and private community agencies and funds from local community foundations to replace screening equipment and materials. The AOK Network has continued to support this partnership as we are working with the community to offer developmental screening trainings to increase the number of trained screeners and build the capacity of programs to screen children on-site. Collaborative work led by the AOK Network also resulted in the development of a user-friendly screening and immunization tracking tool to aid parents in accessing and documenting their children's

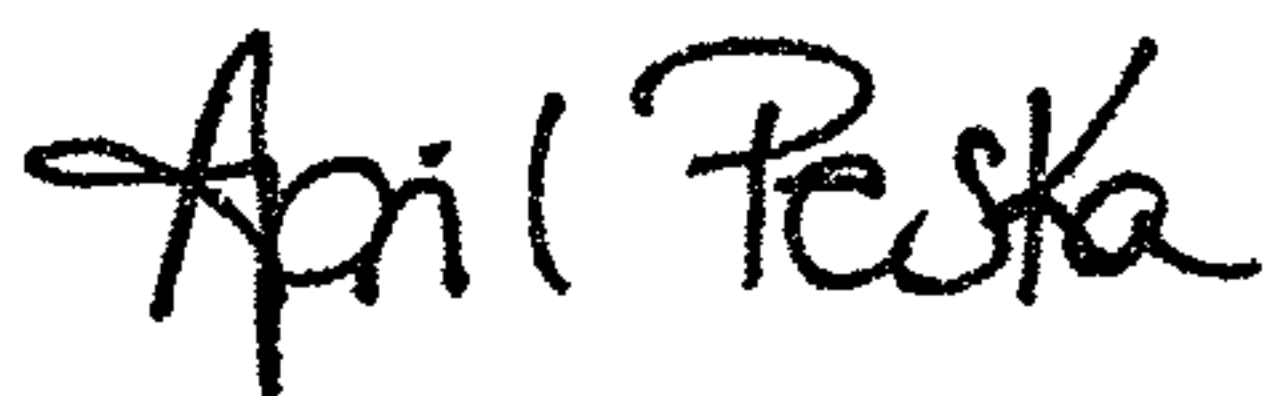
developmental, hearing, vision, and health screenings, as well as immunizations and medical examinations.

Together with local stakeholders from diverse sectors, AOK Networks work to ensure our community's parents are leaders in their families, the early childhood system, and their communities. In Rock Island County we have built foundations for family resiliency and leadership through the use of "Parent Cafes" and "Community Circles". Since 2008 the Rock Island County AOK Network has been working with the Parent Café model to gather parents in small groups to explore questions developed around the protective factors that prevent child abuse. These questions engage parents in conversations addressing taking care of themselves, being a strong parent, and building relationships with their children. Responding to requests for ongoing family support through community-based social networks, the Rock Island County AOK Network learned from programs in Iowa how to develop and facilitate Community Circles to establish a space in community for families to gather together and support each other, strengthen their families, and build a healthier community. With these models we have seen families develop better understandings of the community service infrastructure and means of access. Parents are learning how to better support their children and each other as they move towards self-sufficiency and develop support networks needed during times of crisis. Leveraging resources of space, language interpretation and translation, facilitation skills, outreach, and quality child care to enable families to participate we have created a model supported by the community stakeholders.

As children and families in Illinois interact with many different agencies and care providers, our state is working to ensure families find no "wrong doors" and our services are coordinated and collaborative. As we learn and work together to connect programs into a more cost-effective, coherent, high-quality system, we are investing in the future success and well-being of our families. The Race to the Top-Early Learning Challenge grant would provide critical support to help us continue to build strong foundations for young children and families in our communities.

Thank you for your consideration.

Sincerely,



April Peska
Rock Island County All Our Kids Early Childhood Network Coordinator

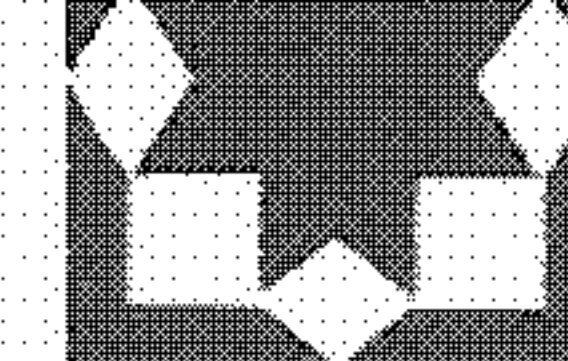


Kathryn Graver
Board President, Early Childhood Coalition of the Illinois Quad City Area

STEPHENSON COUNTY HEALTH DEPARTMENT

Building a Healthy Community

www.stephensonhealth.com



CRAIG BEINTEMA, MS, LEHF
Public Health Administrator

10 W. Linden
Freeport, IL 61032
815-599-8404

DANA KEIM, BSW, MPA
Director of All Our Kids AOK Early Childhood Network
Stephenson & Carroll Counties

September 29, 2011

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

Dear Honorable Governor:

I am pleased to write this letter of support for the Illinois Race to the Top/Early Learning Challenge proposal. Investing early in the lives of children and families is key to ensuring their success and ability to become positive contributing members of society later in life. Since 2000, the All Our Kids (AOK) Early Childhood Network has been actively working to build a county-wide infrastructure that ensures services to children and their families are coordinated and comprehensive; thus ensuring children enter kindergarten ready and able to learn. We have engaged all community stakeholders including city and county governmental agencies, the faith-based community, local school districts, child care providers, as well as the agencies directly serving our residents in these efforts. Our process begins by leading the Health Department IPLAN community needs assessment by identifying data, key measures, risk factors, proven intervention strategies, and eventually outcome and impact objectives. Our Network is an action group and in the past 11 years has become the stimulus for any effort related to children and their families in this county. We have seen great successes including creation of a universal developmental screening system; implementing the research-based Strengthening Families Illinois Parent Café program; and joining the work of the various collaborative groups in the community.

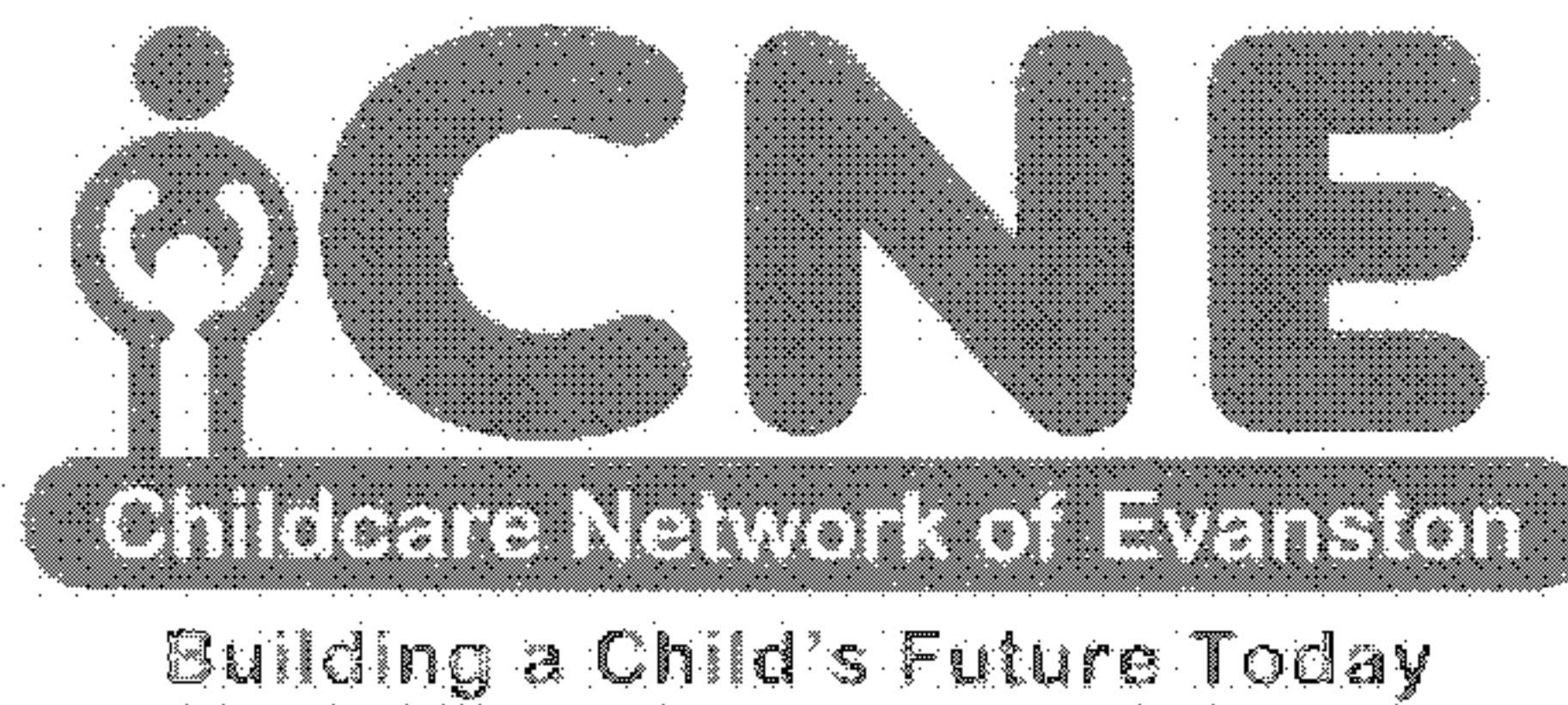
While these accomplishments are worthy of mentioning, there are two specific notable endeavors that demonstrate the Networks ability to create an infrastructure that identifies and serves at-risk young children and their families and is sustainable for years to come. In 2002, as part of the Illinois Maternal and Child Health Leadership program, the Stephenson County All Our Kids Network conducted a research project identifying bordering county of Carroll, as one of four counties in the State of Illinois without Health Department services. That project was presented to County-level officials, and as a result in 2003, a collaborative effort was formed between a grass roots group of community members from Carroll County, the Stephenson County Health Department, and the Illinois Department of Public Health, to develop a plan to offer health services to county residents through the development of a formal health department. Effective July 1, 2004, the Carroll County Health Department was officially open for business. This collaboration with community leaders and stakeholders to support the establishment of a long needed health department in Carroll County laid the groundwork for the expansion of the Stephenson County All Our Kids (AOK) Network into Carroll County in 2010.

Lack of access to health care and health care education due to transportation barriers had been identified as a contributing factor related to numerous health care issues in Stephenson County for several years. Over these years, there had been many community conversations, and committees created to discuss this transportation issue. In 2006 the AOK Network pulled together all previous committee members, city and county officials, and the Illinois Department of Transportation to begin discussions on creating a mass transit system for the county, and in May of that year, the county board voted to set up a rural transit district. As a result of this action, current transportation dollars were combined, and the "Pretzel City Transit" bus system was developed. Residents of our county no longer report transportation as a barrier to receiving health care and health care education services.

The Early Childhood All Our Kids Network highly supports the efforts of this Early Learning Challenge grant to deepen the alignment and integration of state systems. On the county-level we have been very successful at these efforts, and we applaud the State efforts to translate this to the Statewide level. I can speak for our entire Network of services providers - they would agree that aligning standards and coordinating the disparate elements of early care and education into a coherent system of high-quality care for young children is a necessity. Please join us in supporting this legislative opportunity.

Sincerely,

Dana Keim, BSW, MPA
Director of All Our Kids AOK Early Childhood Network
Stephenson and Carroll Counties



October 12, 2011

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

Dear Governor Quinn,

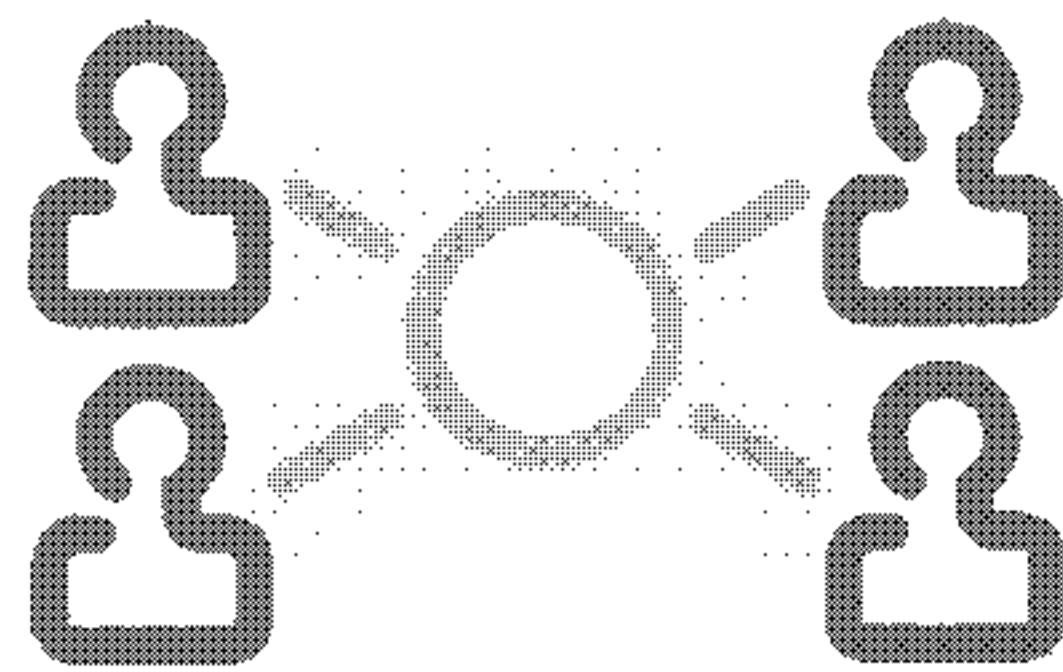
The purpose of this letter is to support Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. For more than 40 years, Childcare Network of Evanston (CNE) has been dedicated to cultivating a community where all children, from birth to age five, have access to early education and high quality care in order to succeed in school and life. CNE offers a wide range of programs designed to support children, parents and teachers alike. From prenatal support and education, to programs that prepare and empower parents, to collaboration with a network of early childhood educational programs, to pre-school programs for all, CNE creates a web of support to aid in the development of the child during the most critical early years.

As an Early Head Start grantee, CNE is committed to offering comprehensive services including health and special needs to the most vulnerable children and families in our community. As a community agency, supporting and representing the local early care and education programs, CNE is aligned with the state of Illinois RTT/ELC in building integration within local systems. As Illinois builds comprehensive supports for early learning, birth through kindergarten entry, CNE is working to build comprehensive supports for high quality care and early education in our local communities.

Since the founding of the Professional Development Advisory Council, it has been my pleasure to represent CNE, serve on the Qualifications, Credentials and Pathways Committee as well as 2 years on the Steering Committee. As an appointee to the Illinois Early Learning Council since 2004, I represented Evanston's Community Collaboration, and also served on the Workforce Committee. During the past ten years, Illinois has developed a strong early childhood professional career lattice that will support the field of early childhood education into the future. With the "Race to the Top/Early Learning Challenge" grant, Illinois can provide continuous quality improvement in the early care and education for our most vulnerable children and their families.

Sincerely,

Martha G. Arntson, Executive Director



Northwest Cook Community Agency Network (NWCAN)

September 28, 2011

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

Dear Governor Quinn:

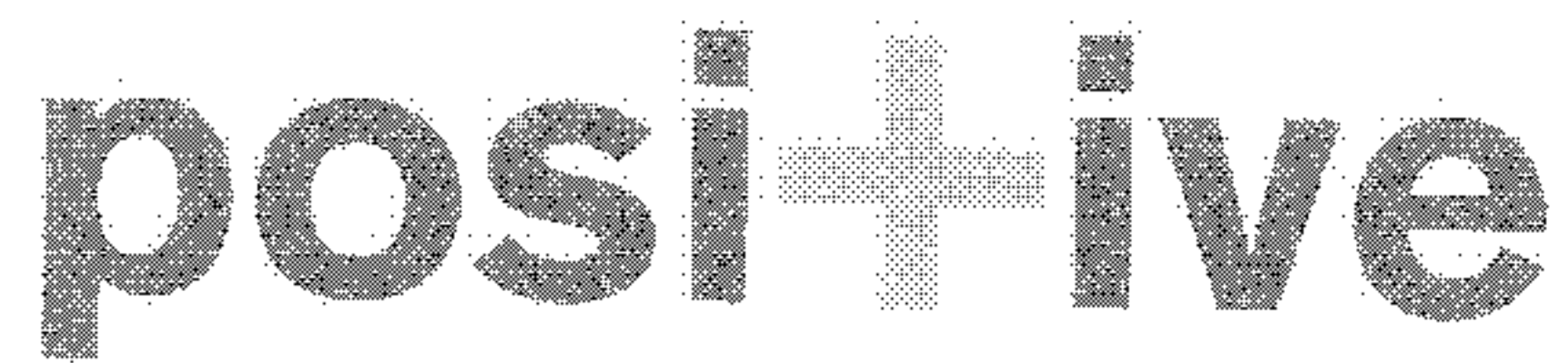
The Northwest Cook Community Agency Network (NWCAN) is a local Early Learning Council which supports families and professionals in Northwest Cook County, providing awareness of and access to the resources needed to ensure that children are ready for school success. We are a collaboration of more than fifty individuals representing school districts, health departments, child care organizations, faith-based services, social service agencies, Preschool for All, Head Start, and adult education. Our vision is to avoid duplication and service gaps by building a cohesive and ongoing awareness of resource availability for children and families in our area.

We strongly support the Race to the Top/Early Learning Challenge and applaud its commitment to high-quality early learning initiatives. The state of Illinois has been in the forefront of supporting quality birth-to-five early education programs with the highest priority for low income and at-risk children. This has included home visiting, early childhood settings, and adult education to enable parents to be an essential part of their child's education. Some of the data from agencies in this collaboration have proven that our children have greatly benefited from these early learning programs and have been competitive in school and later in the workforce. We also support systems to capture more quality data reflective of programs benchmarking best practices in early education, especially targeting families most at risk. However, due to limited state funds not every child or family is afforded the opportunity to access these programs. As a council committed to children's school success, it is our hope that all children receive high quality educational opportunities. Through our collaboration we will strive to support these efforts afforded by the Early Learning Challenge.

Sincerely,

Kathleen Villano, Project Director
ECDEC Preschool For All and FIND Prevention Initiative Programs
NWCAN Co-Chairs: Kathy Kohlstedt (FIND), Rebecca Flint (ECDEC) and Marilyn Tantillo
(Arlington Heights D214 Family Literacy Programs)

Northwest Cook Community Agency Network (NWCAN) supports families and professionals in Northwest Cook County, providing awareness of and access to the resources needed to ensure children are ready for school success.



October 7, 2011

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

Dear Governor Quinn,

It is with great pleasure and anticipation that I submit this letter of support for the Illinois Race to the Top/Early Learning Challenge proposal. Illinois has long held a vision and progressively been building towards a cross-sector comprehensive system for children prenatally through five years of age. The Early Learning Challenge presents an opportunity for a substantial leap forward to further align and integrate a high-quality system of services advanced by the unique partnership between the U.S. Department of Education and Department of Health and Human Services. As demonstrated by Illinois' submission, we are proposing an aggressive and innovative approach to the goals of the Challenge funding, which will leverage existing strengths and resources within Illinois and maintain a priority focus on areas of needed growth.

Positive Parenting DuPage (Positive) focuses on the maintenance of a collaborative infrastructure that is a foundation for coordination, access and quality for all professionals and families, both locally in DuPage and through state level leadership. Through state leadership, Positive advocates for a comprehensive birth to five system, with authentic inclusion from the birth to three sector, in order to move all child serving systems to work together at the community and state level to ultimately achieve structural, systemic change. Structural change within state systems will result in positive change for local community providers with less duplication of efforts, more efficient program delivery models and responsive capacity building initiatives. As Executive Director of Positive, I have been a co-chair of the Infant Toddler Committee of the Illinois Early Learning Council for four years, guiding the work of cross system committees to produce numerous recommendations focused on best practices for workforce development, community systems and collaboration building, and raising the quality of programming for children from birth to five years. Within the work on the Infant Toddler Committee, Positive has a hands-on leadership role in projects directly integrated into the RTT/ELC proposal.

The aforementioned anticipation toward the RTT/ELC proposal stems from the reality that this proposal builds upon crucial work occurring in Illinois; the RTT/ELC proposal focuses on quality across all early learning and development programs, across multiple service systems. This type of quality must be driven by clear standards for child development and processes for measuring program outcomes, especially related to children and families. Illinois' work on the development of early learning guidelines specific to infants and toddlers is a strong example of the collaborative, multiple system approach we use in developing a comprehensive early learning and development system. Delineated below are several of the areas where I commit myself and my organization to the work of our Illinois system:

- Collaboratively develop birth to age three learning guidelines: when a funding opportunity emerged for Positive and the Ounce of Prevention Fund to lead a project on early learning guidelines, it was a natural fit to use the state's existing early childhood infrastructure, the Illinois Early Learning Council, to house this important work. The Early Learning Guidelines work group, under the auspices of the Council, is broadly representative of birth to three services across Illinois and provides input and guidance on the project. These substantive Infant Toddler Developmental Standards (ITDS) will

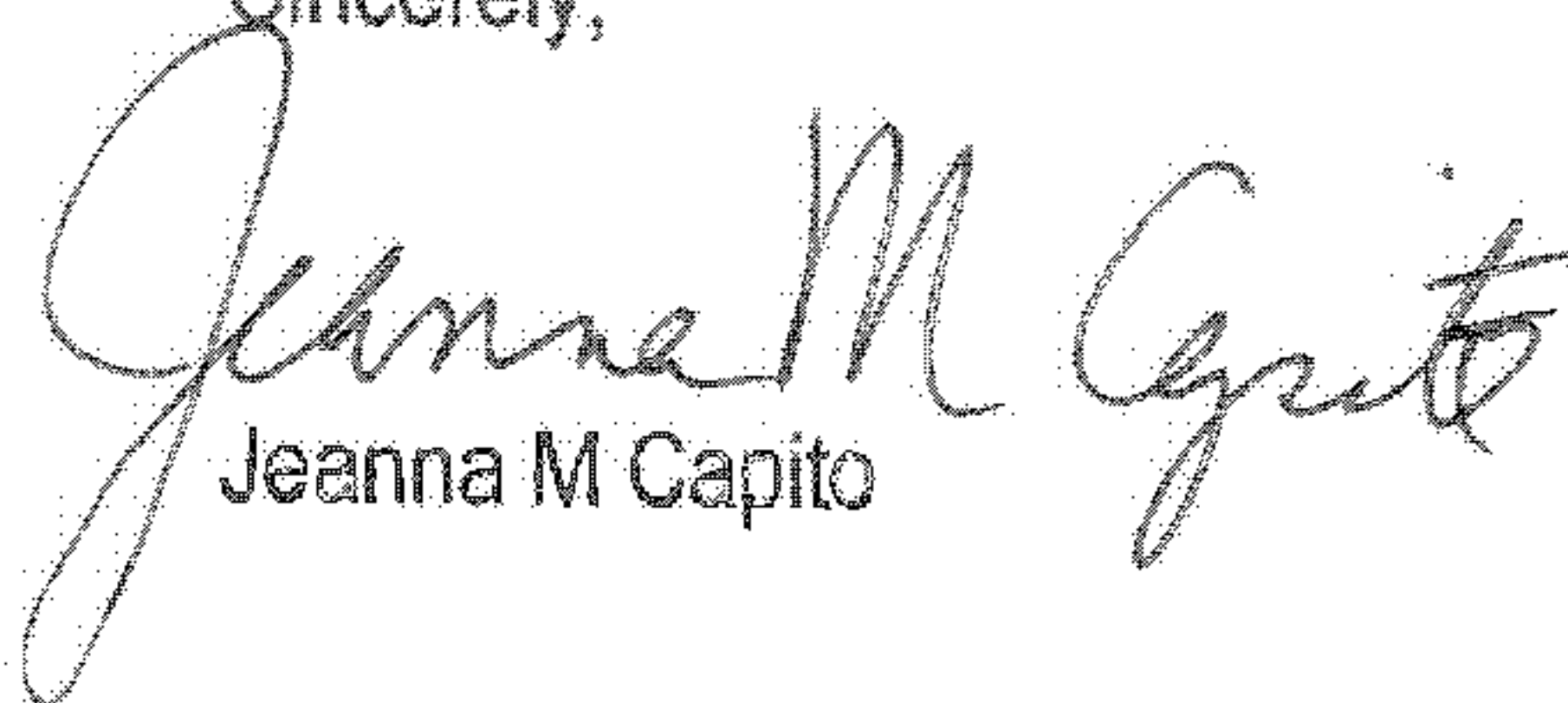
ultimately be useful for and practical to implement across multiple early childhood program types, funding streams and systems. This project, funded by McCormick Foundation, has been an exciting opportunity to consider the landscape of infant toddler services and build a common understanding of developmentally appropriate infant toddler learning and growth.

- Build upon current work of the Infant Toddler Committee to support the RTT/ELC proposal in implementing a tiered Quality Rating System that cuts across all early learning programs in Illinois; the role of infant toddler stakeholders ensures a system that holds birth to five programs to a rigorous standard of care specific to their services to infants and toddlers. The Committee has been charged with managing a work group to guide child care providers and other stakeholders through recommendations to increase the quality of the Department of Child and Family Services licensing standards for infants and toddlers.
- Support the state early childhood system in raising awareness about the importance of community collaborations as well as providing local technical assistance to build strong local community partnerships in Illinois' communities. Research has demonstrated that strong community collaboration positively impacts parent and professional education, access to resources, collaborative services and coordination of community organizations, which in turn increases parenting knowledge, the efficacy of parenting skills and the ability of organizations to meet the needs of families. The Community Systems Development Work Group, of the Infant Toddler Committee, offers a comprehensive strategy to support local communities in the building and maintenance of collaborative systems tailored to community need, juxtaposed with moving state structures to policy change to advance this local impact. Leadership in this area focuses on advancing community systems development through recommendations on sustainability and accountability structures for local collaborations.

Positive is committed to all the levels of work that will come with our receipt of the RTT/ELC grant – from policy and practice change to reviewing and improving systems to forging stronger partnerships at the state and local levels – the work will be intense and will involve an analysis and commitment to systemic improvements. Illinois' history as a leader in early childhood quality demonstrates our readiness to carry out such daunting tasks without losing site of the ultimate goal, the promotion of healthy child development for our most at risk children. Positive is further motivated and engaged by this RTT/ELC proposal as it represents a movement of state systems in the direction necessary to fully support local communities to have the most effective systems for serving children and families. The success of Illinois' Early Learning Challenge proposal rests in the structural design which allows local perspective and need to feed into the decision making process of the broader early childhood community in Illinois, advancing change and directly impacting the quality and coordination structures at the state level.

Thank you, Governor Quinn, for the leadership you offer to support Illinois in maintaining and more fully developing our comprehensive system for early learning and development, including the pursuit of advancements such as those inherent to becoming an Early Learning Challenge state. Please do not hesitate to contact me for further commitment from my organization or our work as part of the Illinois early childhood infrastructure.

Sincerely,


Jeanna M Capito



John A. Logan College 700 College Rd. Carterville, Illinois 62903
1-800-548-5563 www.jalc.edu

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

Dear Governor Quinn;

As Director of Child Care Resource and Referral (CCR&R) at John A. Logan College, I enthusiastically offer support for Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. For the past twenty one (21) years, CCR&R has served as the "one stop shop" for child care for the southern fifteen counties in Illinois. In that role we have provided training and professional development support to professionals, quality improvement consultation to programs, and referrals and consumer education to parents. As a hub program for Strengthening Families Illinois, CCR&R has expanded its work with families to include the administration of a family assistance fund, parent leadership training, and the provision of resources to promote "family supportive" early childhood environments. Due the rural nature and consistently poor economy of the region, collaboration has been essential to our ability to maximize resources and achieve desired outcomes for children. To that end, CCR&R staff has taken a leadership role in facilitating dialogue and identifying strategic solutions to community early care and education issues.

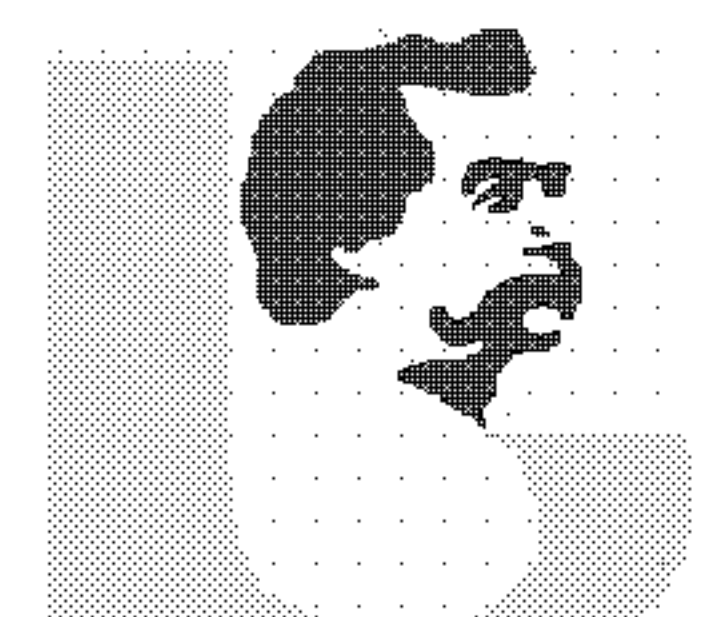
During the past decade, Illinois has made significant strides in building its early care and education programs. Many of its programs and initiatives are looked to by other states as examples of best practice and innovation. Despite the desire to collaborate and integrate programs, much of that work that has happened at the state level continues to be within the early childhood "silos" of Head Start, ISBE Pre-Kindergarten and IDHS Child Care. The collaborative process in developing the Race to the Top proposal has helped craft a common vision for all three groups, with clear objectives and proposed outcomes. The proposed plan includes the *resources, system changes and data links* that would make this vision a reality. Just as exciting, is the possibility of finally bridging the quality gap between higher and lower functioning early childhood programs. All young children deserve access to high quality early childhood programs .By providing increased supports that help programs overcome their specific challenges, more children will have increased opportunities and a better chance to enter school "ready to learn"

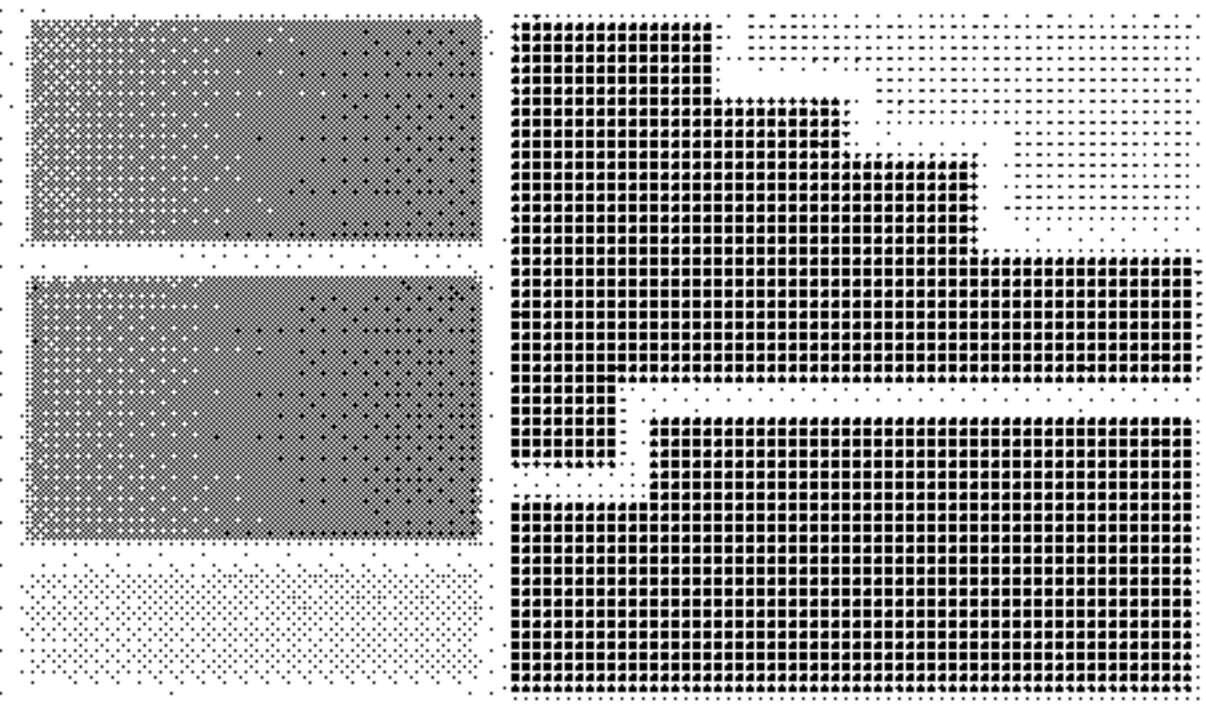
The staff at CCR&R is poised and ready to take on new tasks associated with implementation of the proposed plan. This includes any needed revision or modification of CCR&R programs and services, as well as local coordination and facilitation of local/ community based initiatives. I, along with other leadership staff from our agency, are committed to serving on necessary committees and task forces to insure the work is completed and outcomes achieved. We look forward to moving forward in this important work and to the better days ahead for all of Illinois' young children.

Respectfully;

A handwritten signature in cursive script that reads "Lori Longueville".

Lori Longueville
Director, Child Care Resource and Referral





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

October 7, 2011

This letter is written in support for Illinois "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal.

I am the Executive Director of one of the 16 Child Care Resource & Referral (CCR&R) Agencies across Illinois. Our Child Care Resource & Referral Agency serves Will, Grundy, Kankakee, and Kendall Counties.

The CCR&R System standards provide child care consumer education and referrals to all parents regardless of income; recruitment, training, and support to all child care providers; information to employers on child care options; and data on child care supply and demand to communities.

This year our Child Care Resource & Referral Agency is celebrating its 20th Anniversary. Although the youngest in Illinois, we have witnessed tremendous growth in our 4 county area and need for our early learning programs.

- For 20 years we have been dedicated to improving the quality of early learning and development for all children, especially those with high need.
- For 20 years we have been dedicated to ensuring all children, especially low income/disadvantaged children have access to and can afford high quality care.
- And for 20 years we have been bringing the community together involving numerous entities in an integrated system of high quality early learning and development.

Over the years, knowledge of several areas of recent research has impacted our program services:

- Children learn from birth on and learn most in the earliest years.
- Children's development does not happen alone but in the context of family and community.
- There are various domains of a child's development including health, social emotional (mental health) cognitive, language, and special needs.

Herein lies our contribution to Illinois' Vision for "Race to the Top/Early Learning Challenge". As the central resource in our communities for training, child care assistance and parent referrals we have implemented Illinois State Board of Ed's "Preschool For All" to reach hard to engage families, two child care classrooms in Will and two in Kankakee. Specifically in Joliet, we have taken a leadership role in organizing key leaders around assessing, referring, tracking, evaluating and implementing a system of care and education to enable all Joliet children to achieve their full potential.

"Child Care Resource & Referral promotes and facilitates the availability of affordable quality child care through assistance, education and advocacy in Will, Grundy, Kendall, and Kankakee Counties."

Components of the RTT/ELC proposal of greatest interest to us include moving programs from good to great through Quality Counts /QRIS. Child Care Resource & Referral has worked with local Workforce Development providing technical assistance to early childhood programs that went on to acquire star levels. Expanding the QRS to include all licensed programs as well as Head Start and Preschool For All is a challenge we are up for and aligns with our vision ensuring that children are in high quality settings and parents have full access to the information they need to make an informed choice when choosing an early learning program.

There is also much interest in Kindergarten Readiness Assessment. Several of our collaboratives surveyed incoming Kindergarteners summarizing gaps that can be addressed out in the community. We are uniquely positioned to commit to fully participating in the public awareness campaign that is part of the process.

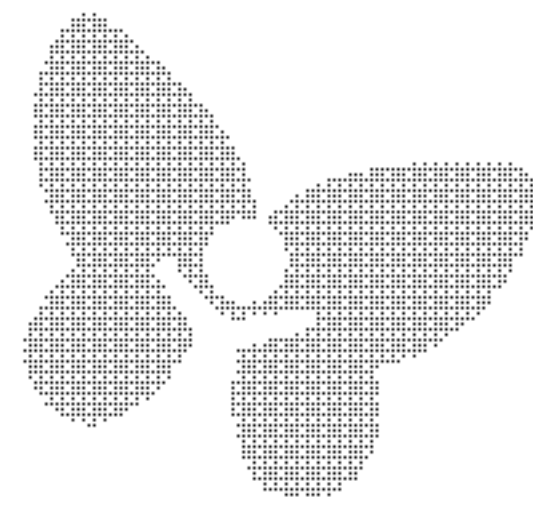
Child Care Resource & Referral has been able to accomplish all of the above by participating in and staying active in statewide activities. Some of these activities include sitting on the Illinois Network of Child Care Resource and Referral Board of Directors, participating in the Professional Development Advisory Council committees, having representation on committees of the Early Learning Council, and Involvement in the Gateways Registry.

Child Care Resource & Referral is committed to continuing its involvement and active participation for another 20+ years. Please consider this letter of support a testimony of our intentions to deepen the alignment and integration of local and state early childhood systems in Illinois.

Sincerely,



Chris Bzdon
Executive Director



children's home + aid

Office of the Governor of Illinois

September 29, 2011

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ADMINISTRATIVE
OFFICE

135 S. Wacker Dr.
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Chicago, IL
80806-4475

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

Dear Governor Quinn,

I am pleased to express Children's Home + Aid's support for Illinois' Race to the Top/Early Learning Challenge proposal.

Children's Home + Aid has a deep investment in early childhood education, which we know prepares children for success in school and in life. Currently, Children's Home + Aid serves over 1,000 children directly in five early childhood centers in Chicago, Carpentersville, Palatine, Schaumburg and Bloomington.

Children's Home + Aid is also the Child Care Resource and Referral Agency for the Metro East area of Illinois, helping 25,000 children and parents gain access to quality, affordable child care in those southern Illinois counties. The agency is active in the Illinois Network of Child Care Resource and Referral Agencies and an active partner with other early childhood organizations.

Children's Home + Aid is represented by staff leader Janice Moenster on the Illinois Early Learning Council Executive Committee and on the Workforce Development and Oversight and Coordination Committee, and fully intends to continue that commitment to the Early Learning Council.

We are well aware that there are many young children from low-income families that would benefit from increased access to quality early childhood education. We strongly support efforts to increase access.

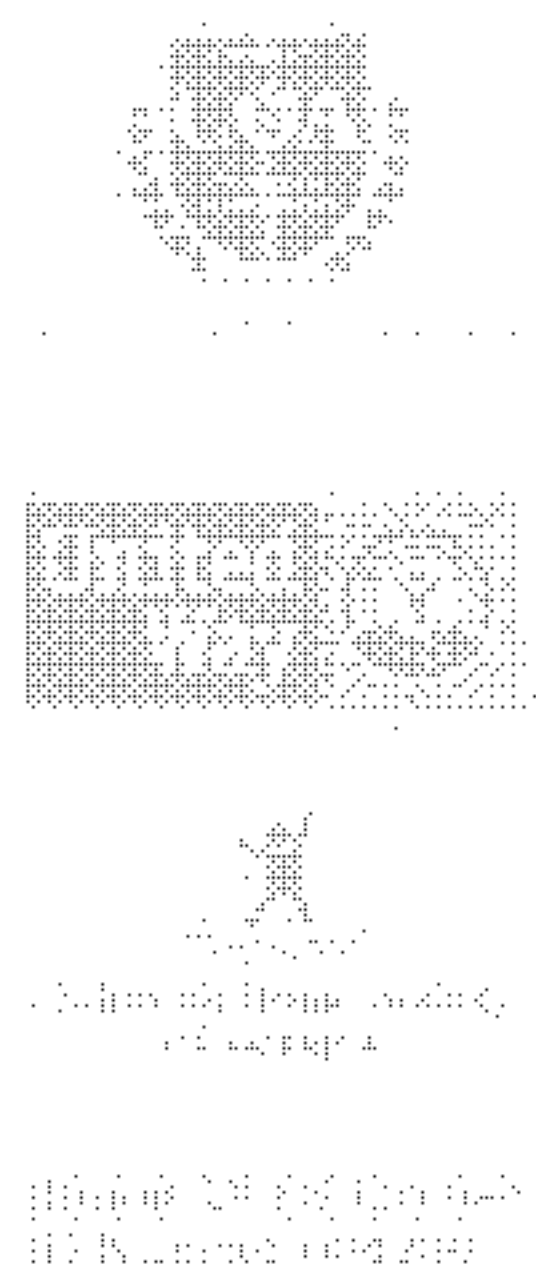
The quality of programs has a strong influence on positive outcomes for children, and we support efforts to increase the quality of early childhood programs through workforce development, Quality Rating System, and comprehensive approach. Children's Home + Aid is known for providing not only early learning in a high quality, nurturing environment, but the family support, health services and early intervention referrals that are necessary for a truly successful approach to working with young children and their families.

Children's Home + Aid will continue to support the development of a strong early learning system in Illinois, and we hope the Race to the Top/Early Learning Challenge proposal is successful.

Sincerely,

Nancy B. Ronquillo
President and CEO

www.childrenshomeandaid.org





illinois
action for
children

*"a catalyst for strong families
and powerful communities
where children matter most."*

October 6, 2011

Governor Pat Quinn
207 State House
Springfield, Illinois 62706

Dear Governor Quinn:

Illinois Action for Children is pleased to support the State of Illinois Race to the Top – Early Learning Challenge Grant Application (RTT/ELC). As you know, we have been working since 1969 with parents, child care providers, and our many advocacy partners to build a coordinated system of early care and education based on the principle of family access to high quality programs. This letter summarizes some of that work and affirms our commitment to Illinois' vision for the success of young children and their families.

Illinois Action for Children is a catalyst for developing, organizing and supporting strong families and powerful communities where children matter most. Our Public Policy and Advocacy Program operates statewide, and our direct service programs operate in the Chicago area. Our direct services include early childhood education, child care support, parent engagement and community-building. We serve as the Child Care Resource and Referral Agency for Cook County. Many of our 400 employees are field-based, working with families, child care providers, and community leaders to improve conditions for children and support their readiness for school.

As a member of the Illinois Early Learning Council and its Executive Committee, Illinois Action for Children has worked closely with the state's leading early childhood education organizations, and with state departments, to shape the RTT/ELC application.

The state's plan draws from our experience in providing Quality Rating and Improvement System (QRIS) support services, and in our work in communities of concentrated need. In these communities, we are locating children and families who are not taking advantage of our excellent early childhood programs, identifying obstacles to access and enrollment, and finding ways to overcome those obstacles. For example, in order to serve the large number of children whose parents work low-wage jobs with non-traditional work schedules, we have piloted the Community Connections Preschool project described in the

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administrative offices

application and recently evaluated by Child Trends and the National Center for Children in Poverty.

This groundbreaking work to reach the highest-need young children is made possible by our state's strong system and outstanding commitment to early care and education. Illinois' strengths include the following supports for *quality* and *access*:

Quality

- Early learning standards designed for cross-system use beginning in 2000.
- High program standards for the state's pre-kindergarten program (Preschool for All). In 2010, the National Institute for Early Education Research (NIEER) found that Illinois standards for Pre-K meet 9 of 10 quality benchmarks. The 10th benchmark, meal service requirements, has since been incorporated.
- High child care center licensing standards, with a ranking of number 4 by the National Association of Child Care Resource and Referral Agencies (NACCRRA) in 2011.
- Strong local systems to braid funding in community-based agencies, directing the most intensive services to the highest-need children and families.
- Involvement of leading educational institutions including Erikson Institute, University of Chicago, University of Illinois, National-Louis University, and many more.
- The comprehensive Gateways to Opportunity professional development support system, which includes the credentialing system, the registry to track and report attainment of credentials and training, the scholarship program and the related Great START salary supplements, professional development advisors, the Illinois Trainers Network, and the statewide online training calendar.
- A well-developed child care quality improvement program including, Quality Counts grants that support QRIS attainment, professional development funds, accreditation support, Infant/Toddler Specialists, Mental Health Specialists, Nurse Consultants, and other consultants available at each regional Child Care Resource and Referral Agency.

Access

- Robust state budget allocation for the Early Childhood Education Program, which prioritizes services to at-risk children. For FY12, the state has funded the program at \$325 million.
- Exceptional commitment within that program to younger children, with a ranking of number 1 by NIEER in access for 3-year-olds, and spending 14 percent of the total budget for at-risk infants and toddlers.

- Large, responsive Child Care Assistance Program that serves all eligible families with no waiting lists.
- Very significant Head Start and Early Head Start funding in Chicago and low-income communities throughout the state.
- Strong corporate and foundation support of early childhood education.
- A clear vision for serving the highest need children and families supported by innovative program models, such as Community Connections Preschool and unique community collaborations.

As the state's RTT/ELC program is implemented, Illinois Action for Children will vigorously advance the plan through continued work on all of the state's major planning groups for early childhood education and child care, including the Illinois Early Learning Council (Executive Committee and most work groups), the Day Care Licensing Advisory Council (chair and staff support), the Child Care and Development Advisory Council (Illinois Department of Human Services), the Professional Development Advisory Council, and the Chicago Mayor's Executive Council on Early Care and Education Initiatives.

Within Illinois' strong family of advocacy organizations, we will continue to work closely with our partners, the Ounce of Prevention Fund, Voices for Illinois Children, Erikson Institute, as well as the smaller statewide and local groups in our many and broad networks. Through our foundation-funded Building Blocks program, we will support local collaborations working to build capacity in under-served high-need communities.

Finally, Illinois Action for Children will continue to focus on family life and parent engagement. Our research department analyzes data on the low-wage economy, work hours, concentrated deep poverty, and other conditions. Through surveys and focus groups, we identify obstacles to family involvement. We will continue to work both locally and statewide to remove those obstacles and find innovative ways to engage families in their children's education.

Sincerely,



Maria Whelan
President/CEO

2013-01-10 10:00 AM

October 11, 2011

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

Dear Governor Quinn:

The Illinois Network of Child Care Resource & Referral Network Agencies (INCCRRA) is writing in support of the Illinois "Race to the Top: Early Learning Challenge" proposal. INCCRRA actively supports Illinois in the quest to improve the quality of early learning and development and to close the achievement gap for at risk children statewide.

INCCRRA's mission is to educate, train and support early childhood professionals and to enhance and promote Child Care Resource & Referral services throughout Illinois. INCCRRA is at the heart of the Cross-Sector: Cross-System building workforce development activities central to meeting the priorities and goals outlined in the federal Race to the Top RFP.

INCCRRA operates under Jim Collin's Good to Great philosophy and is funded by the Illinois Department of Human Services, Bureau of Child Care and Development to administer the Illinois Gateways to Opportunity Professional Development System and Quality Counts: Quality Rating System. INCCRRA provides support to the Illinois Child Care Resource and Referral System, 16 CCR&R agencies serving 102 counties statewide.

INCCRRA has already begun the system building collaborative efforts required to meet the increased needs of the ECE field in Illinois. Working hand-in-hand with the Illinois Department of Human Services, Illinois State Board of Education, Illinois Department of Family and Children Services and Head Start, Gateways to Opportunity will soon become the centralized Registry for all practitioners working with children from ages 0-5 statewide. The Quality Counts: Quality Rating System is expanding to include these cross-sector programs and become the Tiered Quality Rating and Improvement System (TQRIS) for Illinois. Per the announcement on October 3, 2011, this expansion will now include TQRIS services to the City of Chicago...truly improving quality programming for all children in our state.

Central to INCCRRA's commitment to alignment and integration of state systems is our research and data collection and ability for outreach in local communities through the Illinois Child Care Resource & Referral System. We stand ready to serve you through enhancements to Gateways

Page Two
October 11, 2011

to Opportunity program services; by (1) expanding the Gateways Registry to serve an additional 40,000+ practitioners over the next year and (2) expanding the Gateways Credentialing System that you, Governor Quinn, signed into law in January 2010, through the addition of the Family Child Care, Family Support/Family Engagement, and Technical Assistance (relationship based professional development) & Support and Home Visitor Credentials. Gateways Scholarships should be increased to provide additional educational supports for practitioners to obtain the much needed English as a Second Language (ESL) educational mandates that are in law to take effect in 2014.

Thank you, Governor Quinn, for the opportunity to help advance Illinois in the field of Early Learning through the Cross-Sector: Cross System building efforts that you place front and center in your policies and practices for serving children and families in our state. INCCRRA strongly supports your efforts through the Illinois Early Learning Council. Your response to the Race to the Top: Early Learning Challenge will truly make Illinois a Five Star rated state in the provision of high quality early learning and development programs for all of our children.

Sincerely,

A handwritten signature in cursive script that reads "Janet E. Maruna". The signature is written in black ink and is positioned to the left of the typed name.

Janet E. Maruna
Executive Director



Baby TALK Board of Directors

Pen Shade, President
Joel Fletcher, Vice President
Katie Gross, Secretary
Dan McGuire, Treasurer
Rick Imhoff, Past President
Claudia Quigg, Exec Director
Rick Ackerly
Jerry Andrews
Bill Bass
Nat Bowe
Dr. Colleen Bowles
Jeff Byrkit
Kelly Brandon
Megan Comerford
Dave Cooper
Anne Davis
Gloria Davis
Ann Dawson
Anejnja Doss
Trisha Erickson
Debbie Evans
Teresa Gulley
Dr. Darlene Hoffman
Kathy Locke
Kim Mangan
Vasudha Pinnamaraju
Matt Snyder
Dawn Sterling
Kristin Zacheis

September 27, 2011

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

I am writing to convey my enthusiastic support for Illinois' "Race to the Top/Early Learning Challenge" proposal.

I am both the Founding Executive Director of Baby TALK and also an original member of the Illinois Early learning Council. In these positions, I have participated with pride in the thoughtful development of systems to support young children and their parents in Illinois communities. I have a good sense of how much we have accomplished, but also an awareness of the work that remains to be done. There are still many children and families whose developmental needs cannot be met with current resources.

In my role, I am committed to the very early identification of families beginning prenatally, at birth or at least in the early months of a child's life. For 25 years, Baby TALK programs have been meeting parents at prenatal clinics and hospital obstetric units to learn about the needs of families. The systems we have been able to put into place in Decatur and also in nearly a hundred other Illinois cities give us the best opportunity to identify family needs at a time when intervention can be most impactful. Our own Newborn Encounter Protocol successfully establishes relationships with families as we "come alongside" them early at the same time it uncovers their need for support. Going where parents and children already are enables Baby TALK to engage families across the board. Intensive case management and home visiting programs enable Baby TALK to deliver critical support to parents whose lives are complicated by issues of teen parenting, limited education, mental illness, domestic violence, homelessness or other significant challenges.

Our research indicates that Baby TALK programs do not miss families who are most at-risk and who may slip beneath the radar in other communities. For this reason, I am committed to this proposal's concept of universal screening of newborns. My 25 years of making universal connections with parents of newborns in hospitals has enabled me to learn to do this outreach in a relational way that engages parents rather than threatening them. This approach to screening leads to appropriate referrals and families getting the services they most need.

I eagerly participate on several committees of the Illinois Early Learning Council, including the Infant-Toddler Committee as well as the Workforce Development Committee and the Home Visiting Task Force. My work in designing the early childhood curriculum at Millikin University where I also teach has given me a chance to help prepare our future leaders, giving me an opportunity to support this important workforce development work.

Illinois has developed a solid plan to help move our children and families forward. Please give this plan your favorable consideration.

Most sincerely,

A handwritten signature in cursive script that reads "Claudia Quigg".

Claudia Quigg, Executive Director
Baby TALK
500 East Lake Shore Dr.
Decatur, IL 62521

217.475.2234
www.babytalk.org

October 4, 2011

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



Dear Honorable Governor Pat Quinn,

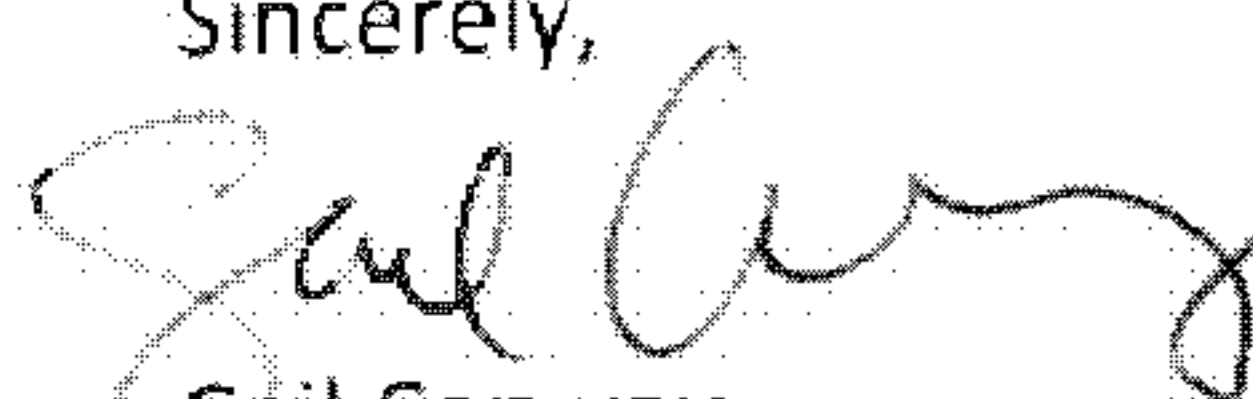
The Chicago Metropolitan Association for the Education of Young Children (CMAEYC) strongly supports Illinois' Race to the Top/Early Learning Challenge (RTT/ELC) proposal. CMAEYC is the premiere professional development resource in the Midwest and the local affiliate of the National Association for the Education of Young Children (NAEYC), the largest and most influential advocate in early care and education in the United States, with 80,000 members worldwide. CMAEYC is a multifaceted professional membership and development organization with expertise in Accreditation Mentoring, Coaching and blended models of technical support providing comprehensive program improvement and staff development services.


CMAEYC has a long history of maximizing the abilities of early childhood professionals and increasing the quality of organizations serving high need children in the critical first years of learning. CMAEYC improves the quality of early learning and development by working cross-system to strategically design programs and develop content to build the knowledge, skill and capacity of our 1500 members from 171 cities and 27 counties across the state of Illinois, and the 9000 other stakeholders in early intervention, social work, library science, justice and medicine investing in early care and education –who use our services, annually, to better serve children and families.

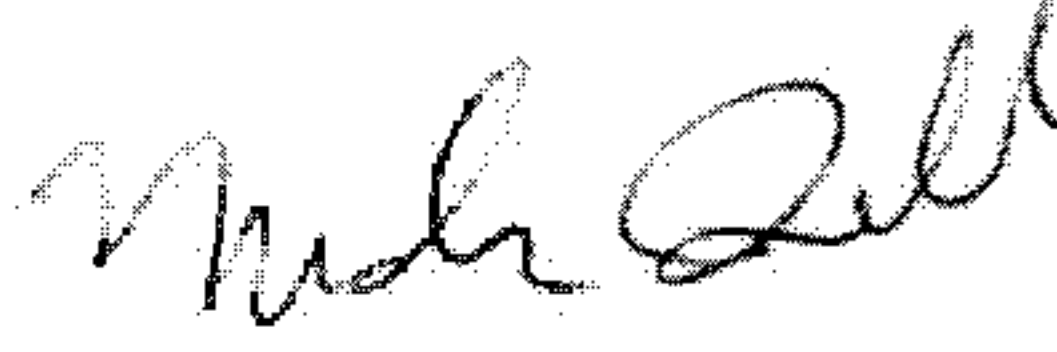
In the last 5 years, we have observed an increase in the number of requests by our members and stakeholders for technical assistance to improve instructional quality. CMAEYC responded and now provides a combination of research-based professional development and follow-up program consultation and coaching. In doing so, teachers' abilities to implement effective practices to promote improved outcomes for young children are increased. For example, the Classroom Assessment Scoring System (CLASS) is based on research that identifies teacher/child interactions as being critical to children's learning. (CLASS) has been validated in thousands of classrooms and is used to support professional development efforts nationwide and in the state of Illinois. Based on this and other current research, CMAEYC offers a well articulated system of consultation and support. In addition, assessment trends and the needs of the community are utilized while maximizing already existing resources and partnerships within the early childhood community.

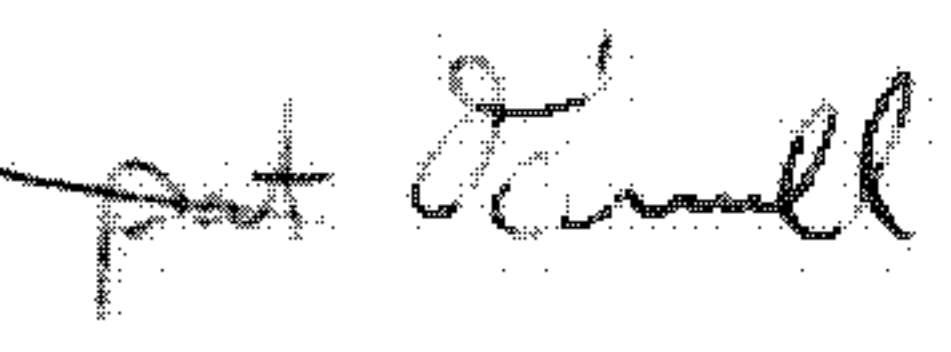
CMAEYC brings this professional development perspective to the early childhood systems-level work in Illinois through our alliances and active membership in 14 advisory groups and committees including the Illinois Early Learning Council's Workforce Development and Cultural and Linguistic Diversity Committees. CMAEYC members and stakeholders strongly believe in the value of professional development as a primary component to improve child outcomes. We support Illinois' Race to the Top/Early Learning Challenge plan to expand the long standing efforts in the field for high quality supports for program improvements and the deepening integration and alignment of state systems. CMAEYC is an organization that has adapted its activities, services and structure to respond to the changes in the broader community for 85 years, without altering its fundamental goals and the purposes for which it was formed-pioneering new pathways to quality care and education for young children. CMAEYC lends its voice, expertise and support for Illinois' plan.


Sincerely,



Gail Conway
Chief Executive Officer



Beth Lakier
Board President
One Hope United

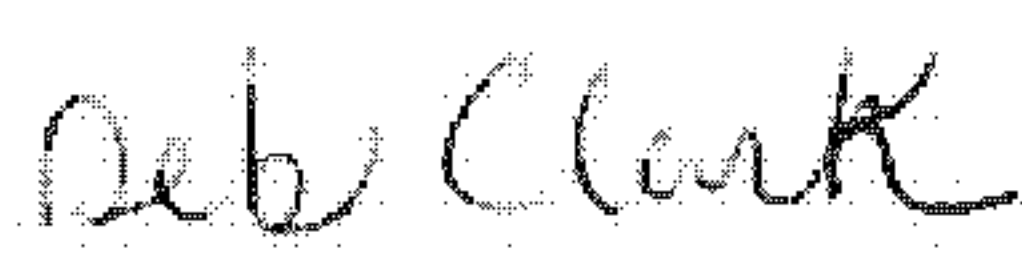

Michael Schulte
Board Vice President

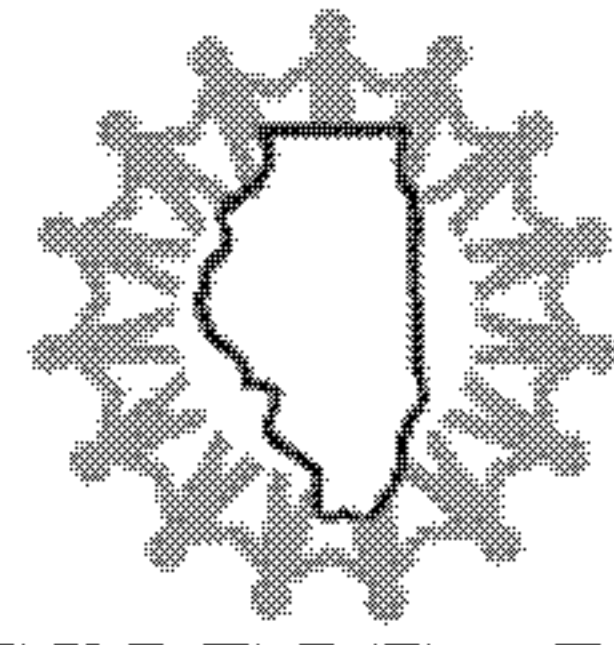

Pat O'Connell
Board Treasurer
Fifth Third Bank


Deborah Jobst
Board Secretary
Chicago Public Schools
Office of Early Childhood
Program Improvement Mgr


Juan Carlos Hernandez
Director
Metropolitan Bank


Jennifer Vidis
Director


Deb Clark
Director



ILLINOIS AEYC

Illinois Association for the Education of Young Children

October 14, 2011

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

Dear Governor Quinn,

The Illinois Association for the Education of Young Children (AEYC) is Illinois' largest early childhood professional organization with over 4,600 members statewide and 17 regional affiliates. Since 1969, our members have successfully dedicated their time and efforts to improving the education and lives of young children in their own communities and across the state. As the President of the Illinois Association for the Education of Young Children, I enthusiastically offer support for Illinois' "Race to the Top/Early Learning Challenge" proposal.

Illinois AEYC currently supports high quality programming in over 420 programs throughout the state through the Statewide Accreditation Mentoring Project (SAM Project). The SAM project is a comprehensive initiative designed to assist early care and education programs in providing high quality learning environments for young children. The project offers a variety of services and products that focus on improving teaching and administrative practices, including on-site mentoring, cohort support, fee assistance and mentor on call services. It supports program's efforts to engage in continuous quality improvement and achieve accreditation. SAM also uses a readiness assessment tool to assure that the programs getting the on-site mentoring services are the programs that need assistance to get through the last phases of the accreditation process and remain on the accreditation track.

We believe that all children in Illinois, particularly those facing multiple risk factors, deserve access to high quality early learning opportunities. We further believe that well-trained, fully supported and qualified early childhood educators are the key component of a high quality environment that promotes optimal child development.

It is in the spirit of early childhood professionalism and collaboration across our field that the Illinois AEYC enthusiastically endorses Illinois' application to the Race to the Top-Early Learning Challenge grant competition. We support Illinois' plan to enhance and expand the Quality Rating System; develop new strategies and resources for helping programs advance from "good to great", and; expanding opportunities for early childhood educators to advance in their own professional development.

Illinois AEYC leadership and membership are active in our communities and statewide in numerous committees, workgroups, and networks that are working towards the shared vision of ensuring all of Illinois' children are ready for school and beyond.

Illinois AEYC is anxious and ready to take on new tasks associated with your proposed plan. I am committed to serving on necessary committees and task forces to insure the work is completed and outcomes achieved. We look forward to moving forward in this important work and to the better days ahead for all of Illinois' young children.

Sincerely,

Laurie Rhodes
President
Illinois Association for the Education of Young Children



Illinois Resource Center

2626 S. Clearbrook Drive, Arlington Heights, Illinois 60005-4626

Phone: (224) 366-8555 • Fax: (847) 649-0551 • www.thecenterweb.org/irc

October 3, 2011

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

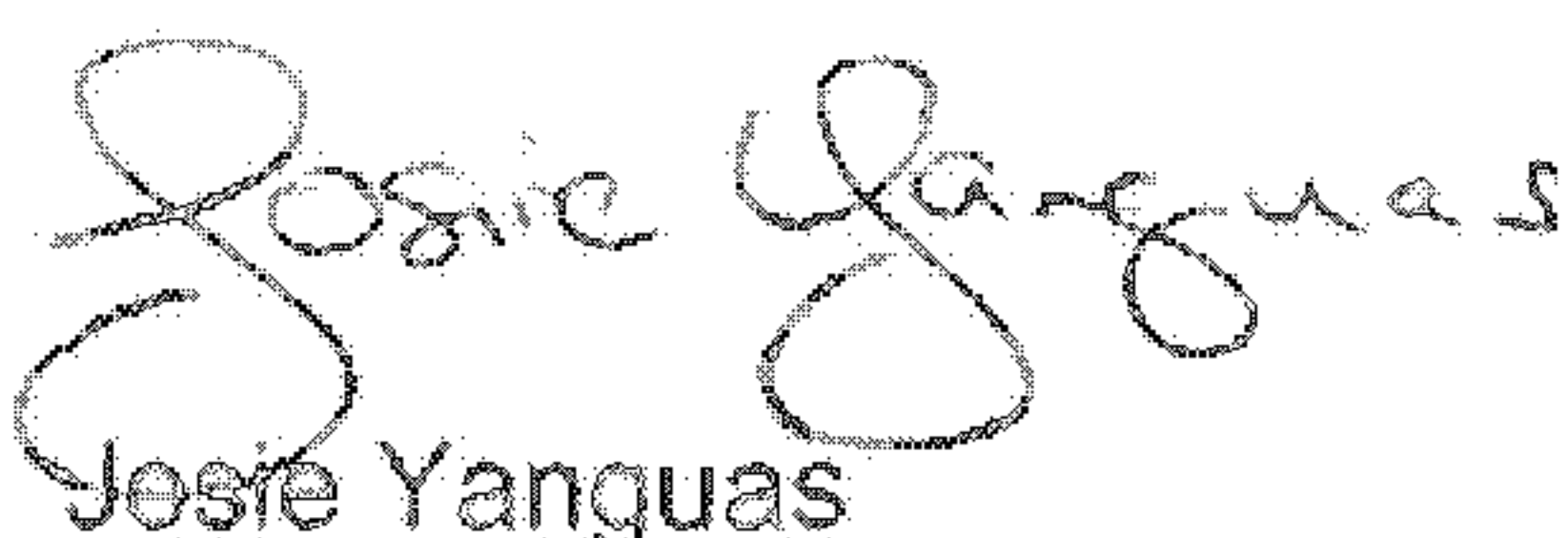
Dear Governor Quinn:

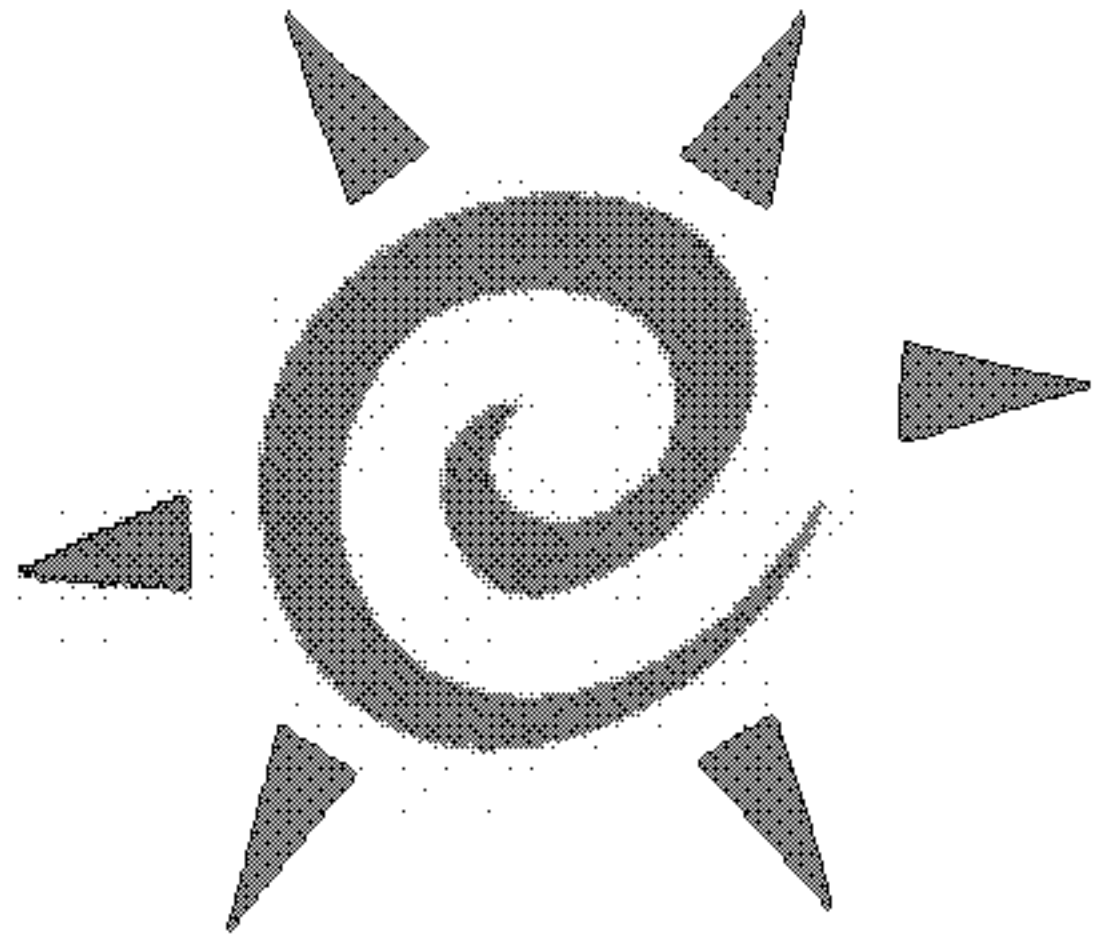
As Director of the Illinois Resource Center (IRC) as well as an Executive Committee member of the Illinois Early Learning Council (IELC), I strongly support our state's Race to the Top/Early Learning Challenge proposal to the U.S. Department of Education and fervently hope that it will be awarded to our state. Through the IELC, I serve as co-chair of the Linguistic and Cultural Diversity Committee where we have discussed and forwarded recommendations to key policy makers as to how Illinois can better serve its youngest learners. Our particular focus has centered on those preschoolers who come from linguistic and culturally diverse homes, especially in settings where English is not spoken as a first language. This population continues to grow dramatically in our state, and it is critical that early childhood service providers more appropriately serve these youngsters.

One of the key elements of the Illinois' Early Learning Challenge proposal is related to the continual development of an appropriately trained and certified early childhood workforce. The Linguistic and Cultural Diversity Committee has been especially adamant regarding the need to provide more training and professional development to early childhood teachers who now find themselves working with more linguistically diverse populations. So as to better serve those children for whom English is not a first language, Illinois' proposal calls for additional monies to be used to help currently certified early childhood teachers receive either a bilingual or English as a Second Language approval. It also recognizes that there are bilingual teacher aides who should be encouraged to become fully certified so that they too are more highly qualified to work with these young pre-school students. I believe that the funds awarded through this grant will take Illinois a long way in better serving some of our youngest students, especially those children from immigrant communities.

I intend to stay on as co-chair of the Linguistic and Cultural Diversity committee of the IELC where we will continue to discuss these critical issues. Also, through my work at the IRC, our office has already been providing coursework and professional development to early childhood teachers during the last 18 months in the area of linguistic and cultural diversity, and we anticipate even more requests in the near future. This is very important work to help our state's youngest students successfully transition into kindergarten and beyond. We are extremely committed to making sure that pre-school students from linguistically and culturally diverse homes can also celebrate in that same achievement.

Sincerely,


Josie Yanguas



THE CENTER

Resources for Teaching and Learning

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

(224) 366-8500 Phone • (224) 366-8513 Fax • www.thecenterweb.org

October 4, 2011

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

Dear Governor Quinn,

The intent of this letter is to support Illinois' efforts in pursuit of the Race to the Top/Early Learning Challenge Grant, issued by the U.S. Department of Education. There is no state more qualified and deserving of this grant.

For more than thirty years Illinois has heavily invested both human and fiscal resources to support early childhood education. In partnership with numerous statewide child advocacy groups, our state has established one of the most comprehensive networks of services to young children. Moreover, the Early Childhood Division of the Illinois State Board of Education has developed rigorous professional development programs to ensure high quality instruction of young children in every region of the state. Despite the severe economic downturn over the past several years, your office, along with the Illinois General Assembly, has sustained its unwavering commitment to programs and services for early childhood education. This, in my opinion, is an extraordinary track record that must be acknowledged.

The Center, with support from the Illinois State Board of Education, has developed *I-Teache*, (Illinois' Tool for Early Childhood Excellence), an online observation, documentation and reporting system that monitors developmental progress of young children as measured by the Illinois Early Learning Standards. This software is undergirded by a robust source code that is easily adapted for use with any newly developed assessment and evaluation system. We are prepared to adapt our software to any new assessment and evaluation system that Illinois develops. Amortized over time, this will save our state millions of dollars in costs associated with reporting and data management.

Illinois has demonstrated its willingness to maintain and grow educational programs for young children. We are proud of these accomplishments and confident that the U.S. Department of Education will validate and reward our efforts by choosing Illinois as one of the grant recipients.

Sincerely,

Ron Perlman, Ph.D.
President

The Center: Resources for Teaching and Learning



October 6, 2011

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

Dear Governor Quinn,

I am writing to express the Illinois Association of School Administrators' (IASA) support for Illinois' "Race to the Top/Early Learning Challenge" proposal. The IASA was one of the many forces that helped develop the sweeping education reform package that you signed into law earlier this year. As helpful as those reforms may prove to be, educators understand that early childhood education is a critical foundation for a child's long-term success in school.

The IASA is the state's premier advocacy organization for school administrators with more than 2,000 members and a history of promoting excellence in education dating back to 1946. The guiding principles of the IASA are expressed by its vision of "Maximum Educational Success for all Students," and its mission statement "To support school leaders in the pursuit of educational excellence through continued school improvement."

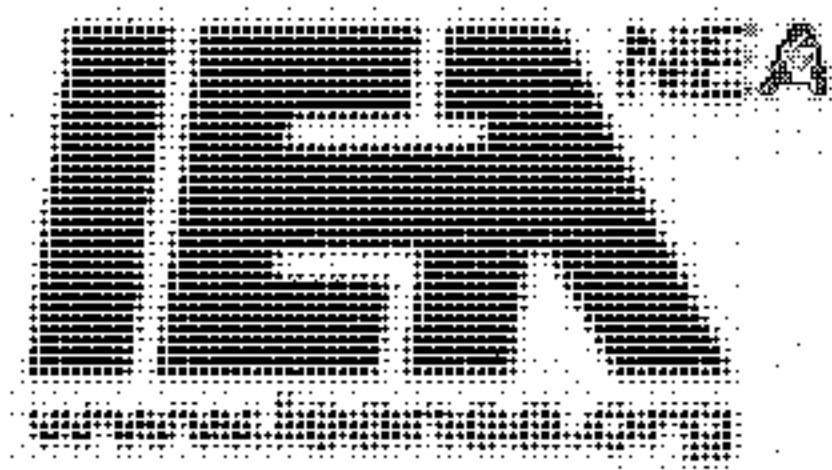
The mission of the IASA fits with the "Early Learning Challenge" proposal because educational excellence is the ultimate goal. In particular, we support the emphasis on instructional quality and having a clear blueprint to achieve educational excellence by providing as much help as possible to prepare children to succeed in kindergarten and beyond. Children that fall behind when they start school have more difficulty catching up and, conversely, children that are well prepared from the beginning have a much better chance at succeeding.

I recently was appointed by State Superintendent of Education Christopher Koch to be a member of the Kindergarten Individual Development Survey (KIDS) Advisory Committee and have committed to be an active participant in this important committee dealing with early childhood education.

The IASA remains committed to providing leadership, professional development and support for the school administrators throughout the state who are the educational leaders in their communities. We believe that the "Early Learning Challenge" proposal can provide another tool to help achieve success for all students.

Yours for better schools,

Brent Clark, Ph. D.
Executive Director



Illinois Education Association-NEA

Cinda Klickna, President
Kathi Griffin, Vice President
Al Lorena, Secretary-Treasurer
Audrey Soglin, Executive Director

100 East Edwards Street
Springfield, IL 62704-1290
(217) 544-0700 Fax 217-544-7383

October 5, 2011

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

My name is Cinda Klickna and I am president of the 132,000-member Illinois Education Association.

I am writing to express my organization's support for Illinois' "Race to the Top/Early Learning Challenge" proposal, something the IEA recognizes as crucial to the success of at-risk children.

We have several thousand members, both teachers and support personnel, who work in early childhood education and see the difference each day that early intervention for at risk children can make.

Take Kristi Adell's pre-K class at Tioga Elementary School in Bensenville as an example. Adell came up with a unique way to prescreen children measuring their performance on tests to the average and that takes into account what's happening in their homes.

She and her fellow teachers use that prescreening process called the 5-4-3-2-1 method to determine who can benefit most from a special program that allows for early, specialized and intense intervention. It also allows teachers to work with parents 20 minutes a day, to help them learn to teach their own children.

As a result, the students who begin pre-K with few verbal skills become proficient readers earlier, those who have not learned to count excel in math earlier and the children tend to function better socially.

Unfortunately, such thorough programs aren't the norm. It would be wonderful to see Illinois have the ability to focus on the earliest years of a child's education, to involve the family and to take into consideration each child's special needs.

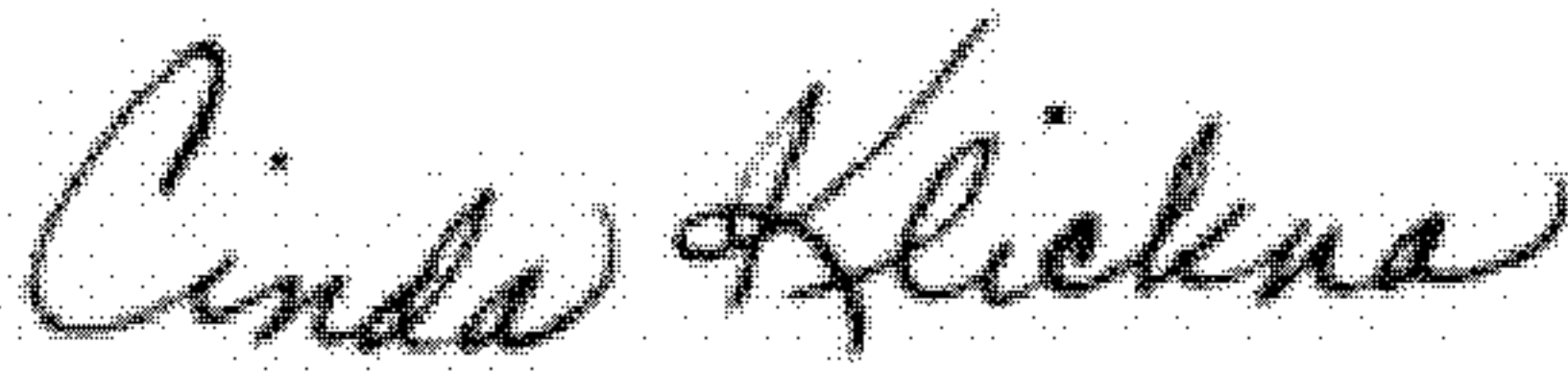
Studies show that for every \$1 spent on early childhood education, \$7 can be saved later in life by helping those kids avoid social ills. Money is tight everywhere, but is there any place else where it can be spent more efficiently? The IEA doesn't believe so.

We believe the state's goal of identifying all high need children and families and providing high quality supports and programs as well as making high quality early childhood education a priority through Race to the Top is imperative.

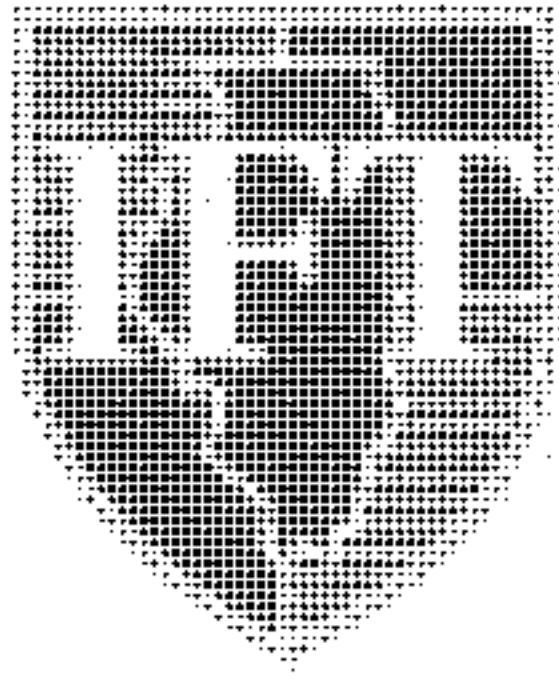
The IEA believes so strongly in this premise that we have a committee made up of members, governance and staff that's mission is to boost quality leadership in this area and to push for legislation to see that strides are made with our youngest and most at risk residents.

I appreciate the opportunity to express my organization's support.

Sincerely,

A handwritten signature in black ink that reads "Cinda Klickna". The signature is written in a cursive style with a large initial "C".

Cinda Klickna
IEA President



Illinois Federation of Teachers
A Union of Professionals

www.ift-aft.org

Daniel J. Montgomery
President

Karen GJ Lewis
Executive Vice President

Marcia K. Boone
Secretary-Treasurer

Westmont
500 Oakmont Lane
Westmont, IL 60559

T 630/468-4080

T 800/942-9242

F 630/468-4089

October 4, 2011

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

Dear Governor Quinn:

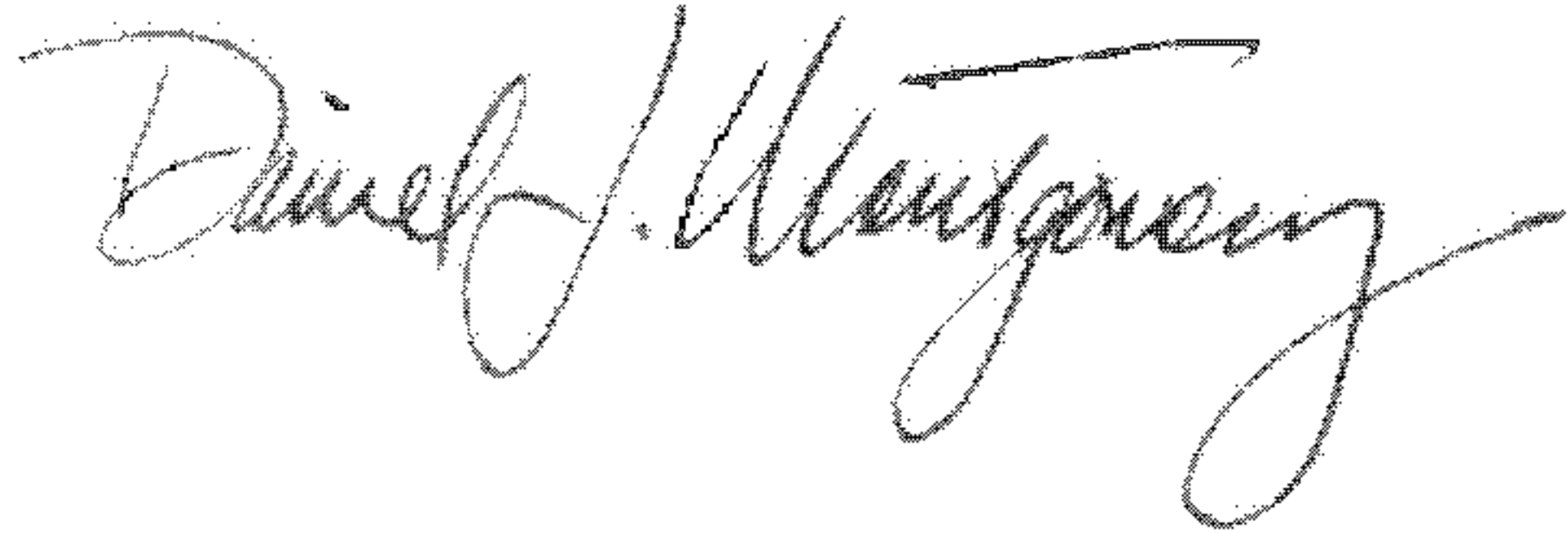
The Illinois Federation of Teachers (IFT) supports Illinois' proposal for the Race to the Top/Early Learning Challenge Grant with plans to expand and improve high quality early learning and development programs for children ages birth to three from low-income and disadvantaged families. Illinois is continuing the high commitment to ensure the most vulnerable infants, toddlers, preschoolers and their families have access to quality early learning and home visiting programs.

IFT has representation on the Illinois Early Learning Council (ELC) and serves as co-chair of the ELC Workforce Development Committee. As a stakeholder, IFT collaborates with ELC to promote the development and implementation of a Great Early Childhood Workforce through a standards-driven system of delivery, Preschool for All teacher certification, and birth to three bachelor's degree requirements, Infant Toddler and Director credentials, as well as expansion of an Associate of Arts degree for professionals teaching early childhood education.

IFT supports the grant application proposal's vision to ensure appropriate credentials for those teaching in publicly funded programs, Pre-K teachers serving ELL students obtaining Bilingual and/or ESL endorsements by 2014, the transfer of eligible course credits from community colleges to four year institutions and expansion of flexible Illinois Higher Education program models. The IFT further supports initiatives for statewide expansion of quality research-based professional development opportunities aligned with Illinois' workforce knowledge and competency framework to implement intentional teaching strategies and skills. The Illinois proposal also aims to further promote and implement state -funded scholarship opportunities for professional improvements through career advancement and articulated career paths designed to increase quality early childhood teaching staff.

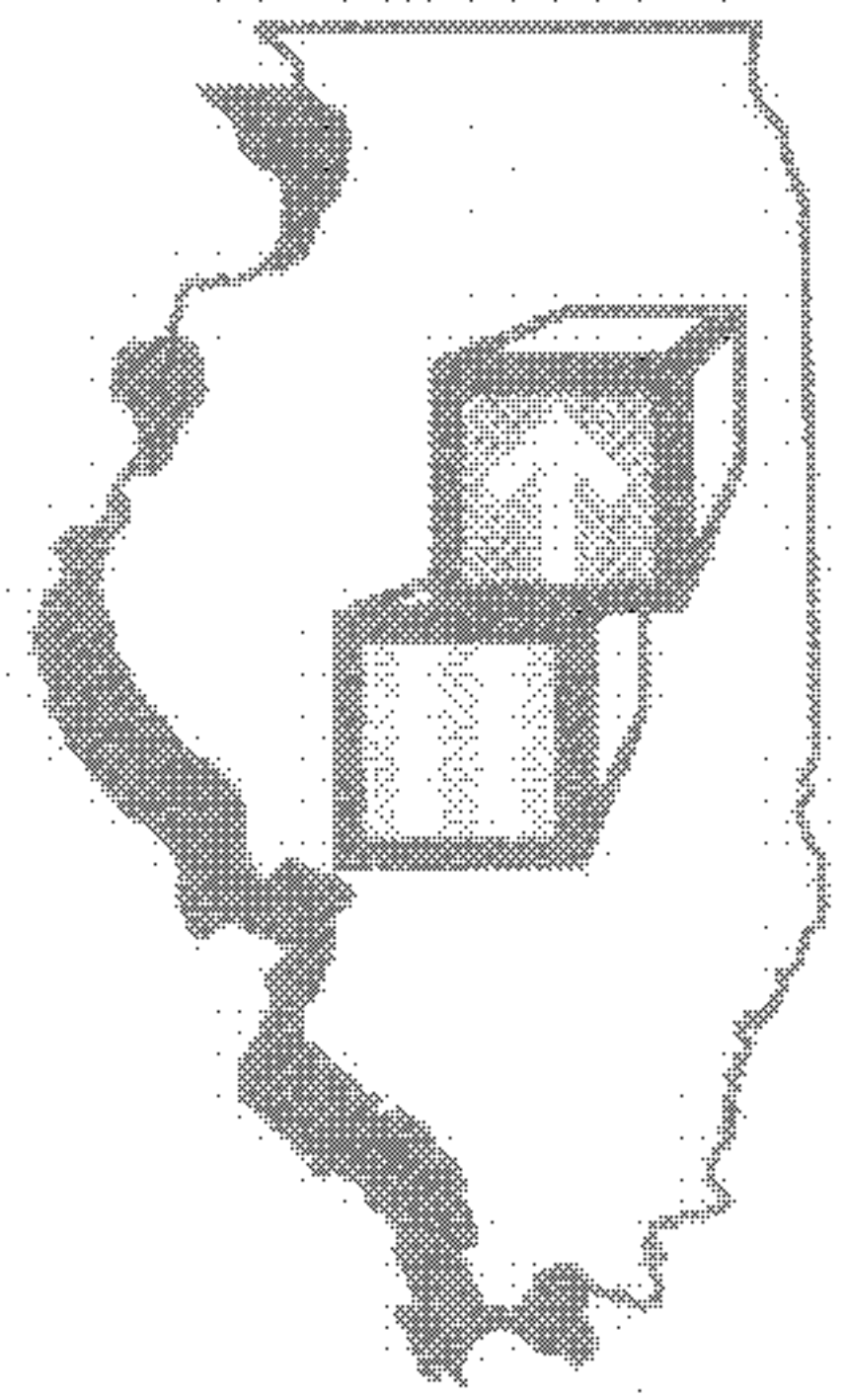
IFT is proud of our active participation and involvement with the ELC and ISBE. It is IFT's intention as educational stakeholders to continue to collaborate and support high quality early childhood programs and initiatives to ensure a high quality early childhood workforce.

Sincerely,

A handwritten signature in cursive script that reads "Daniel J. Montgomery". The signature is written in black ink and is positioned below the word "Sincerely,".

Daniel J. Montgomery
President

DJM:vn



ILLINOIS HEAD START ASSOCIATION

3435 Liberty Drive
Springfield, Illinois 62704
217.241.3511 Phone
217.241.3508 Fax

www.ilheadstart.org
IHSA@ilheadstart.org

October 11, 2011

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

Dear Governor Quinn:

The Illinois Head Start Association is writing to support Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. The Association represents all forty-eight Illinois Head Start and Early Head Start Grantees who serve over 42,000 "Children with High Needs" and their families. The Head Start/Early Head Start community has been actively involved in the development of the RTT/ELC proposal and share Illinois' vision and strategic reform priorities identified within the proposal.

An investment to align and coordinate the early learning community across the state is extremely important. In the RTT/ELC proposal the Head Start State Collaboration Office is represented on the Core Leadership Group and we believe this indicates the state's commitment to create a unified framework for all early learning and development programs. The Collaboration Office has extensive knowledge of building community collaborations and will be a critical resource as we formalize cross-sector integration.

The Illinois Head Start/Early Head Start community has agreed to participate in the Tiered Quality Rating and Improvement System and will be anxious to move from star level 4 to star level 5, thus from good to great. The Association has already moved to align trainings with the Gateways to Opportunity Registry system and will continue to support individual programs with their membership in the Registry.

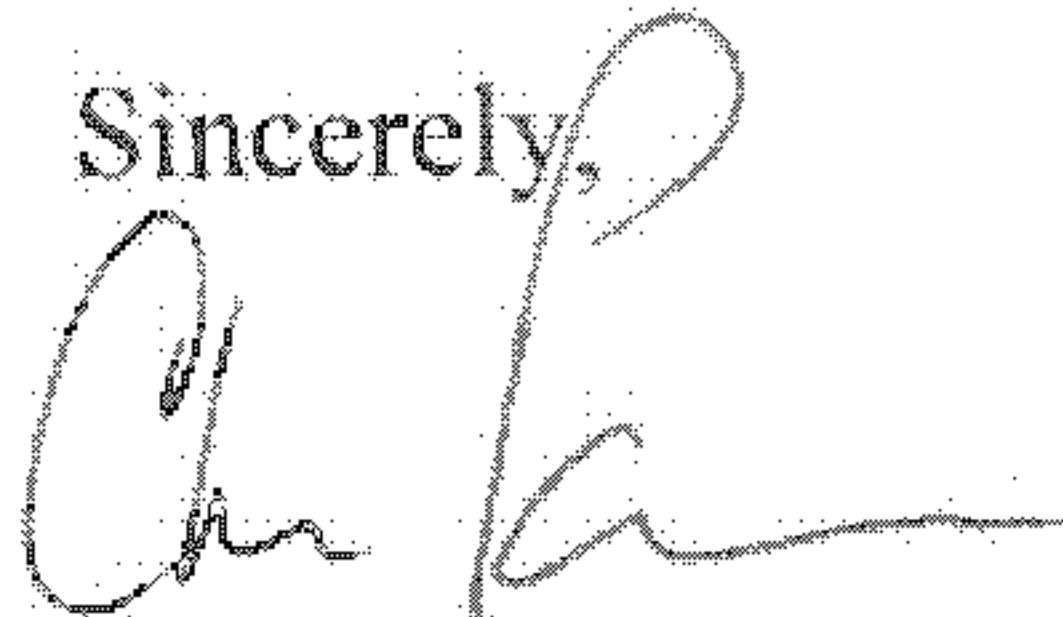
Illinois' Early Learning Standards have been aligned with the Head Start Outcomes Framework and the Birth to Five Program Standards have also been aligned with the Head Start Performance Standards. We are excited to provide leadership in the development of new credentials such as Home Visiting, Family Services, and Relationship Based Professional Development, and believe these new credentials will enhance quality.

The Head Start community has developed the Illinois Head Start Data Cooperative to support the state on building an early learning data system. This Data Cooperative allows Head Start/Early Head Start Grantees to have a State level framework for data sharing among State agencies. Illinois Head Start/Early Head Start Grantees have agreed to this approach as a unique strategy that allows programs to have control over their data but create a process for data sharing among state agencies.

The Head Start/Early Head Start Community currently is represented on the state's Early Learning Council. Two Head Start Directors, one Executive Director, the Head Start State Collaboration Office and the Executive Director for the Association are all represented on the Illinois Early Learning Council. Both the Collaboration Office Director and the Association Executive Director also serve on the Council's Executive Committee. Many from the Head Start community serve on the Early Learning Council Committee's and Workgroups.

As you can see we have been actively involved in the Illinois early learning system and we look forward to working with you to move the vision, goals and strategic reform priorities of the "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal forward.

Sincerely,



Chuck Parr, ACSW
President
Board of Directors
Illinois Head Start Association



Illinois Principals Association

2940 Baker Drive • Springfield, Illinois 62703 • web site: www.ilprincipals.org
Telephone (217) 525-1383 • FAX (217) 525-7264 • e-mail: office@ilprincipals.org

October 7, 2011

EXECUTIVE DIRECTOR
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ASSOCIATE DIRECTOR
for INTERNAL OPERATIONS
Julie R. Weichert

ASSOCIATE DIRECTOR
for EXTERNAL OPERATIONS/
GENERAL COUNSEL
Brian D. Schwartz

PROFESSIONAL
DEVELOPMENT DIRECTOR
R. Jean Smith

GOVERNMENTAL RELATIONS/
PUBLIC RELATIONS DIRECTOR
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FIELD DIRECTOR
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TREASURER
Ellen Cwick
Vernon Hills

IMMEDIATE PAST PRESIDENT
Travis Wyatt
Newton

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

Dear Governor Quinn,

The Illinois Principals Association (IPA) is a strong proponent of bolstering early learning opportunities for all children across Illinois. It has and continues to be the Association's position that providing young people a strong educational foundation in their early years sets them up for success throughout life. To that end, the purpose of this letter is to write in support of Illinois' Race to the Top/Early Learning Challenge (RTT/ELC) proposal.

The vision and goals of Illinois' RTT/ELC proposal are well aligned to the IPA's mission of advancing learning through effective educational leadership. Resources provided by the RTT/ELC will assist educational leaders in their efforts to develop and implement high-quality diagnostic tools and interventions for students as well as provide capacity building professional development and supports for their instructors.

The IPA has provided professional development, resources and other support to educators of early learning programs throughout the history of the organization. The Association has also been supportive of the state's efforts with Past President Teresa Martin, Principal of Walsh School in Lockport, sitting as a member of the Illinois Early Learning Council. I also recently sat as a member of Illinois' Kindergarten Readiness Assessment Stakeholder Committee. This support will continue.

Thank you for your consideration.

For the Association,

Jason E. Leahy
Executive Director



SEIU Healthcare

United for Quality Care

Keith Kelleher
President

April Verrett
Executive Vice-President

Myra Glassman
Secretary-Treasurer

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Indiana

1800 N. Meridian Street
Indianapolis, IN 46202
Phone: 317.927.9691

www.seiuhealthcareil.in.org

Governor Pat Quinn
207 State House
Springfield, Illinois 62706

October 10, 2011

Dear Governor Quinn:

SEIU Healthcare Illinois is pleased to support Illinois' Race to the Top/Early Learning Challenge application. SEIU Healthcare Illinois' Child Care & Early Learning Division unites more than 32,000 early childhood educators and child care providers—including family child care providers and family, friend and neighbor providers providing care for children through the state's Child Care Assistance Program.

Ensuring access to quality care and early learning is one of the most critical supports that the state can provide to low-income, working families. If Illinois is to succeed in ensuring a quality early childhood experience for all children—especially those most in need—we must continue to invest in improving quality throughout the child care and early learning industry, and we must provide the necessary support and resources to child care providers and early learning professionals who are already serving low-income families.

We are proud of our state's ongoing commitment to ensure access, quality and affordability throughout the child care and early learning system, and pleased that our state's RTT/ELC application views the child care and early learning industry as a unified system; expands professional development, training and credentialing opportunities for caregivers and early educators in all settings; and includes support and resources for the child care and early learning workforce to continually improve the quality of the child care and early learning system.

We are encouraged that Illinois' application includes continued and increased commitment to the Quality Rating Improvement System (QRIS), which provides opportunities for providers (including exempt and licensed home child care providers as well as center providers) to achieve quality standards in early care and education. We know that providing resources and support to providers and early learning professionals to achieve high standards of training, education and quality care is critical to achieving our collective mission. We look forward to working with child care and early learning stakeholders to continue finding ways to increase access to and expand involvement in the QRIS.

We are also encouraged that Illinois' application demonstrates a commitment to workforce development. The quality of the early learning system relies on the strength of the child care and early learning workforce. Building on the work that our state has already done to recruit, educate and retain a strong and professional early learning workforce across the spectrum, our state's RTT/ELC plan deepens our collective commitment to workforce development. This will enable providers --whether they are

licensed or license-exempt, family providers or centers-- to further expand their skills and abilities to better meet the needs of children across the state.

SEIU Healthcare Illinois has long partnered with the State of Illinois and various early childhood stakeholders in ensuring that there is a high-quality child care program that ensures high level of access to quality care. We plan on continuing to actively work with the Early Learning Council, the Child Care Advisory Council, and the Professional Development Advisory Council, as well as the wide-variety of sub-committees that are working and will continue to work to implement the vision of the RTT/ELC application. We also have and will continue to work through legislative advocacy to grow Illinois' child care and early learning system, and to ensure that all families have access to high-quality, affordable child care and early education.

Sincerely,

A handwritten signature in black ink, appearing to read "Keith Kelleher". The signature is fluid and cursive, with the first name "Keith" being more prominent than the last name "Kelleher".

Keith Kelleher
President
SEIU Healthcare Illinois



October 3, 2011

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

Dear Gov. Quinn,

Casa Central would like to voice its support of the State of Illinois' application for the Race to the Top/Early Learning Challenge Application. Our agency sees this grant as an opportunity to reach our agency's vision of integrated services for children, ages 0-5.

We have been a part of the Illinois Early Learning Council for the last 8 years. In addition to the Deputy Director of Children's Services and myself, we have other staff that participate in the Home Visiting and Oversight Subcommittees. We are also part of the Early Childhood Acuerdo at the Latino Policy Forum which represents 30 Latino non-profit agencies in the state, and who are very active in the Workforce Development, Higher Learning, Facilities Subcommittee, and Dual Language Learning subcommittees. During this time, we have seen the passage of legislation requiring bilingual certification for preschool teachers, a set-aside to help underserved communities fund the facilities needed to set up programs. The vision of an integrated system of services aimed at providing early learning and care through a variety of partnerships at the state and local level is fast becoming a reality for children throughout the state.

As an organization, we have been able to develop a continuum of services from ages 0 through 5, which encompasses a variety of modalities to reach our community of Latino families. This includes half-day program (3.5 hours), early learning/child care program (7 am – 6 pm access), and home-based services, serving over 500 children and parents through the programs we offer. We have worked hard to maintain program continuity and quality across the service options. This has allowed our families choices in continuing their child's learning, regardless of the families' employment status or location. The four community areas served by Casa Central's early learning programs show that approximately 40% of the eligible population are not being served through preschool and child care services. We see the Early Learning Challenge grant as a way of helping our agency and others in our community plan more effective ways of finding, engaging families early on in their child's life and transitioning them into kindergarten, ready to learn.

Through our teen parenting program, and community encounters for parents of children, ages 0-3, we are able to engage families early on in their child's development. Our Head Start and child



care centers allow us to offer support to working families, as well as quality learning to their children. These families would not be able to participate in an early learning program if child care was not offered. Our Home-based Head Start program offers early learning to children, using the same tools that our center-based programs do, as well as a level of family support that our families find useful as they adapt to a new country. Both children and parents emerge from this program ready to participate in school and the larger society due to their experiences.

But there is much more to be done.

Specifically, we see the Early Learning Challenge as a benefit to our agency and Children's Services through:

1. An opportunity to develop much needed infrastructure for workforce development, resulting in more teachers and other professionals who can deliver quality services in the Latino community. This will help develop a cadre of certified teachers for infants and toddlers, as well as preschool age children.
2. Expansion of mental health services to young children and their families: This is a particular need in our communities, as children are exposed to violence in the home as well as community. This stress often leaves them unable to maximize their learning in school, as much time is spent on basic social skills. Mental health services for both the children and parents will go a long way in making sure that the children are ready to learn, and have the emotional and social skills they need to be successful in school.
3. A better approach to service planning at the state, county, and city level: Services are unevenly distributed in the state as funding streams, non-profits agencies, and school systems try to determine from their perspective, what is needed. A comprehensive data base will help local collaborations ensure that the services they are implementing compliment each other, and offer families in the community different service options as their child and family needs change over time.

Casa Central supports the efforts of the Early Learning Council and its application for the Race to the Top/Early Learning Challenge.

Sincerely,

Ann R. Alvarez
President & CEO

Chicago Coalition of Site Administered Child Care Programs

4150 South King Drive, Chicago II, 60653

Co-Chairs

Sokoni Karanja
Celena Roldan

Executive Committee

Carole Robertson Center

Centers For New Horizons

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Marcy-Newberry Association

Mary Crane Association

North Avenue Day Nursery

Onward Neighborhood House

Trinity UCC

Director

Office: 773.373.5700
Fax: 773.373.0063

September 30, 2011

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

Dear Governor Quinn:

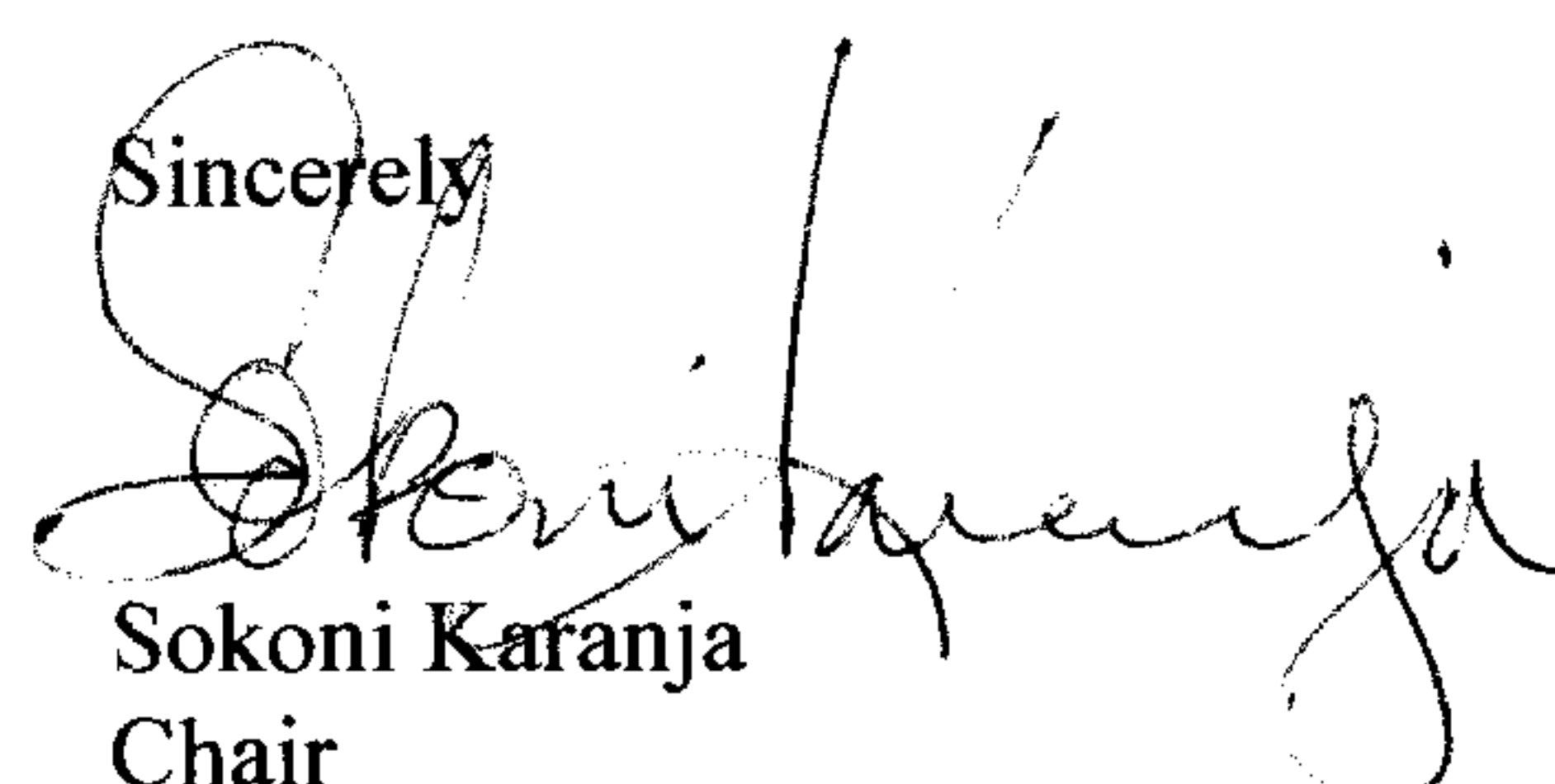
The Chicago Coalition of Site Administered Child Care Programs (Coalition) represents over 50 Agencies in Chicago, providing early learning opportunities in at-risk communities. We are community based- not-for-profit agencies providing comprehensive zero to five programs to working families who need full year full day services. Most of our members have a mixture of Head Start, Pre-School-for-All and child care funding at their sites. The Coalition works with local centers, the city and state government to improve the quality and quantity of services available. We are committed to a quality experience for every child and we understand the challenges of closing the educational gap that exists. On a regular basis we work to improve both programmatic and administrative issues facing local providers.

As chair, I am writing in support of Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. There are two of most interested to us. First we experience the need for alignment of standards. We are often caught between monitoring and assessment from three different sources. We have firsthand experience on how different measures affect the local provider and classroom personnel. We commit to working closely with the State in implementation of the Early Learning Challenge Grant on developing uniform standards and data requirements.

The second area of importance to us is the challenges within communities reaching the hardest to reach children and families. Our agencies have been at the forefront of delivering services in concentrated high need communities in Chicago. We will continue to work towards comprehensive approaches. We support the goal of identifying all high need children/families and providing high quality supports and programs.

Again, the Coalition supports the RTT/ELC proposal. If you have any questions or concerns, I can be reached at (773) 373-5700.

Sincerely,



Sokoni Karanja
Chair

cc: Executive Committee
91



October 3, 2011

*Baby Toddler Nursery
Teen Baby Nursery
Family Support Program*

2200 Main Street
Evanston, Illinois 60202

Phone: 847.491.9650

Fax: 847.491.9410

www.iwse.org

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

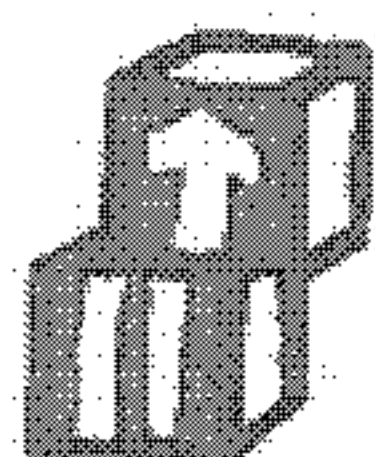
Dear Governor Quinn,

I am delighted to be expressing my complete support for the State of Illinois' application for the Race to the Top/Early Learning Challenge (RTT/ELC) proposal.

In my role as Executive Director of the Infant Welfare Society of Evanston, and as an Early Childhood professional with over 35 years serving children and families, I am fully aware of the critical importance of strong early childhood programming. Giving every child, especially the hardest to reach children, the benefit of high quality programming and services ensures that Illinois will have every child ready to enter kindergarten with a solid foundation and love for learning.

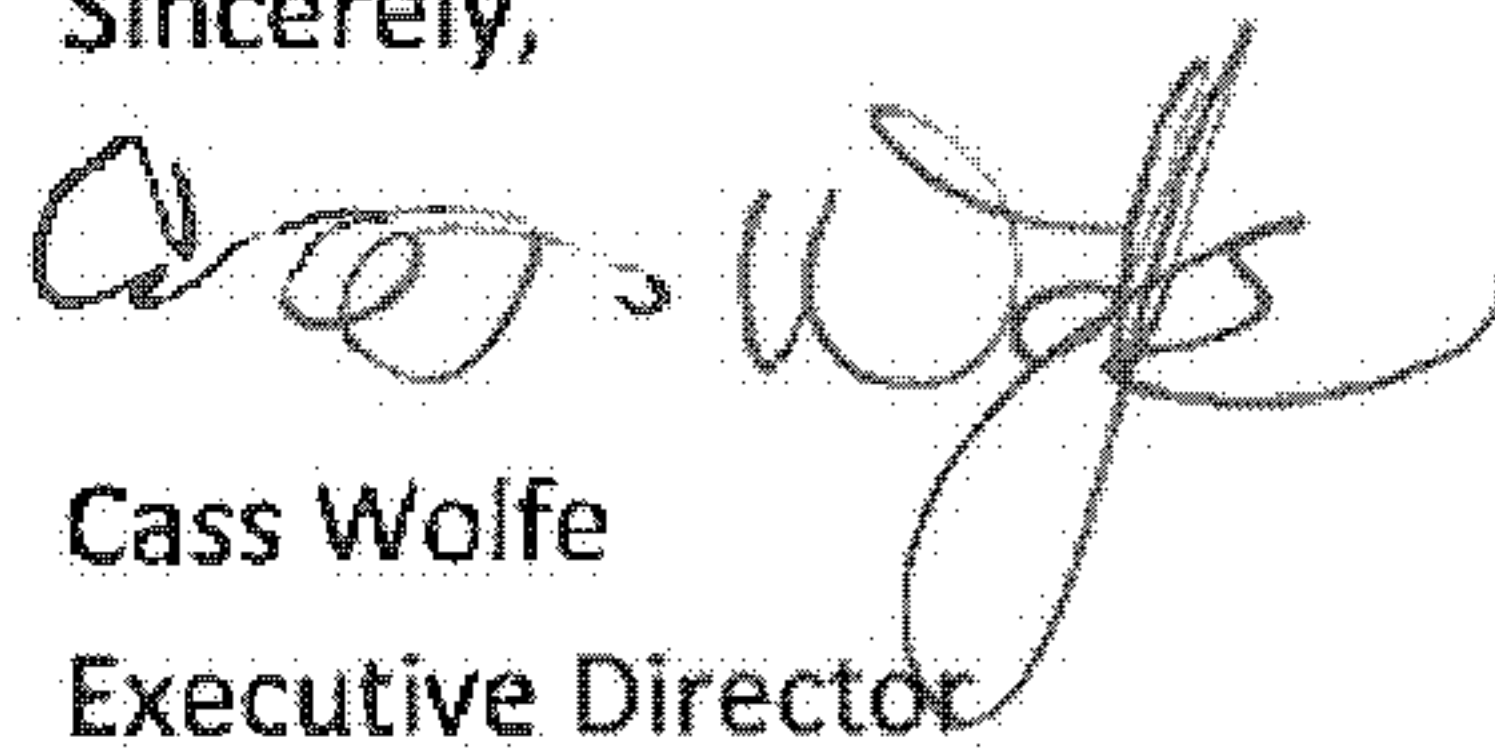
As a community based organization, the Infant Welfare Society of Evanston (IWSE) is proud to partner with many community agencies and organizations. We partner with Childcare Network of Evanston (CNE) to support full day child care services for children ages 6 weeks to 5 years old. We also have had a long-standing partnership with CNE to bring Early Head Start services to 64 infants and toddlers in center-based care, as well as another 34 in home-based Family Support programming. Another IWSE partner is the Evanston Community Foundation which supports IWSE to deliver family support programming/home visiting services to another 25 children a year. The foundation also works with IWSE and many other groups to host a learning partnership for this work. We are committed to community collaboration as that is the most effective way to deliver services.

Helping Children and Families Thrive Since 1913



As a long-serving member of Illinois' Professional Development Advisory Council, I believe that the application for RTT/ELC has many sound strategies for strengthening the professional development of our Early Childhood workforce. I support all of these efforts. I also serve on the Early Learning Council and am committed to continuing in that role in order to support and participate in the activities of the grant proposal. Thank you for your support in submitting this proposal to the U.S. Department of Education. I believe that Illinois is ready to fully implement all aspects of this proposal and make our strong early childhood commitment even stronger.

Sincerely,

A handwritten signature in black ink, appearing to read "Cass Wolfe". The signature is fluid and cursive, with a large loop at the end of the last name.

Cass Wolfe
Executive Director

McLean County Family Child Care
Tami O'Daniel - President
805 Broadmoor Dr.
Bloomington, IL 61704
309-663-0521



October 3, 2011

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

Dear Governor Quinn:

I am writing today to express my support of Illinois' "Race to the Top/ Early Learning Challenge" proposal. As a licensed child care provider for over sixteen years and President of the MCFCCA - McLean County Family Child Care Association, I feel very strongly about providing high quality early childhood care and education. The MCFCCA provides information, support, and training opportunities to all those who operate family child care businesses.

Illinois family child care licensing provides the bare minimum requirements for providers and their homes. The Quality Rating System takes care to a higher level of quality. In order for QRS to be effective not only must all providers have the opportunity to participate and acquire the necessary trainings, but parents must be aware of what the ratings mean. If Illinois is awarded this grant, I would like to partner with the MCFCCA to help promote the awareness of high quality care not only to providers, but to parents as well. Families need to understand what a quality child care environment looks like. High quality care is crucial for young children. It affects how they develop socially, intellectually, and emotionally. It is a power indicator of school readiness.

Although Illinois has some important elements in place, such as, Gateways Registry, Scholarships, QRS, and Great Start, we need to educate families on what to look for and how to find quality care. MCFCCA would love to build a partnership with INCCRRA and help in any way we can to promote all issues that surround quality care. We would like to play a key role in promoting QRS and help parents understand what that rating means.

Improving early childhood care and education in Illinois is a top priority. According to the NACCRRA, in 2011, the number of children in Illinois under six year of age that need child care is 643,555. It is crucial that everyone in our nation understand that quality child care needs to be a high priority. I urge you to approve this grant for Illinois.

Sincerely,
Tami O'Daniel - President McLean County Family Child Care Association

Metropolitan Family Services

150 years of amazing strength

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Debbie K. Wright

October 6, 2011

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

Dear Governor Quinn:

Metropolitan Family Services (Metropolitan) is in full support of Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. The goals of this plan are very well aligned with our agency mission and work.

Metropolitan has responded to the evolving and critical needs of families in the greater Chicago area for more than 150 years. Following our mission, "To provide and mobilize the services needed to strengthen families and communities," we work with more than 30,000 low income families and individuals each year. Our seven community based centers offer a range of prevention and intervention programs from cradle through rocking chair.

Metropolitan actively works in support of Illinois vision to support learning from birth through kindergarten entry and beyond. With home visiting programs such as Healthy Families and Parents as Teachers, center based parent-child development programming using the evidence based curriculum Baby Talk, and our high quality NAEYC accredited childcare programs for 2 – 5 year olds, we engage parents and children in early learning. We are currently awaiting a response from the Administration for Children and Families Office of Head Start on our application to be the Head Start and Early Head Start grantee for DuPage County, Illinois.

In addition, recognizing the significant negative impact of violence on children and their ability to learn and develop socially and emotionally, we have partnered with the City of Chicago and now the State of Illinois to implement child exposure to violence programming - Safe Start/Safe from the Start. Recently we received notice from the Office on Violence Against Women at the Department of Justice that we are awarded funding to expand that effort.

Because of the breadth of our services and investment in strengthening families and communities, all of the components of Illinois' Race to the Top/Early Learning Challenge (RTT/ELC) are of real interest to Metropolitan. One of the standout areas is identifying all high need children/families and actually providing high quality supports and programs.

Richard L. Jones, Ph.D., *President Emeritus*
A. Gerald Erickson, *President Emeritus*

One North Dearborn Suite 1000 Chicago, IL 60602-4322

Administration Headquarters 312.986.4000 Employee Assistance Network 312.663.5600 Legal Aid Bureau 312.986.4200

metrofamily.org

Metropolitan plans to continue to support the RTT/ELC plan through the participation of our Executive Vice President and COO, Colleen Jones, on the Early Learning Council and the Home Visiting Task Force. Beyond the actions identified previously, Metropolitan is currently working towards building a new childcare center in the area of highest need in Chicago – Brighton Park. It is our hope to increase high quality early learning options for more families in need.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ricardo Estrada', written in a cursive style.

Ricardo Estrada
President & CEO



Protecting children.
Strengthening families.

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

Dear Governor Quinn,

I am writing in support of Illinois' Race to the Top application. This initiative brings with it the promise of advancing the early learning system in Illinois, a critical component of ensuring children's success throughout their school years.

One Hope United (OHU) has long been a provider of early education services to low-income families and is a leader in elevating the level of quality in its programs. It has used the existing Quality Rating System to build quality and achieve improved outcomes for children. OHU serves nearly 2,000 children each year in 11 locations throughout the Chicago Metropolitan Area. Ten of these centers participate in QRS, and thus far eight have become accredited by NAEYC. As a result of quality improvements, 98% of children achieve widely held expectations in cognitive, social/emotional and physical development. We believe that all children should have the opportunity for programming that prepares them to be successful in kindergarten and beyond.

A particularly exciting component of the Illinois plan is the focus on increasing quality of instruction to the whole child. This will address the current weakness of the limited attention given to teaching health and wellness to children and their families. One Hope United is integrating a targeted health and nutrition curriculum throughout its child care centers in an effort to promote health literacy in the classroom and community, and to engage their families in activities that encourage a healthy lifestyle in their homes. We see this as a start in shaping the way that health is operationalized in Illinois's new early learning standards.

Addressing healthy lifestyles issues is a good example of the importance of community collaboration. For example, medical providers, food establishments, health clubs and local and state government all have interests in the health of the community and therefore have the potential to be engaged in community-based solutions. In addition, providers of early education will benefit from working together to shape classroom interventions and community collaborations.

I have long supported the early education systems improvement work in Illinois, having served on the Early Learning Council for several years. As current co-chair of the Space Capacity Committee, I am working with others to create solutions for a key gap in the system – that of the inadequate amount of quality spaces for early learning programs. Illinois' recent implementation of a program dedicating \$45 million to increasing such space is a good start. The Race to the Top initiative will help Illinois better integrate this aspect with the rest of the system and take it to scale. I have committed my continued participation in the Council to help see these improvements to fruition.

Sincerely,

Mark McHugh
Executive Director



(b)(6)

SPNA
Southside Professional Network Assoc.

“Planting The Seeds For a Brighter Tomorrow”

9/29/11

Governor Pat Quinn
207 State House
Springfield, IL 62706
Dear Governor Quinn:

We want to express our support for the Illinois “Race to the Top/Early Learning Challenge”. Our non-for profit organization SPNA (Southside Professional Network Association) represents over 70 family childcare providers in the city and south suburbs.

We provide childcare for approximately 300 families while committing to improve the quality of early learning and development for all children. For this reason, we feel strongly that the expanded Quality Counts QRIS will be a valuable tool in moving programs from adequate to quality.

Many of our providers are accredited and have achieved star level ratings through the current QRS system. We have also participated in the Quality Counts Grant program. This grant has helped many programs afford the necessary supplies and furnishings to transform their environments into warm, caring childcare spaces. Studies have shown that our children thrive and learn at a higher rate while moving into our more formal school system.

In addition to improving our environments, the Quality Counts Grant has supported struggling providers that were forced to shop at resale stores. Having limited resources they must purchase used toys and equipment that many times need repair or extra sanitary measures to ensure safety.

In closing, we are hopeful that the expanded Quality Counts/ QRIS system will encourage more providers to improve their programs to ensure all children experience high quality childcare.

Sincerely,

DeCarla Burton

DeCarla Burton

SPNA President

8168 S. Cornell, Chicago, IL 60617 * (773) 768-0289 * www.spna.net



Stephanie Farr
President, Home Day Care Provider's Association
714 1700th St.
Lincoln, IL 62656

October 1, 2011

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

Dear Governor Quinn,

My name is Stephanie Farr and I am the President of the Springfield (IL) Home Day Care Provider's Association. I am writing this letter in support of Illinois' "Race to the Top/Early Learning Challenge" proposal.

The Springfield HDCPA is an organization of professional men and women who provide DCFS licensed care to children in our homes. We promote quality and professionalism within family child care programs in Springfield and the surrounding areas. We offer referral services to parents looking to find quality family child care programs and professional training to those caregivers in our association. The programs available both in the state of Illinois and nationwide to assist providers in their professional growth are advertised through our association.

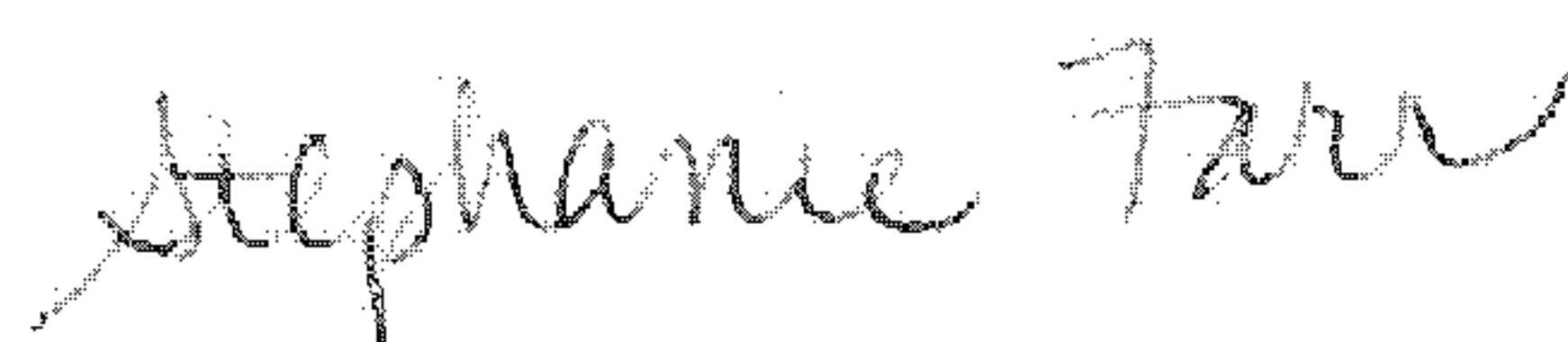
I believe that through this RTT/ELC grant, Illinois child care providers would receive the training and resources to better serve all families throughout the state. By establishing a state-wide Quality Rating and Improvement System, both providers and families would benefit in numerous ways. Providers would be able to better know the needs of the children and families that they serve by following unified assessments. This knowledge would come through the professional development opportunities that would coincide with the newly established QRIS guidelines. Families would benefit by having a clear indication of the level of professionalism of a provider because of the QRIS tiered levels. Children will be better served because of the training opportunities available to the child care providers. This grant would greatly enhance the school readiness of all children who are a part of

professional child care programs.

The Home Day Care Provider's Association would be willing and able to work with the practitioners of this QRIS system by advertising the system and the professional training opportunities that will go along with the system. We currently promote national accreditation through the National Association of Family Child Care, as well as several programs offered by the Illinois Network of Child Care Resource and Referral Agency. These programs include the current Quality Rating Systems, the Great Start Wage Supplement, the Gateways Scholarship Program, and more. We are also in the talking stage of reorganizing the state-wide Family Child Care Association that could promote this professional QRIS System. The goal of this grant and our association are one in the same: to give the children that we serve the best possible start to school and to life.

Thank you for reviewing this letter of support. Illinois providers and families would be greatly appreciative if Illinois were chosen for the grant monies.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Farr".

Stephanie Farr
HDCPA President



1436 W. Randolph St.

4th Floor

Chicago, IL 60607

312.226.5141

Fax 312.226.5144

cofi@COFIonline.org

www.COFIonline.org

October 10, 2011

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

Dear Governor Quinn:

On behalf of the Board of Trustees of Community Organizing and Family Issues (COFI) and the thousands of low-income parent leaders trained by COFI who are, today, working to improve their communities and their children's schools and preschools, I write to express our strong support for Illinois' Race to the Top/Early Learning Challenge proposal.

COFI's work to ensure that *every* Illinois child has access to high quality preschool programs comes straight from the voices and experiences of thousands of Illinois parents. We work with parents who are concerned that too many children in their communities are never graduating from high school and who see that the school-to-prison pipeline begins as soon as at-risk young children enter kindergarten without the benefit of quality preschool, lacking the skills and the knowledge necessary to succeed in school. These parent leaders reached out to over 5,000 other parents with young children to understand why their children were not enrolled in preschool and shared their findings and recommendations in a seminal report, *Why Isn't Johnny in Preschool?*, which has informed the Early Learning Council's work on increasing enrollments of "hard-to-reach" families.

Illinois' Race to the Top/Early Learning Challenge proposal creates a unique opportunity to enroll many more of Illinois' most highly at-risk young children in programs that literally can turn their lives around. COFI is particularly interested in those aspects of the proposal that support communities with significant numbers of unenrolled at-risk children, and address parent and community engagement in that process.

COFI commits to being a resource for the proposed Consortium for Community Systems Development in developing and supporting collaborations in Concentrated High Needs Communities by providing our nationally recognized parent

Strengthening
Family Voices
Transforming
Communities

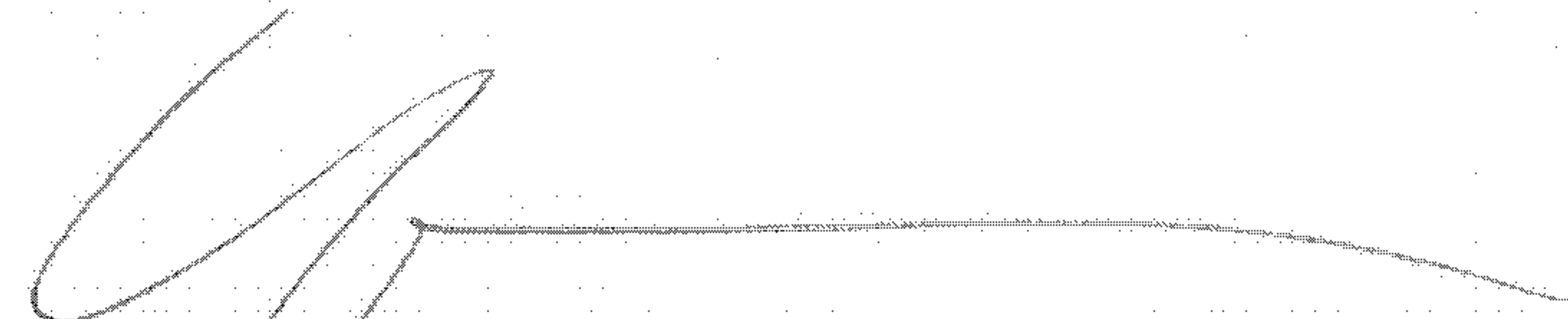
Letter of Support
October 10, 2011
Page Two

leadership training program model to build and strengthen parent leadership in community collaboratives. This model, which has successfully engaged *thousands* of low-income Illinois parents *for the first time in their lives* as community leaders and advocates for children, is offered in two phases. In the first phase, parents come to see themselves as leaders and to set goals for improving their own and their families' lives, working in teams to achieve these personal goals and beginning to work together to improve outcomes for families with young children. In the second phase, parent leaders reach out in teams to hundreds more parents, to gain their perspectives on the needs of families with young children and to involve them in early learning community collaborations.

To date, this model has generated over 25,000 parent outreach visits and built three dozen parent leadership teams working in 15 Chicago communities. The process has also been implemented to reach parents of children not enrolled in quality preschool programs to do so, resulting in hundreds of new Head Start enrollments in several targeted communities. It has created "walking preschool buses" at several Chicago public schools. And, it has taught dozens of staff of social service and community based organizations throughout Illinois and beyond how to fully engage "hard-to-reach" parents in their programs.

Thank you for providing the leadership to ensure that Illinois' Race to the Top/Early Learning Challenge proposal will be unique, of enormous benefit to Illinoisans, and, we hope, successful.

Sincerely,

A handwritten signature in black ink, appearing to read "Ellen Schumer", followed by a long horizontal line extending to the right.

Ellen Schumer
Executive Director

October 6, 2011

Executive Committee

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Bruce Bohren

President-Elect

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Jolene Lowder

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

Dear Governor Quinn,

On behalf of the nearly 135,000 members of the Illinois Parent Teacher Association (Illinois PTA), we appreciate this opportunity to express our support for the Illinois Race to the Top/Early Learning Challenge proposal. Improving the quality of early learning by engaging families will enhance comprehensive educational services to Illinois children - a primary goal of the Illinois PTA.

The value of high-quality early learning programs in closing the learning readiness gap for all students has been demonstrated time and again, and with the ever-increasing number of young children identified "at-risk", it is essential that Illinois honor its commitment to our most vulnerable citizens.

The Illinois PTA continues to represent parents on the Illinois Early Learning Council, as well as on the Public Awareness sub-committee, and is eager to act as a liaison in providing information to parents throughout the state. In addition, a representative of our association participated in the creation of the Kindergarten Readiness Assessment. We are committed to making this comprehensive approach to readiness assessment a reality in Illinois.

As the work of the P-20 Council continues in the development of a comprehensive, high-quality educational environment for children from preschool through post secondary school, we believe that an essential ingredient is the recognition of the role parents play in the education process.

The Race to the Top/Early Learning Challenge proposal incorporates parental engagement as a strong component of student success. We applaud the Illinois State Board of Education for this proposal.

Sincerely,

Bruce Bohren

Bruce Bohren,
President

October 11, 2011

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

Dear Governor Quinn:

On behalf of Strengthening Families Illinois I am writing this letter in support of Illinois' *Race to the Top/Early Learning Challenge (RTT/ELC)* proposal.

Strengthening Families Illinois (SFI) is a statewide movement and collaboration among more than 40 partner organizations and over 100 direct service programs working to build six Protective Factors to keep families strong. And to that end, SFI has been building family and community resilience and effective partnerships between parents and the systems that serve them and their children. We have two strong elements within our program which we will leverage to help support the Race to the Top efforts: a) our network of over 5000 parent leaders committed to strengthening their own families and communities, b) the ability to engage with service providers within more than 150 early education programs serving more than 10,000 children and families that participate in one of our 13 SFI Learning Networks statewide working to embed the Strengthening Families approach and practice which promotes a strength based, family-centered approach in schools, agencies, and organizations serving children and their families. One of the primary strategies we've used is the Parent Café process and parent leadership training and through those technologies we have convened over 400 parent cafes statewide since 2007 reaching more than 7000 parent participants.

Parent engagement and family strengthening are at the core of the Strengthening Families Initiative and an integral part of quality within early care and education. All of the wonderful parent training and home visiting and curricula that Illinois has developed over the years in other systems can only be effective if there are strong relationships between parents and providers and that is where Strengthening Families Illinois can add value to this project.

We are delighted to support the effort in several concrete ways:

- As a source for providing technical assistance and training through the Center for Collaboration on topics for early childhood staff (*Protective Factors, Recognizing and Responding to Signs of Family Stress, Communicating with Families, Building Relationships with Families, Developing Collaborative Relationships, Understanding Trauma and Children Exposed to Violence*) as well as parent leadership training and training on Parent Café implementation. We have trained close to 500 parents on Parent Cafes and implementing the World Café process and will continue this effort
- Working with high need communities to establish SFI Learning Networks and linking them to community collaborations.

- Assisting with developing parent leadership throughout all of the Race to the Top initiatives and linking our current parent leadership team with other parent leadership development efforts.

We have a strong track record of collaboration with many, if not all, of the key partners critical to implementing this effort including, the Illinois Department of Children and Family Services, the Illinois Network of Child Care Resource and Referral Agencies and the 14 child care resource and referral agencies statewide, Illinois State Board of Education, Head Start programs, All Our Kids (AOK) Networks, family advocacy centers, the Birth to Three Training Institute and others.

Our efforts through existing SFI Learning Networks and parent leaders will also support one of the application's overall goals towards ensuring that state and local systems are in place to support screening, appropriate referrals, and follow-through to meet the health, behavioral, and developmental needs of all high need children and meeting the objective of implementing a "whole family" approach to "whole child development" for children with high needs rooted in involving parents.

Thank you for the opportunity to express our organization's support of the Illinois Race to the Top application. I can be reached for additional questions as needed at 312/402-0961 or via email at kathygw@strengtheningfamiliesillinois.org.

Sincerely,



Kathy Goetz Wolf
Executive Director
Strengthening Families Illinois
310 S. Peoria St., Suite 301
Chicago, IL 60607



Healthy Steps for Young Children Program
Advocate Health Care
205 W Touhy, Suite 125
Park Ridge, IL 60068

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

Dear Governor Quinn,

The Advocate Health Care Healthy Steps for Young Children Program is committed to support for Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. The goals of our work are to increase the financing and delivery of preventive health and developmental services for young children in the state of Illinois. We do this by providing primary care providers, physicians, nurse practitioners and physician assistants and their staff, with training and technical assistance around screening for developmental and psychosocial delays and concerns as well as family factors effecting children in early childhood. These goals are directly related to the work Race to the Top is promoting.

With our partners, Illinois Chapter of the American Academy of Pediatrics, we focus on the whole child and whole family through our Enhancing Developmentally Oriented Primary Care (EDOPC) project. Our funding allows us to identify all children and families in high needs communities and connect them to high quality support and services through community resources. We know that research shows investing in young children and making referrals for mildly delayed and children at risk as early as possible saves society a significant amount of money later in life, and parents a lot of stress. In addition to this Healthy Steps training is conducted in four residency programs in the Chicago area, three at Advocate Health Care and one at University of Illinois Chicago.

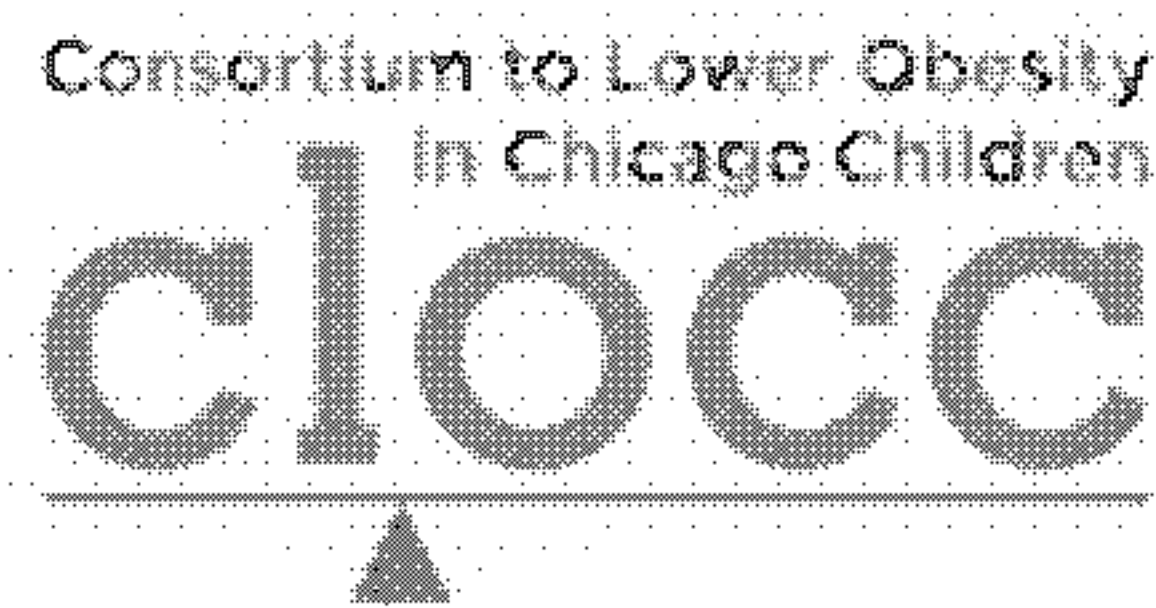
The scope of our work through the EDOPC project has been significant. In addition to conducting practice-based presentations on child development and mental health topics, including screening, billing, and referral issues, we assist practices with strategies that can benefit children, families and providers. We also work with them in overcoming potential barriers to incorporating new and improved services. We have sought input from physicians and faculty at medical residency programs and in doing so engaged them in the effort, often enlisting their involvement in future activity. We have made many connections both within the state and nationally that will help advance efforts to improve the quality of health care for young children and families in Illinois. Continued implementation of these activities will strengthen these relationships and help Illinois be recognized as a national leader in child development and family mental health issues.

We would like to express our support for Illinois' RTT/ELC to insure communities have a system and a process in place for making sure that no child falls between the cracks.

Sincerely,

A handwritten signature in cursive script that reads "Anita Berry".

Anita Berry MSN, RN, CNP, APN, PMHS
Director, Healthy Steps Program
Project Director EDOPC



October 7, 2011

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

Dear Governor Quinn,

It is my distinct pleasure to write this letter of support for Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. The Consortium to Lower Obesity in Chicago Children (CLOCC) is a broad-based consortium of 3000 individuals from over 1200 organizations working together to address the childhood obesity epidemic in Chicago and beyond through public education, community organizing, institutional change, clinical practices, and policy initiatives. Our state is ranked fourth in the nation for obesity prevalence among 10-17 year olds. The evidence is clear that early childhood is a critical time and childcare and early childhood educational settings are important contexts in which to conduct childhood obesity prevention interventions.

CLOCC is committed to working with the State of Illinois and its partners to advance the Illinois early childhood system, specifically the implementation of those elements of an integrated system of high-quality early learning and development programs and services that will promote the health of children, and thus maximize their educational potential. We are specifically interested in providing technical assistance and expert consultation to the initiatives proposed in this application that involve redesigning the QRIS system to incorporate standards related to nutrition, physical activity, and screen-time and implementing trainings for child care providers to support these standards.

The proposed initiative would certainly improve the health and overall development of Illinois children during a critical time in their lifespan, and thus help curb the childhood obesity epidemic in our state. Thus, it is without hesitation that I enthusiastically support this proposal and commit our continued support upon its funding.

Sincerely,

Adam B. Becker, PhD, MPH
Executive Director



DUPAGE COUNTY HEALTH DEPARTMENT

111 North County Farm Road, Wheaton, Illinois 60187

(630) 682-7400

www.dupagehealth.org

September 26, 2011

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

Honorable Governor Quinn,

This letter is written in support for Illinois' Race to the Top/Early Learning Challenge (RTT/ELC) grant proposal. This opportunity, which focuses on improving early learning and development programs for young children clearly reflects a strategy and interventions that will address multiple complex public health and early education priorities.

This is of particular interest to the DuPage County Health Department as DuPage County has experienced an explosive growth of poverty within its borders over the past decade. This growth has not been across all demographic categories, but rather, it has grown disproportionately in the populations of children and adult (child bearing ages) across the County. According to the 2009 data, over 83% (133,723) of the individuals living in households at/below 200% of poverty are represented in those two population categories within DuPage County. Poverty is widespread and exists in isolated pockets in DuPage County. Unlike in more urban neighborhoods, the families with young children who are living in DuPage County lack the network of support and the infrastructure that can off-set some of those challenges.

The DuPage County Health Department (DCHD) provides the Women, Infants' and Children's (WIC) Supplemental Nutrition Program in addition to the partner program of Family Case Management (FCM) program. Through a centralized intake process, families are dually enrolled in these programs, which leverage local, state, and federal funds to address the nutritional, health, social-emotional, and very early learning needs of DuPage County's youngest, and most vulnerable residents.

The growth of these programs at the DuPage County Health Department has been substantial—from a caseload size of 5231 in the year 2000 to the most recent month available (August, 2011) when the caseload size stood at 12, 854—which translates to 145% growth! In 2009, over 43% of the babies born to DuPage County residents were enrolled in these programs designed to improve birth outcomes and to assure early health and development successes. The number of first time families eligible for more intensive case management programs, based upon the Healthy Families-Illinois criteria stood at 82% in SFY 10, a level need that outstrips the local capacity for intensive case management programs.

In order to strategically meet the increased demands of these families, DCHD has worked to assure that internal services are provided to eligible families in the most efficient manner possible, and at the same time, families enrolled in services through the Health Department are referred to any community-based agencies that may support their efforts to succeed, as well. On an individual client family basis, the Family Case Management program provides services that assure enrolled families are:

Everyone. Everywhere. Everyday

In an emergency go to www.protectdupage.org and tune into WDCB 90.9 fm radio.

1. Linked to a **medical home** and utilize that resource for prenatal, well-child, immunization and sick care;
2. **Assessed for risks** that may interfere with fetal/early childhood development, such as substance abuse, domestic violence, child abuse/neglect or mental health concerns;
3. **Referred** to more intensive case management services, such as external resources such as Teen Parent Connections, Parents as Teachers, Early Head Start—or referred to the intensive case management services provided by the Health Department, Healthy Families-Illinois and Nurse Family Partnership;
4. Assured that their infant's **development is appropriate and expected** based upon Denver Developmental Screenings or Ages and Stages Developmental Screenings that are conducted at every visit.

Due to funding limitations, many families who are successfully engaged in services through the DCHD for their infant's first year lose support at a critical time in both the parent's development as well as the young child's development. This proposal would enable an uninterrupted, community-based, family-focused structure to support these families during the early childhood years.

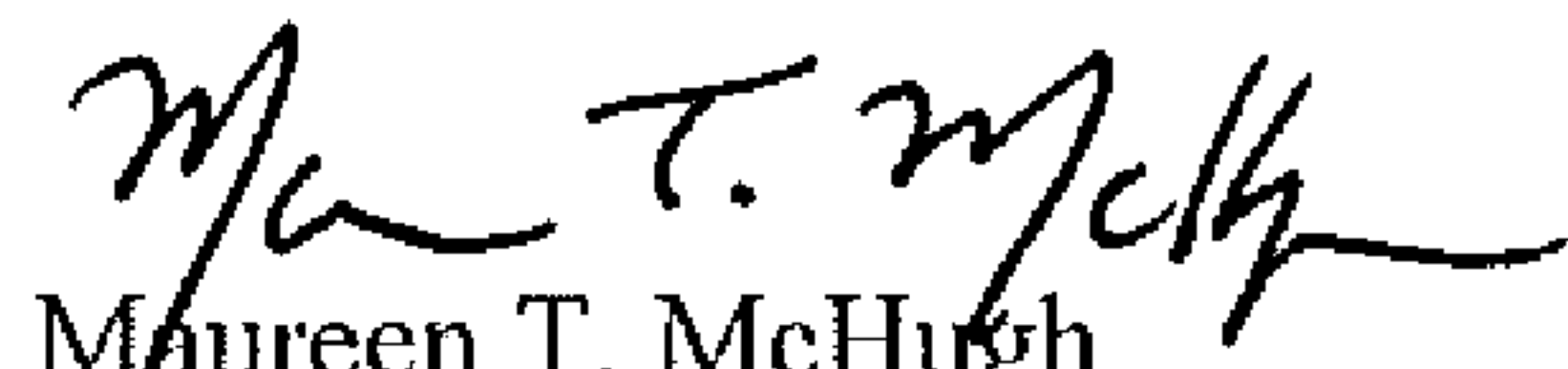
DCHD is actively involved in community-wide collaborative efforts led by Positive Parenting, working toward the shared goal of reaching all high-risk children and families with the appropriate level of services in order to promote health and success throughout a lifetime. We are enthusiastic supporters of Illinois' plan to expand community collaborations because we know it's a strategy that works!

Clearly, the challenges to high risk families are complex and the number of families requiring services is growing at the same time resources available through the State of Illinois are being reduced. In order to address this disparity, the DCHD has placed high level Maternal-Child Health leadership professionals on the State's Early Learning Council, and the Community Systems Work Group.

Leveraging of resources through the Maternal-Child Health Services can provide a base upon which to expand the Early Childhood Development opportunities. This will provide a seamless safety net that will link high-risk, high need families with a consistent set of resources from prenatal through their children's entry into preschool. This investment in the children of DuPage County will reap significant and long-lasting benefits throughout their lifetime.

It is my pleasure to offer the support of the DuPage County Health Department to this exciting proposal.

Sincerely,



Maureen T. McHugh
Executive Director



Coalition of Communities Working Together to Improve Oral Health in Illinois

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October 7, 2011

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

Dear Governor Quinn:

On behalf of the IFLOSS Coalition, I urge you to support the Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. Promoting optimum child development is aligned with the mission of the IFLOSS Coalition in regards to child health and thus their ability to learn. Even though IFLOSS focus in on oral health, statistics show that when children have oral disease that is causing harm, their ability to learn is severally limited.

IFLOSS is committed to joining Illinois State Board of Education as a partner, specifically with *Deepening alignment and integration within local systems, focusing on areas of concentrated high need.* Support at the local level and system level for community collaborations --Funding to enhance or develop community collaborations in Concentrated High Need Communities towards the goal of identifying, screening and referring all children to appropriate services. The membership body of the IFLOSS Coalition is comprised of community collaborations. By utilizing partnerships and community level organizations, anything may be accomplished.

IFLOSS has partnered with the Illinois State Board of Education, along with the Illinois Department of Public Health, in regards with the mandated school age dental exams. Thank you for your thoughtful consideration to this proposal that would build the necessary infrastructure for comprehensive support of learning from birth through kindergarten entry and beyond.

Sincerely,

Lisa Bilbrey
Coordinator



Illinois Chapter

October 7, 2011

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

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Executive Director

Scott G. Allen, MS
1400 W. Hubbard
Suite 100
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312/733-1026, ext 202 (O)
312/733-1791 (F)
sallen@illinoisAAP.com

Dear Governor Quinn:

I am writing to express the support of the Illinois Chapter of the American Academy of Pediatrics for the Race to the Top/Early Learning Challenge (RTT/ELC) application being submitted by the State of Illinois. ICAAP is an organization of nearly 2,000 pediatricians throughout Illinois. Our mission is to promote the right of all children to live happy, safe, and healthy lives; to ensure children receive quality medical care from pediatricians; and to assess and serve the needs of our membership.

ICAAP has a long history of programs to improve access to and quality of health services for young children. We frequently collaborate with state agencies and other partners on improving the early childhood system. Our Enhancing Developmentally Oriented Primary Care (EDOPC) program, which teaches early childhood developmental screening and referral, has not only increased access to these services in primary care but has helped medical providers and families better utilize community programs such as Early Intervention (EI). This nationally-recognized work has resulted in universal referral and care coordination processes shared by multiple service providers as well as training on working with medical homes which is now formally offered through the state for EI providers.

ICAAP is also the Reach Out and Read Illinois Coalition, through which we support over 120 clinics in the state to provide new, developmentally-appropriate books and literacy education to low-income young children and parents during 6 month to 5 year pediatric visits. This program is evidence-based and has been shown to improve language scores and increase reading to children in the home. By taking advantage of the parent-physician relationship and frequency of health care visits in the early years, it provides critical support toward early literacy and school readiness. The pediatricians who offer this program not only encourage reading to children but also help parents who exhibit low-literacy connect to supportive resources

ICAAP is excited to partner with the Illinois State Board of Education and other state agencies, community groups and advocates to implement RTT/ELC. We will serve as experts on child development and anticipatory guidance for families, and will continue our work to encourage screening, referral and appropriate treatment for children with high needs both in primary care and other settings. We will work with our partners in early childhood programs to make connections with primary care to ensure that all Illinois children have medical homes and access to quality care, because appropriate health care is critical to early learning and success in school and life.

Sincerely,

A handwritten signature in black ink that reads "Scott G. Allen". The signature is written in a cursive style and is positioned above a dotted rectangular box.

Scott G. Allen, MS
Executive Director



Illinois childhood trauma coalition

208 South LaSalle Street • Suite 1490 • Chicago, IL 60604 • P: 312.516.5560 • F: 312.456.0088

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

Dear Governor Quinn:


On behalf of the Illinois Childhood Trauma Coalition (ICTC), I am pleased to provide this letter of support for Illinois' Race to the Top/Early Learning Challenge application (RTT/ELC). Made up of over 60 agencies and organizations, ICTC is dedicated to promoting the prevention and treatment of childhood trauma. Several ICTC member organizations are involved with early childhood development and early learning programs as well as a few who serve on the Early Learning Council. Our membership is committed to including the special needs of young children in all of our work on childhood trauma. More specifically, ICTC was part of a team which drafted the training curriculum for Illinois' Safe from the Start program and coordinates the Stories for Children that Grown-Ups Can Watch project, developing material for young children exposed to violence.

Our interest in RTT/ELC is in increasing the capacity of early learning programs to reach children with high needs as well as to meet those needs. We believe that children with high needs are often children who have had multiple adverse childhood experiences (ACES). We believe that by using more comprehensive assessment tools that are better understood and integrated into the learning environment, more children will overcome those early experiences. Early learning centers also provide an excellent opportunity to engage parents in helping their children to heal from what they may have seen, heard or felt.

Our intent at ICTC is to provide whatever assistance and consultation that may be useful to early learning providers on the issue of childhood trauma. This could come about through the work of our members who are also members of the Early Learning Council or by sharing our knowledge of childhood trauma in training experiences or through material we have developed or are in the process of developing.

Good luck with this proposal. It has the potential to help thousands of young children as well as furthering the work of childhood trauma.

Sincerely,


Anne G. Studzinski
Managing Director



October 12, 2011

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

Dear Governor Quinn,

On behalf of the Illinois Maternal and Child Health Coalition (IMCHC), we write this letter of support for Illinois' "Race to the Top/Early Learning Challenge" grant application.

As a member of Chicago Mayor Rahm Emanuel's Early Learning Executive Council, I absolutely understand that importance of ensuring that high-quality programs serve the most high-risk children.

IMCHC recognizes the tremendous benefits that a strong early learning system can play in ensuring the success of children in life. We strongly support the priority goals in the application to identify high-risk children and families and improve the quality of programs. We also see these grant funds as an opportunity to break down existing silos in programs that work with young children and their families and ensure that necessary data is shared and coordinated for efficient and effective service delivery.

Please feel free to contact me if there is any additional assistance we can lend to support this grant application or with the implementation of the grant.

Sincerely,

Janine Lewis
Executive Director

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Janine Lewis



Illinois Public Health Institute works through partnerships to promote prevention and improve public health systems that maximize health and quality of life for the people of Illinois.

Center for Policy and Partnership Initiatives
Elissa.Bassler@iphionline.org

Center for Community Capacity Development
Laurie.Call@iphionline.org

Center for Health Information Technology
Peter.Eckart@iphionline.org

Elissa J. Bassler, CEO

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Phone: (312) 850-IPHI (4744)
Fax: (312) 850-4040
<http://www.iphionline.org>

October 6, 2011

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

Dear Governor Quinn:

It is my pleasure to provide this letter of support for Illinois' Race to the Top/Early Learning Challenge proposal.

The Illinois Public Health Institute (IPHI) works through partnerships to promote prevention and improve public health systems that maximize health and quality of life for the people of Illinois. IPHI takes a very broad view of health and is keenly interested in the "social determinants of health." We believe that in order to achieve the healthiest possible population in Illinois, a range of stakeholders who affect health and/or need a healthy population comprise the public health system and must work together in a systematic fashion to achieve our health goals. Evidence clearly demonstrates the correlation between educational achievement and health, and therefore, improving education, especially early education, is an important aspect of improving public health.

A key component of our work over the last eight years has been the promotion of Illinois' State Health Improvement Plan (SHIP), which prioritizes addressing the social determinants of health and reducing health disparities; improving nutrition and physical activity; promoting mental health; improving data systems; and strengthening collaboration and public health systems development. The Race to the Top/Early Learning Challenge grant will help achieve Illinois' state level health goals.

In addition, IPHI has convened Illinois' statewide obesity prevention coalition, the Illinois Alliance to Prevent Obesity (IAPO). IAPO unites stakeholders in a number of domains, including health, early childhood development, employers, transportation and other sectors to improve nutrition and increase physical activity through policy, systems and environmental change strategies. The IAPO State Obesity Action Roadmap articulates strong support for improving nutrition and physical activity in early childhood settings, and we believe the Race to the Top/Early Learning Challenge grant, by increasing the number of disadvantaged children who receive early learning and development services, and the Illinois proposal's attention to comprehensive services including health, and its whole child focus can be instrumental in achieving IAPO goals regarding early childhood settings.

If Illinois is awarded the Race to the Top/Early Learning Challenge grant, we envision integrating and leveraging the activities in the work with IAPO; several of the IAPO Steering Committee and Leadership Council members are also active in the early learning council, including Illinois Action for Children, the Ounce of Prevention Fund, and Voices for Illinois Children, and this leadership in both arenas will facilitate integration. In addition, IPHI will advocate with the SHIP Implementation Coordination Council to align its efforts with those of the Early Learning Challenge grant.

We strongly support this proposal, and look forward to working closely with your administration should the grant be awarded.

Sincerely,

A handwritten signature in black ink, appearing to read "Elissa Bassler", is written over a light gray dotted grid background.

Elissa J. Bassler
CEO



**Easter Seals
Metropolitan Chicago**

1939 West 13th Street
Suite 300
Chicago, Illinois 60608-1226
312.491.4110 Phone
312.733.0247 Fax
www.eastersealschicago.org

October 7, 2011

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

Dear Governor Quinn:

On behalf of Easter Seals Metropolitan Chicago (ESMC), I write to express our support for Illinois' "Race to the Top/Early Learning Challenge (RTT/ELC)" proposal.

Easter Seals is pleased to have longstanding and robust partnerships with the Illinois State Board of Education (ISBE) and Illinois Department of Human Services (IDHS) on several levels. Easter Seals works collaboratively with ISBE and IDHS to provide the highest quality in Early Childhood Services in the City of Chicago, Suburban Cook County and the Rockford region. We wholeheartedly support Illinois' dedication to:

- Improving the quality of early learning and development and close the achievement gap for children with high needs,
- Increasing the number and percentage of low-income/disadvantaged children from birth to age five enrolled in high-quality Early Learning and Development Programs and
- Implementing an integrated system of high-quality Early Learning and Development programs and services.

Easter Seals Metropolitan Chicago currently serves over 2,700 infants, children and their families through the provision of comprehensive Child Development Services. ESMC has Head Start, Early Head Start, Preschool for All and Prevention Initiative Programs in the City of Chicago. In addition, ESMC is serving over 2,000 infants, toddlers and their families in the Illinois Early Intervention System. ESMC also provides Doula and Home Visiting services as well as Family Support services in the Rockford Region. Each of these programs targets services to Illinois' most vulnerable and at-risk populations.

In addition, Easter Seals manages three Autism Therapeutic Schools (Chicago, Tinley Park and Rockford) in the State of Illinois and is considered a premier vendor for the Chicago Public Schools (CPS) when it is determined that a child would benefit from placement in a therapeutic school environment. We have been working with ISBE in this capacity since 1993. In 2008, Easter Seals built a state-of-the-art Therapeutic School and Center for Autism Research campus in the Illinois Medical District 1939 West 13th Street, Chicago. The new center allows Easter Seals to expand its landmark autism program and custom design a facility to meet the special needs of students with autism, emotional behavior disorders and severe learning disabilities. The importance of this project is evident in that the State of Illinois, the City of Chicago, the Illinois Medical District (IMD) and the University of Illinois communities are involved with Easter Seals' project along with private partnerships.

Thank you for considering ISBE's application for a Race for the Top grant. Please do not hesitate to contact me if additional information is needed.

Sincerely,

F. Timothy Muri
President & CEO

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

Dear Governor Quinn,

I am writing to express strong support for Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal.

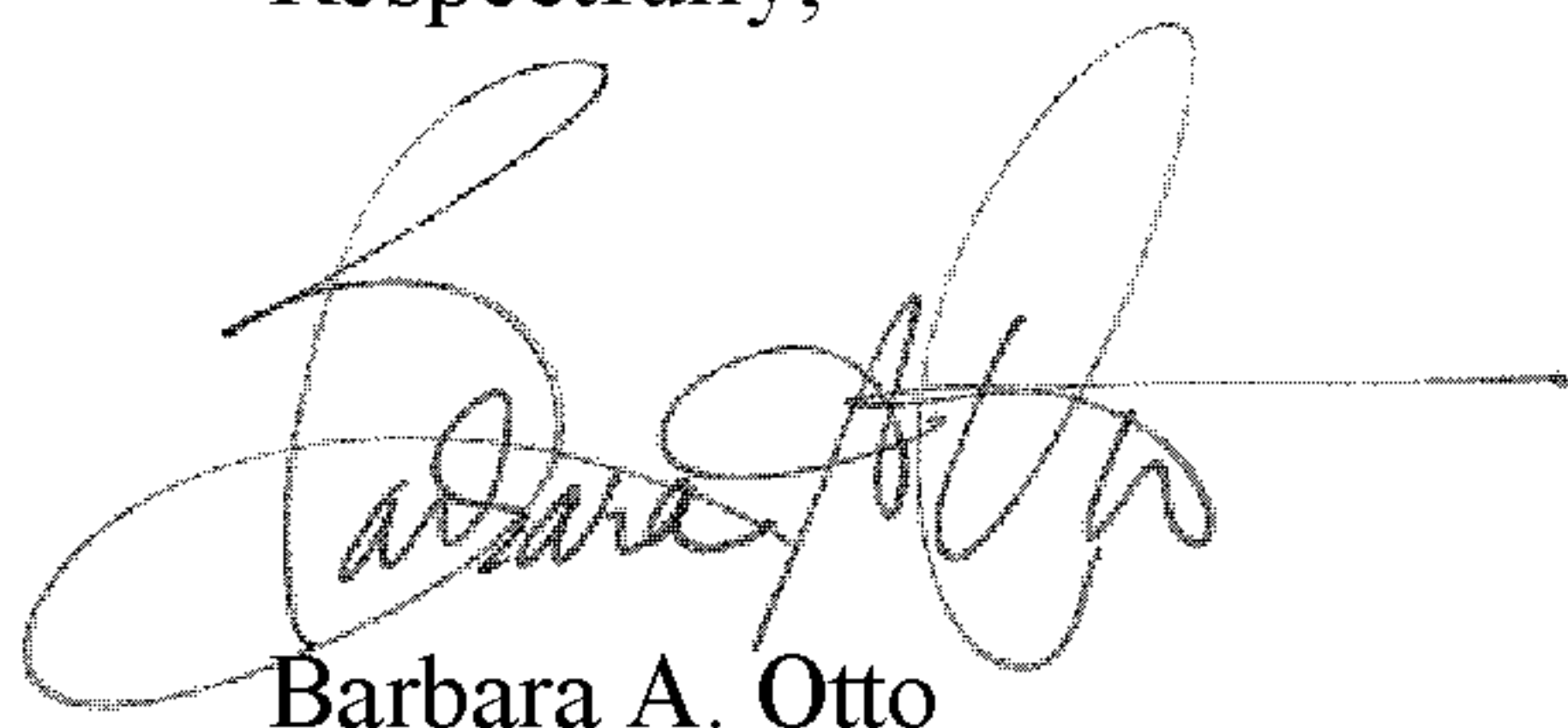
Founded in 1992, Health & Disability Advocates (HDA) promotes education and work opportunities, income security and improved healthcare access and services for children, people with disabilities and low-income older adults. Our programs and policy work advances health and educational equity for some of the most disadvantaged and vulnerable children in Cook County. Specifically, our Chicago Medical Legal Partnership for Children (CMLPC) helps hundreds of children and youth each year with a wide range of physical, mental, developmental and behavioral health challenges access Early Intervention (EI), Special Education and Medicaid-funded services.

Our team of legal and policy experts have identified that children birth to five with developmental delays and disabilities are currently being denied appropriate early intervention, special education and health supports. Conservative estimates based on statistical models suggest that thousands of children that should qualify for services are left unidentified. As well, even when children do access early intervention services, thousands of them fall through the cracks each year as they are not systematically transitioned from early intervention into CPS schools with appropriate planning, coordination and support.

HDA has a longstanding commitment to working collaboratively to advance health and educational equity for Illinois children. CMLPC Project Director Amy Zimmerman served on the Statewide Early Intervention Task Force and is currently on the EI Council's Early Intervention Service Delivery Approaches Workgroup, and worked closely with the Ounce of Prevention to contribute key recommendations to improve identification, evaluation, provision, transition and accountability of special education services and supports for very young disadvantaged and vulnerable children, regardless of the setting in which they receive education and care. Ms. Zimmerman also serves on numerous other coalitions, including the Attorney General's Special Education Advisory Committee, the Family to Family Health Information Center Advisory Board and the Governor's Lead Safe Housing Advisory Council and Illinois Lead Safe Housing Task Force.

The ultimate goal, and HDA's commitment to RTT/ELC is to pool our knowledge and resources to build a robust system that delivers timely and effective coordination of special education services and appropriate supports for high need children birth to five and their families.

Respectfully,



Barbara A. Otto
Chief Executive Officer,
Health & Disability Advocates



The
HOPE INSTITUTE
for Children and Families

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September 29, 2011

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

Dear Governor Quinn:

I am writing on behalf of the Hope Institute for Children and Families in support of Illinois' Race to the Top-Early Learning Challenge proposal. The Hope Institute is a statewide not-for-profit organization that serves children with autism and other developmental disabilities. Hope offers a number of programs and services including education, health, and residential services to children with special needs.

The Hope Institute is invested in the early childhood development system, as we focus a large part of our services on young children with developmental disabilities. Hope operates two schools—the Hope School Learning Center in Springfield and the Hope Institute Learning Academy in Chicago—and leads The Autism Program of Illinois (TAP) in providing resources and services to children with autism throughout the state. As stakeholders in the early childhood development system, we understand the importance of creating a system that will benefit high needs children at the earliest stages in their emotional, social, physical, and intellectual development.

We at Hope believe that Illinois' participation in the Race to the Top-Early Learning Challenge will significantly improve the quality of early learning and development programs in Illinois and help close the achievement gap for children with special needs. Hope is committed to ensuring that all children, including those with developmental disabilities, receive the special attention and resources that they need to succeed.

The Hope Institute is committed to early learning in Illinois. I have been on the Early Learning Council since its inception and I plan to continue as long as you would like me to participate.

Thank you for ensuring that the children of Illinois are not left behind in the Race to the Top.

Sincerely,



Mary Ellen Caron
President/CEO
The Hope Institute

The Hope Institute supports children and families to reach optimum growth, independence, and joy.

The Hope Institute is Accredited by The Council on Quality and Leadership, supports for People with Disabilities and by the North Central Association of Colleges and Schools.



OAK-LEYDEN
Developmental Services, Inc.

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Phone: 708-524-1050
Fax: 708-524-2469
www.oak-leyden.org

September 30, 2011

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

Oak-Leyden Developmental Services Children's Programs strongly supports the State of Illinois application for the Race to the Top/Early Learning Challenge Application. The past several years the State of Illinois Early Intervention System and the State Board of Education Early Childhood division have worked closely to promote and implement a cohesive system for children birth to five,

Oak-Leyden has served children birth to five and their families for over thirty years. The program offers intervention to approximately 250 unduplicated children each year. The program staff works closely with the family unit building on the family strengths. Family members or caregivers are encouraged to participate in all the treatment sessions. A young child's brain is very pliable and the earlier a child participates in opportunities for learning the more likely it is to see cognitive growth.

There are many aspects of the Illinois application that are intriguing to those who work with young children. Our program is actively involved in screening children that reside or attend daycare programs in our general geographic area. Through the screenings children who are exhibiting delays in one or more areas of development are identified and referred for further assessment and intervention. Exposure in the community allows for increased public awareness of developmental and social-emotional milestones.

The Children's Services Program at Oak-Leyden is an active part of a number of collaborations and tasks force that focus on work with families of young children. We intend to continue our mission to collaborate, support, inform and educate families and other stake-holders in the vision set forth in the Race to the Top/Early Learning Challenge Application.

President and CEO
Oak-Leyden Developmental Services



Advance Illinois
50 E. Washington, Suite 410
Chicago, IL 60602

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P: 312.235.4531
F: 312.467.1229

October 7, 2011

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

Dear Governor Quinn:

On behalf of Advance Illinois, our board of directors and staff, I am pleased to offer our endorsement and full support of Illinois' Race to the Top Early Learning Challenge proposal (RTT/ELC).

Advance Illinois was launched in 2008 as an independent, objective voice to promote a public education system in Illinois that prepares all students to be ready for work, college and democratic citizenship. Our founding chairs were former Governor Jim Edgar and former Secretary of Commerce Bill Daley, and we have strong bipartisan and statewide support from business, political, community and philanthropic leaders, and we partner with ISBE, a myriad of state-level groups, teachers and administrators, grassroots organizations and networks around the state.

Of keen interest to Advance Illinois are the components of the state's application addressing kindergarten entry assessments. We've been privileged to work alongside ISBE Superintendent Christopher Koch, the Ounce of Prevention Fund, and the Erikson Institute as lead partners in our state's recent efforts to move toward an Illinois statewide kindergarten assessment process as described in Illinois RTT/ELC. With over a year of statewide work behind it, and a broad group of stakeholders engaged in the work, Illinois is well-positioned to put a new assessment strategy in place. In other words, the plans laid out in the RTT/ELC proposal are grounded, doable and a sincere priority for the state.

As members of the founding Advisory Council to this work, Advance Illinois intends to work hard to ensure this work becomes a reality – and that assessments are used to support professional development and instruction, and data is then used to inform policy decisions and resource allocations.

As a co-chair of the P-20 Council sub-committee for Data, Accountability, and Assessment Committee, Advance Illinois is working with ISBE and other stakeholders to redesign the state's school level report card. Importantly, in an effort to provide parents with more usable information, the state's new report will include information from KIDS to reflect trends, provide context for school performance based on the experience of children entering the school, and focus the attention of school community on the needs of early learners both before they enter school and once they have entered Kindergarten. Our work on the P-20 Council similarly supports state plans to incorporate early learning data in its new

longitudinal data system, and to use ELC funds to ensure that a new state research consortium truly works to study issues starting at birth.

Advance Illinois further supports plans to rework Illinois' QRIS system to gather and disseminate richer and more relevant information to families in a way that also supports stronger practice in the field. It is a plus that we have basic systems in place as a starting point, and better still that there is widespread agreement among stakeholders that we can put the system to better use.

Finally, we applaud the level of engagement exhibited by the state in preparing its application. SBE has done a remarkable job leveraging the voices of myriad stakeholders in developing our Illinois plan. The broad involvement in the plan's development helps ensure strong implementation and follow-through.

In closing, we wholeheartedly applaud and endorse this application and the effort that went into ensuring across-the-board support from the grass-tops to the grassroots. We stand ready to support its implementation however and wherever our organizational capacity allows.

Sincerely



Robin M. Steans
Executive Director

October 10, 2011

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

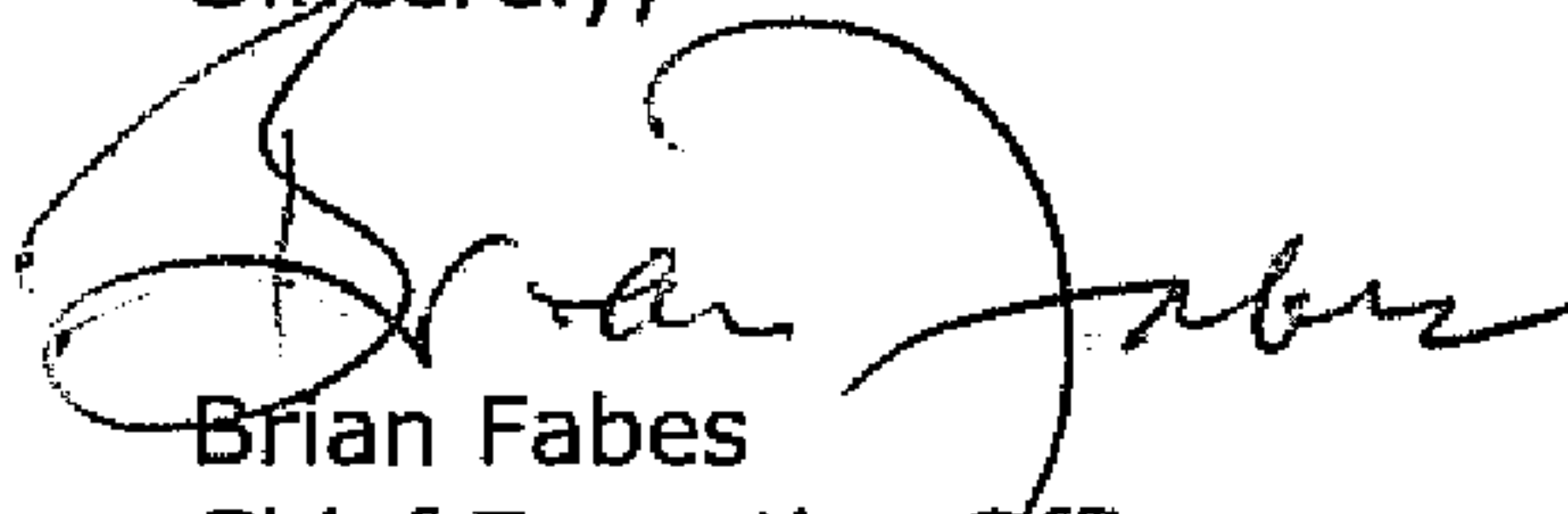
Dear Governor Quinn:

Civic Consulting Alliance is a non-profit consulting partnership that builds pro bono teams of business experts, government leaders, and our own staff to solve Illinois' most critical challenges - and capture our most important opportunities. We are delighted to endorse and support Illinois' application for the Race to the Top Early Learning Challenge, not only in spirit, but also with a commitment to help enable the development of an interagency implementation center through pro bono consulting services.

Working across the boundaries that traditionally separate units of government is familiar territory for Civic Consulting. We have helped to create and staff the City of Chicago - Cook County collaboration; we helped to create the Chicago Workforce Investment Council; and we are working already to ensure that the City Colleges of Chicago and the Chicago Public Schools collaborate, so Chicago can develop a true K-14 educational system.

We are delighted to use our model to advance one of our State's most important opportunities: building the infrastructure for comprehensive support of learning from birth through kindergarten and beyond.

Sincerely,



Brian Fabes
Chief Executive Officer

STATE DIRECTOR
Tim Carpenter

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Hundreds of Police Chiefs, Sheriffs,
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Preventing Crime and Violence

September 22, 2011

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

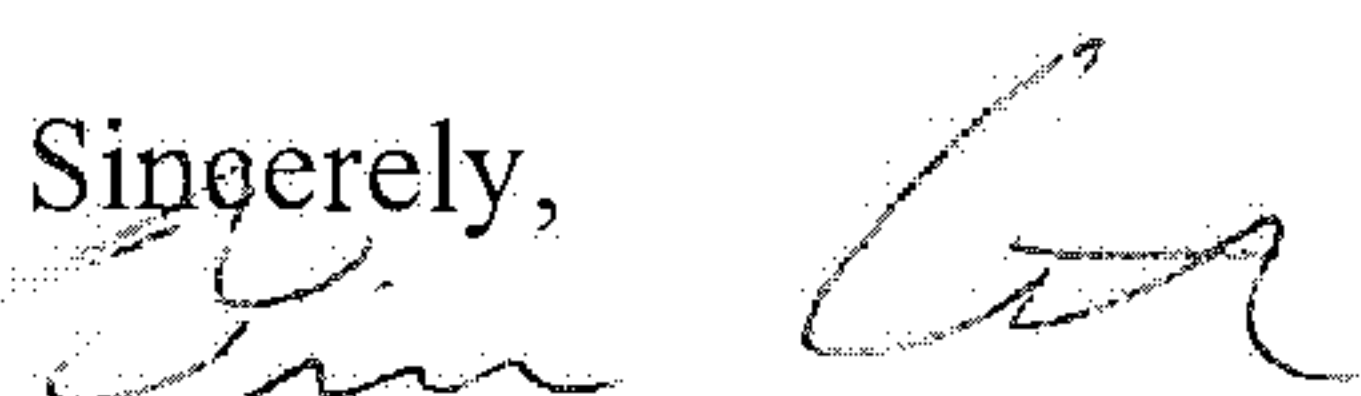
Dear Governor Quinn:

I am writing on behalf of the members of Fight Crime: Invest in Kids Illinois to express our enthusiastic support for Illinois' Race to the Top-Early Learning Challenge application.

Fight Crime: Invest in Kids Illinois is an organization of the top law enforcement leaders in Illinois. Our 323 members include police chiefs and elected sheriffs and state's attorneys from every corner of the state who believe that high-quality early learning is a very powerful crime prevention tool. Research confirms what law enforcement leaders know from experience on the front lines against crime: when at-risk kids have access to high-quality early learning beginning at birth (or earlier) they are far more likely to enter school ready to succeed and graduate and far less likely to commit violent crimes as juveniles and adults. We do not run or fund any programs, nor do we accept any government funding. Our role is to advocate for proven crime prevention programs.

Since 1997, Fight Crime: Invest in Kids Illinois members have advocated for early learning funding and policies to improve the quality of early learning and/or increase access for at-risk youngsters to high-quality early education and evidence-based home visiting programs. For example, we supported the creation of Preschool for All and establishment of the Illinois Early Learning Council and have actively participated in several committees of the Council, including Public Awareness and the Home Visiting Task Force. As our official representative on the Early Learning Council, I plan to continue that involvement. Our members across the state will continue to raise the unique voice of law enforcement to assure that our state maintains and expands its investment in quality early childhood programs to comply with the requirements of the RTT-ELC grant should our application be successful. We anticipate that many of our members will be involved in local early learning community collaborations (and a number of them already are).

Thank you for this opportunity to offer our support for Illinois' application.

Sincerely,

Tim Carpenter
Illinois State Director



Greater Chicago Food Depository
4100 West Ann Lurie Place, Chicago, Illinois 60632

773-247-FOOD phone
773-247-4232 fax
chicagosfoodbank.org

*Providing food for hungry people while
striving to end hunger in our community*

October 10, 2011

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

Dear Governor Quinn,


On behalf of the Greater Chicago Food Depository, I offer our full support for the Illinois Race to the Top/Early Learning Challenge proposal. Through our work, we know access to adequate food and education are both critical to children achieving their full potential. This proposal recognizes that educational achievement requires a comprehensive approach that addresses the myriad of needs, including food, that impact a child's ability to learn.

Currently, close to one in four children in the state of Illinois is experiencing food insecurity. When children do not know where their next meal will come from, it undermines their ability to learn. The application includes concrete steps throughout the early learning system to promote optimal child development which includes healthy eating habits, nutrition, and physical activity. In addition, this proposal appropriately focuses on identifying high need communities and providing those communities with high quality supports so that children facing food insecurity, or other barriers to learning, will have real opportunity to succeed.

The Greater Chicago Food Depository will provide whatever support it can to fulfill the vision of this grant, and will be particularly helpful in assessing the current needs and assets in Cook County communities. With our network of 650 member agencies throughout the county, we would be delighted to help support such an important and worthwhile effort.

We sincerely hope the vision set forth in this proposal is achieved. Thank you for your time and attention to the future of our state.

Sincerely,



Kate R. Maehr
President & CEO
KRM/lab

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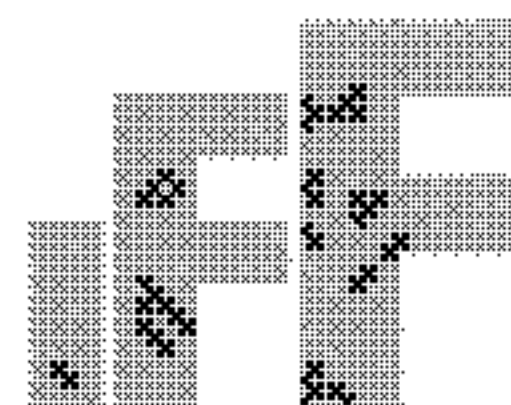
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October 12, 2011

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

Dear Governor Quinn:

On behalf of IFF, the Illinois-based nonprofit community development financial institution (CDFI) dedicated to strengthening nonprofits and the communities they serve, I submit this letter of support for the State of Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal.

As you know, IFF provides nonprofit early childhood learning and development agencies with affordable, flexible financing as well as technical assistance for the planning, development, and improvement of early education facilities in high-need, low-income communities throughout Illinois. Since 1988, we have provided \$37 million in financing to support the expansion of early childhood education facilities, developed more than 825,000 square feet of early education facilities, and created more than 4,500 early education slots.

Additionally, IFF has been a strong advocate for the advancement of local, state and federal policies that support the financing and expansion of quality early childhood education facilities in the highest need areas. We have conducted multiple needs assessments to pinpoint where in the state early childhood and education services are most needed, and have also led community planning efforts to better coordinate the delivery of early childhood and education program in over ten different communities.

IFF strongly supports the vision behind the Illinois "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal and will specifically contribute to it by financing and developing early childhood and education facilities and, thus, "increasing the number and percentage of low-income/disadvantaged children from birth to age five enrolled in high-quality Early Learning and Development Programs."

Thank you for your leadership in drafting this ambitious plan for Illinois. I look forward to working with the members of the Illinois Early Learning Council to improve and expanding early childhood learning and development for children in Illinois.

Sincerely,



Joe Neri
Chief Executive Officer

October 3, 2011

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

Dear Governor Quinn,

The Latino Policy Forum wishes to express support for Illinois' Race to the Top – Early Learning Challenge Fund Application.

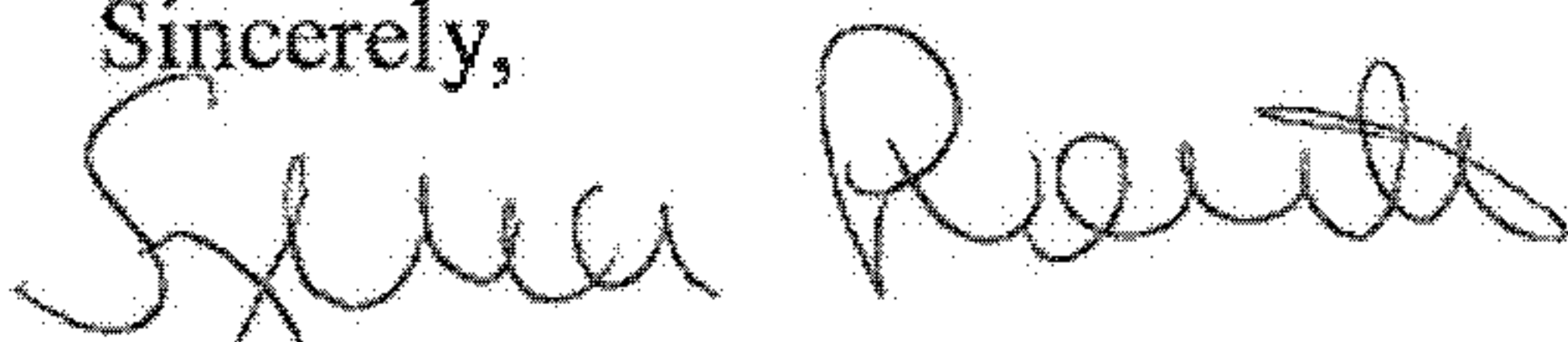
As a nonprofit research and advocacy organization, the Forum's goal is to close the achievement gap between Latino children and their peers by increasing access to high-quality, birth-to-five programming that's linguistically and culturally appropriate. Given that 1-in-4 children under age five in Illinois is Latino, it is imperative that the state continue initiating advancements in the field focused on serving Latino children and their families.

The Forum is particularly pleased with Illinois' vision for targeted improvements in the early childhood workforce. After becoming the first state in the nation to require bilingual pre-school education services in (public) school-based programs, proactive efforts are being taken to meet the growing demand for preschool teachers who have a Bilingual/ELS approval. After successfully securing federal funds to provide scholarships for early childhood professionals to take courses associated with earning that credential, plans are now being developed in order to make resources permanently available for that purpose. Having staffers who regularly participate in the Linguistic and Cultural Diversity Committee of the Illinois Early Learning Council (IELC), I am aware of the hard-work and strategic planning that has gone into this effort.

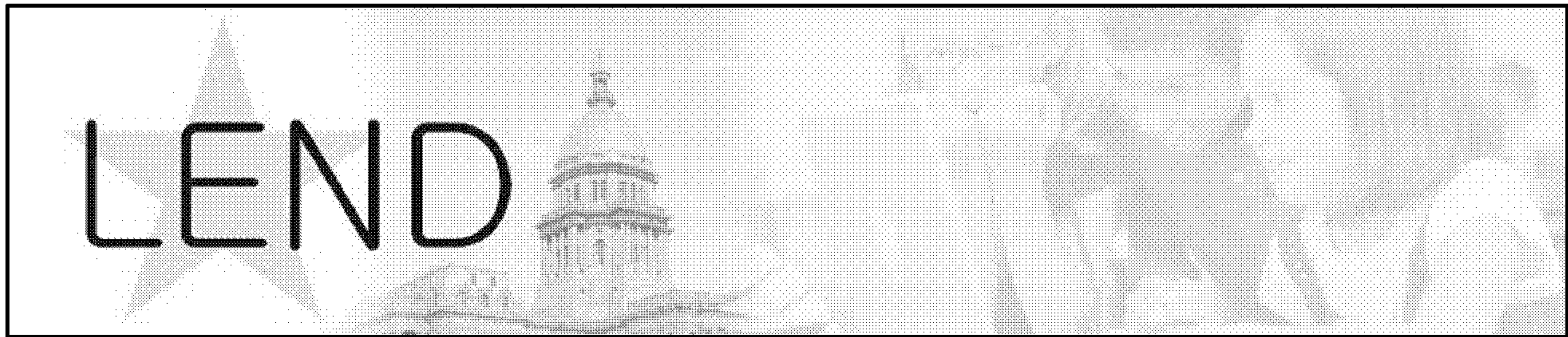
In addition to the Forum's contribution to the workforce segment of the application, one of my staffers, who was recently appointed Co-Chair of the Space Capacity Committee of the IELC, has been working with the Illinois Capital Development Board (CDB) and the Governor's Office of Early Childhood Development to ensure that administration of state's new \$45 million early childhood construction program supports the Early Learning Challenge Fund Application. For example, efforts are currently underway to integrate program quality criteria, including participation in the state's QRIS system, into the selection process for applicants seeking capital funds to construct/expand early childhood facilities in high-need, underserved communities.

Forum staff will continue providing support for the state's Race to the Top – Early Learning Challenge Grant Application as well as other statewide efforts intended to close the achievement gap by increasing access to high-quality early learning opportunities for young Latino children.

Sincerely,



Sylvia Puente
Executive Director



October 14, 2011

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

RE: Illinois' Application for Race to the Top, Early Learning Challenge

Dear Governor Quinn:

The Legislative Education Network of DuPage (LEND) is a member of a coalition of education stakeholders and leaders in Illinois that continues to work on school reform efforts in Illinois. We are writing this letter in strong support of our states application for Race to the Top, Early Learning Challenge.

LEND is a legislative group representing DuPage County school districts serving 170,000 children. Our school districts are committed to the continued growth and success of all our students. The proposal submitted by Illinois provides an aggressive framework to drive sustainable improvements in student outcomes essential for early learners, but especially for low-income/disadvantaged children. Educational and legislative leaders throughout DuPage County have been working with the Illinois State Board of Education (ISBE), and other state leaders to keep education reform and school funding top policy agenda items in Illinois. The foundation for participation, support, and sustainability by ISBE played a significant role in determining our member districts participation.

The major reform areas addressed by the Race to the Top/Early Learning Challenge (RTT/ELC) competition have been embraced by our members and have provided clear direction for participation in the state and federal legislative process.

- RTTT/ELC will provide much needed support to Illinois in our drive to improve opportunities for our students and promote improved effectiveness of our educators.
- RTTT/ELC funding will allow for enhanced identification of all high needs children and provide for the implementation of high quality supports and programs. School districts across the state are yearning for improvements to current Identification and screening processes, particularly in high needs areas. Early identification will assist in the development and support of community collaborations and insure that children receive appropriate services.

- RTTT/ELC will provide funding for further alignment and integration of state systems. Illinois has begun in earnest, the development of its Longitudinal Data System. Early childhood data will become a component of the Common Education Data Standards. The extension of data collection augments efforts in planning and advancement of community collaboration.
- RTTT/ELC will provide funding support for the strong reforms in districts that have already been adopted by our state and embraced by our LEND districts. Communities in the County of DuPage are experiencing an influx of children requiring additional services, in particular, children who speak little or no English. Often upon screening, it is determined that language support becomes secondary. Other deficiencies become evident and require special attention. The schools alone are unable to provide the supports that may be necessary. Today's fiscal environment for schools and communities is unprecedented. Partnering with other agencies and community organizations may be the only way in which assistance can or will be provided.

These investments in students, educators and school districts will allow us to achieve our shared goal of enhanced educational opportunities and ensuring success in Illinois. As stakeholders and partners in our state's ongoing plan for education reform, we are committed to continued involvement and participation in the state's implementation. Finally, we appreciate your consideration of Illinois's application.

Sincerely,

Peg Agnos

Peg Agnos
Executive Director
LEND

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October 3, 2011

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

Dear Governor Quinn:

I would like to offer my enthusiastic support for Illinois' Race to the Top—Early Learning Challenge Application. For nearly 30 years the Ounce of Prevention Fund (the Ounce) has been at the forefront of efforts to solidify and advance Illinois' commitment to investing in the first five years of life, to ensure that all children—regardless of socioeconomic circumstances—experience a high quality early education that is critical to their future school and life success. We are acutely aware that the federal Race to the Top—Early Learning Challenge provides a unique opportunity for Illinois to build on the existing early learning and development infrastructure and to improve coordination and alignment across early learning systems. The Ounce intends to ensure success in Illinois by actively participating in all aspects of the proposed plan's implementation.

The Ounce has been actively engaged with the State's Early Learning Council since its inception, participating on every level from Co-Chair to administrative support staff. The Ounce currently staffs the work of the Infant Toddler, Home Visiting Taskforce, Data Workgroup, Space Capacity Committee, and Community Systems Development Workgroup. The Council's work has laid the foundation for Illinois' application, and many of the advancements that Illinois has made toward a well-invested and coordinated early childhood system. This work will continue to play a critical role in advancing the activities in the State's application.

The Data Workgroup will be instrumental in developing an integrated early childhood data system that is accessible to key stakeholders. In addition, the Infant Toddler Committee, under the Ounce's leadership, has spearheaded the development of the Infant Toddler Early Learning Guidelines, expansion of birth to three data housed in Illinois' Longitudinal Data System, improved infant toddler workforce training and credentials, and recommendations for birth to three system monitoring improvements. In support of the state's

application, the Ounce will continue its work on this Committee, ensuring that the Infant Toddler Learning Guidelines are embedded across early learning systems and in professional development training, strengthening and expanding the role of community collaboration to achieve successful screening, referrals and service linkages for all children, and integration and alignment of monitoring and data across infant toddler programs.

In addition to work on the Early Learning Council, in 2009, the Ounce entered into a public-private partnership to lead the state in developing a Kindergarten Readiness Assessment (KRA), participating as a member of a Steering Committee, convened to develop a process for a KRA system. The Ounce will continue its involvement and support of ISBE's work toward statewide implementation of this assessment.

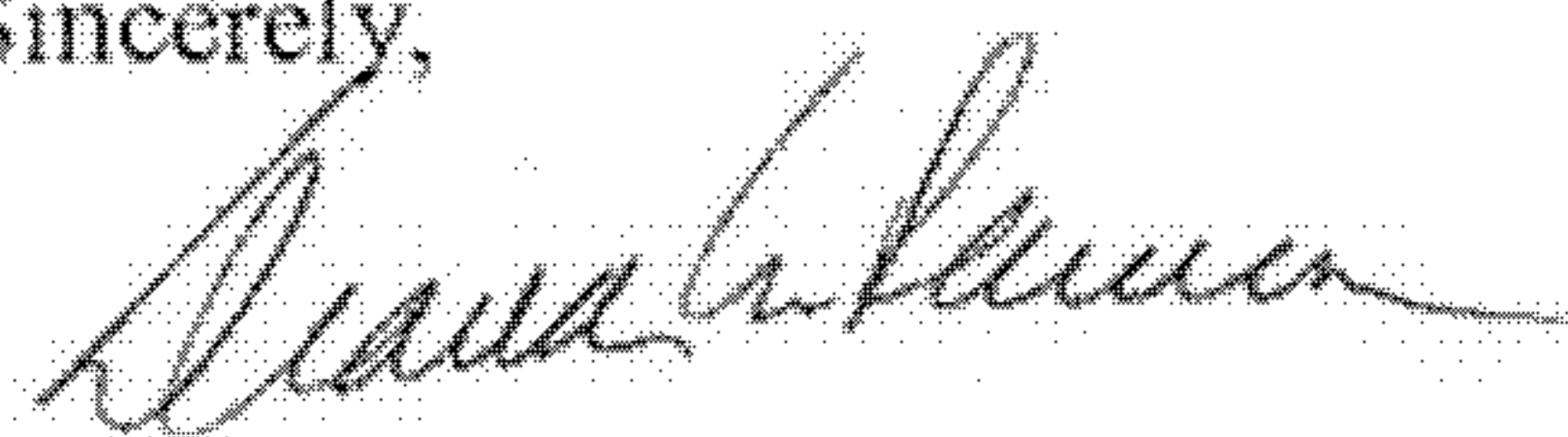
The Ounce has also played a leadership role in Illinois' work on expanding and integrating evidence-based home visiting programs into Illinois' early childhood system, and will continue to provide leadership in Illinois' work under the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV). Through continued work on this grant, we will help Illinois achieve critical goals under its Early Learning Challenge application concerning improved access to services and outcomes for high-risk families and children in concentrated high-need communities.

We have been actively involved in Illinois' work to expand its Tiered Quality Rating System across early learning and development programs, and will continue to provide support for efforts to use this system to advance improved quality and transparency at the State level and in the City of Chicago.

The Ounce's innovative and expanding Training Institute will play a key role in supporting Illinois' efforts to create an improved workforce as it provides high quality and ongoing professional development training for birth to five professionals.

We look forward to building on our decades-long relationships with the public and private partners that are committed to implementing the state's plan to ensure that all high need children have access to high quality early learning and development programs that prepare them for successful entry into kindergarten and beyond. The Ounce of Prevention Fund offers its full support of state's Race to the Top—Early Learning Challenge application, and will continue to work in partnership with the Illinois' Department of Human Services, State Board of Education, Department of Children and Family Services, and Department of Health and Family Services and provide leadership in all of the state's efforts to successfully implement the proposed plan.

Sincerely,



Diana Mendley Rauner, Ph.D



BUILDING BETTER LIVES

October 5, 2011

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

Dear Governor Quinn,

I am writing this letter to express our strong support for "Illinois' Race to the Top/Early Learning Challenge" (RTT/ELC) proposal. Voices for Illinois Children (Voices) has been part of the leadership collaboration that has committed more than two decades to building an integrated early childhood system in our state. As a statewide policy and advocacy organization, we have been at the forefront in creating state policies, funding and program innovations that have established a strong foundation which will hopefully be enhanced by this grant opportunity. This is an enormously important development in challenging us to take the next steps in building an even more robust and high quality early learning system that focuses on the development of the whole child, while further engaging families and communities.

Voices is contributing to the realization of this vision in a number of ways that align with the work envisioned in our state's RTT/ELC proposal. Three members of our staff are appointed members of the Early Learning Council and sit on its Executive Committee. Our Vice President co-chairs the Illinois' Home Visiting Task Force, which is a standing committee of the Council and is also overseeing the new federal home visiting initiative. Voices has a long history of creating and leading the development of the home visiting system started in the early 1990's. Voices is also co-chairing the Public Awareness Committee which will be very involved in efforts to acquaint and engage families at the community level with particular attention to the Quality Rating System aspects.

Voices will continue its work in public policy advocacy to provide leadership, along with our other collaborators, in the hard work needed to protect current funding at the state level and to restore funds lost due to the state's budget crisis. We were instrumental in the successful passage of legislation including Illinois' Preschool for All, healthcare, child care, Part C Early Intervention, state EITC and tax policy, and mental health. These policy and funding efforts are key to building and maintaining the Illinois early childhood system and we will continue to prioritize the RTT/ELC elements that require substantive legislation and/or state budget attention.



Voices is a leader in national advocacy efforts with national partners including Voices for America's Children, Illinois State Fiscal Analysis Initiative member of the Center on Budget and Policy Priorities, and the Illinois Kids Count project of the Annie E. Casey Foundation. These networks serve as vital resources informing our early childhood efforts. We continue to be recognized for our commitment to federal level work to connect federal, state and local initiatives with a shared goal of improved outcomes for children based on strong investments in early childhood learning opportunities.

Another high priority in all our work at Voices is to further the integration of early childhood systems across all sectors that promote the cognitive, physical, social and emotional development of children from pre-birth through school years. We have historically led in these issues and are particularly excited about their inclusion in RTT/ELC. A more integrated approach at the community level and creation of a system that makes sense from a family and community perspective are vitally important.

Illinois has strong efforts underway that are worthy of further support. We have a history of strong collaborations at the state level that cross all sectors. Parent leadership is a focus of a number of efforts including the Children's Mental Health Partnership (focused on children from birth to adulthood), Strengthening Families and Project Launch. Voices works with communities across the state that are building early childhood coalitions with stakeholders representing all sectors. Illinois' proposal has a focus on a universal screening process being developed in communities to more fully connect health and mental health, education, childcare, home visiting and other resources for families. Voices is committed to participating in the development of this systems approach.

As the home of the Illinois Children's Mental Health Partnership, we also bring a specialized perspective in establishing an early childhood mental health approach that is based on a public health wellness model of promotion, prevention, early intervention and treatment. Increasing the state's knowledge and capacity to focus on the unique impact opportunities of the early childhood years (beginning prenatally) has been a top priority of the Partnership. A key strategy has been to build the early childhood mental health consultation capacity of all early childhood sectors. This involves professional development for both consultants, as we build a qualified workforce, and for staff members with whom they consult. Illinois has received recognition for our efforts in this area.

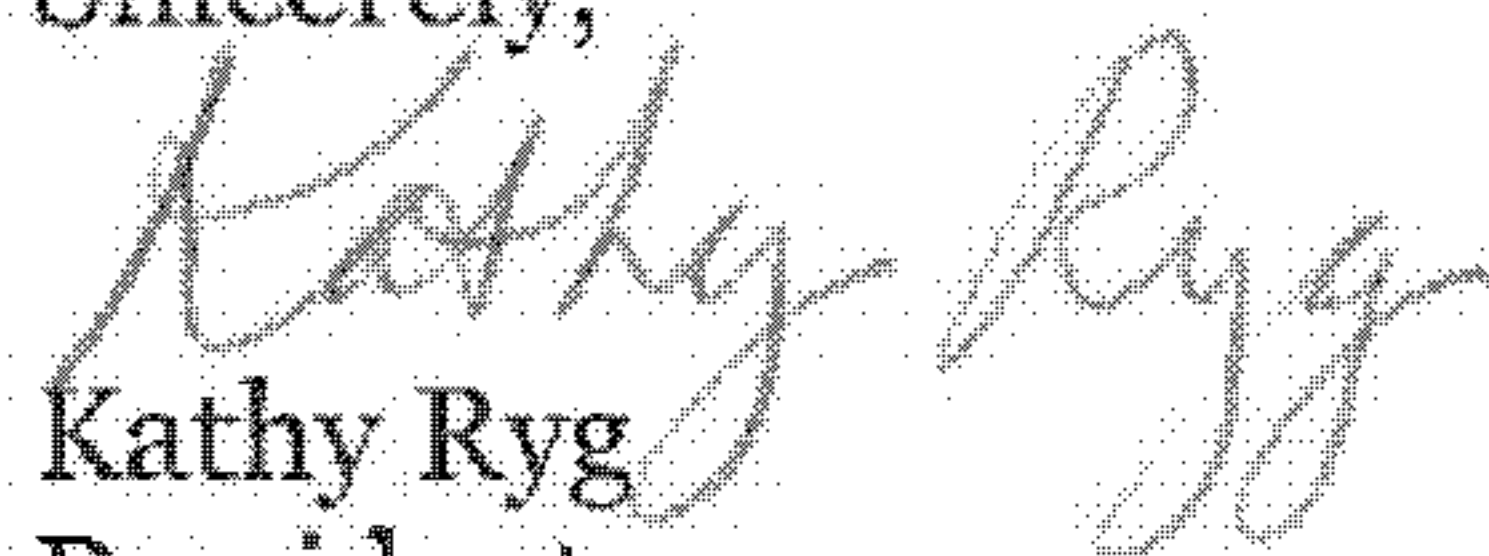
And finally, but hardly the least important, we bring to the RTT/ELC efforts a strong commitment to pursue building a birth-to-eight continuum in Illinois. We are funded by multiple foundations to support our "Great at Eight" project which is engaging parents, educators, early childhood, health and many other stakeholders to further develop a birth-to-eight policy agenda for Illinois. We believe that far too many children arrive at kindergarten without all the supports and experiences they need. Those who



have had good experience before kindergarten continue to need whole child supports in the vital early years of school. I am an appointed member of Illinois' P-20 Council which is focused on the entire continuum of learning and co-chair the Family, Youth and Community Engagement Committee. It is fundamental in my role as a member of this leadership group to represent the young child and their families from birth through third grade in our deliberations. The efforts in Illinois focused on early childhood serve as a model for the cross- systems collaborations we need to build for children of all ages.

In short the work of Voices is the work of the RTI/ELC and we are ready and eager to offer our expert resources, energy, skills and leadership to actively support an even stronger early childhood experience for our most at risk children and their families.

Sincerely,


Kathy Ryg
President



October 5, 2011

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

Dear Governor Quinn:

On behalf of Chicago Children's Museum, I support Illinois' "Race to the Top/Early Learning Challenge" (RTT/ELC) proposal.

Chicago Children's Museum inspires, challenges, and engages nearly 700,000 children, families, students, and educators annually. Aligned with Illinois' vision, making rich educational opportunities available to all children during their critical early years has been the museum's primary objective since opening in 1982. Museum exhibits and programs encourage children's development – socially, emotionally, physically, and intellectually – by incorporating the latest research and techniques in early childhood education.

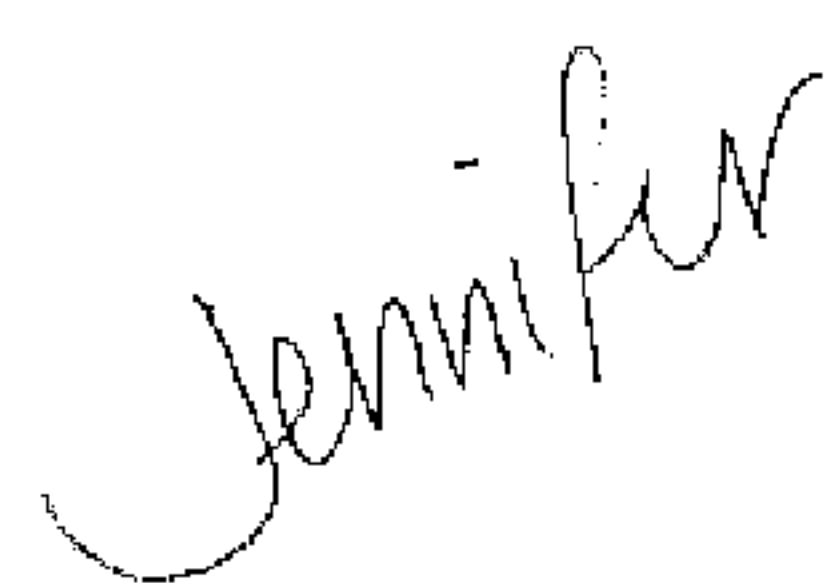
While the museum's primary audience is children, we realize the critical role adults and the wider community play in a child's life. To that end, we also provide learning opportunities for the important adults in children's lives. The museum's efforts to build strong community partnerships – with families, schools and community-based organizations – have resulted in relationships with over 400 community organizations. We are committed to serving all children and families and continue to invest considerable resources to providing access and support to low-income and underserved communities.

CCM designs and facilitates comprehensive professional development programs specifically for adults working with early learners. CCM implemented Early Education for All (EEA) with Chicago Public School teacher teams working with pre-kindergarten children of mixed abilities. Program evaluation showed increases in teachers' knowledge and reflection regarding flexible and self-differentiating materials, physical space, and meaningful play increased. Additionally, evaluators observed increased demonstration of best practice instructional strategies, such as providing small group instruction and providing explicit introductions to transitions, new experiences, or social encounters.

Building off of EEA and responding to the critical needs of our community, CCM has developed the Made To Move series for adults, a research based professional development program designed to improve adults' strategies to incorporate developmentally appropriate, meaningful play and movement opportunities when working with early learners. CCM is currently facilitating this program with a diverse group of community partners, including child care providers, educators, and adult trainers who support early learners.

CCM will continue to develop and facilitate high quality programs to support early learners and the important adults in their lives. CCM has many resources and expertise available to support efforts of the Illinois RTT/ELC, including those supporting child development, environments that support play and learning, educational programs for children and adults, professional development for educators and parents, visual and performing arts, and family learning. We look forward to contributing to this critical collaboration to improve the quality of early learning and development in Illinois.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer".

Jennifer Farrington
President and CEO

Illinois Public Broadcasting Council

September, 2011

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

RE: Race to the Top Early Learning Challenge

Dear Governor Quinn:

The Illinois Public Broadcasting Council, comprised of 20 public television and radio stations, wishes to express our unified support of the state's Race to the Top Early Learning Challenge proposal. Illinois Public Broadcasting Council will support the state's efforts to address this challenge by providing on air and online noncommercial, educational programming that is accessible free, through over-the-air broadcast in homes and online in libraries around the state.

We are confident in our ability to partner effectively with the project team and to coordinate with participating agencies. We will help the project team create and deliver *great* social marketing, promotions, and public service announcements using our statewide public media resources. This campaign will reach nearly 100 percent of families and educators throughout Illinois. Especially important is building widespread public awareness of high quality early learning environments.

The Illinois Public Broadcasting Council brings research-based results demonstrating that public media supports blended learning to create sustained achievement. Our innovative media campaigns are proven to engage rural, disadvantaged, and low income parents and their children. Our user-friendly and ubiquitous content is organized for meaningful and systematic delivery, helping parents engage in their children's education, anytime and anywhere. The PBS KIDS characters and programs are on TV in nearly every home, connecting families to healthy lifestyles and educational content. In partnership with the project team, we will bring these popular characters and their educational messages directly into communities throughout Illinois.

Illinois Public Broadcasting Council is working with the Board of Education, the Illinois Network of Child Care Resource & Referral Agencies, the P-20 Council, the Lieutenant Governor's office, Women With Infants and Children, and others to strengthen service delivery and stay aligned with technology, educational philosophy, research, and early learning standards. We will continue to participate on committees and regional coalitions for the duration of this project. Thank you for this opportunity to be part of the process to transform early learning in Illinois from among the best to the greatest in the nation.

Sincerely,



Mark Leonard
Executive Director, Illinois Public Media
& President, IPBC



Greg Petrowich
Executive Director, WSIU Public Broadcasting
& Chair, Education Committee of IPBC



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President and CEO

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LIFE TRUSTEE

John J. Schornack
LIFE TRUSTEE

Estelle Walgreen
LIFE TRUSTEE

October 3, 2011

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

Dear Governor Quinn:

I am writing on behalf of myself and Kohl Children's Museum of Greater Chicago to express strong support for the State of Illinois' "Race to the Top/Early Learning Challenge" proposal. By ensuring a robust focus on early childhood education—particularly the years from birth to kindergarten—Illinois is positioned to make significant progress on improving the quality of early learning and development while closing the achievement gap for children with high levels of need.

The focus on the earliest years is especially important to me because it so closely overlaps with the work we are doing at Kohl Children's Museum. Targeted exclusively at children from birth to age 8, the Museum builds strong learning foundations, including development of critical thinking skills and social emotional learning, through complex play. The Museum is truly a cultural crossroads, reaching a broad spectrum of children, families, caregivers, teachers, and community partners that represent Illinois' powerful diversity.

Efficacy and impact are critical to the culture of the Museum, so research and evaluation play important roles. Two elements in the proposal that are particularly exciting are the incorporation of enhanced research and evaluation and the emphasis on workforce development. One of our cornerstone programs, Early Childhood Connections (ECC), incorporates both of these concentrations. ECC focuses on professional development for teachers and child care providers in high-need communities. Over the years, research has helped us hone our approach and design of this and many other exhibits and programs. The most recent results, evaluated by an independent scholar, indicate that teachers going through our program showed statistically significant improvements in their teaching skills,

Learning To Grow

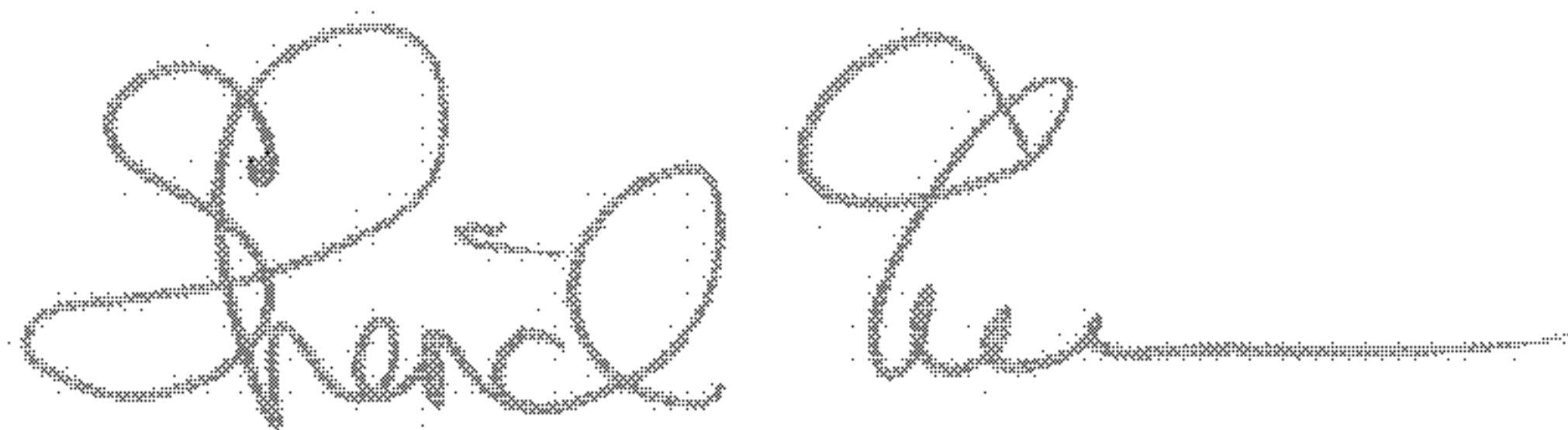
resulting in an enhanced learning environment for hundreds of children at risk of academic failure. We know that this is a formula that works and highlights model programs with breakthrough results, so it is wonderful to see these elements affirmed in the proposal.

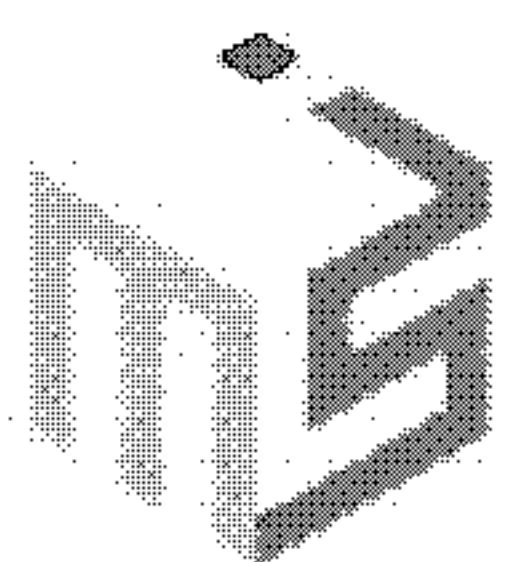
Collaborations are another growth area that can yield a significant return on investment. When children and their families are supported and empowered, they thrive. Finding ways to connect children to parents and caregivers, schools, communities, and the private sector has been important to our success. The Museum has seen great interest in past years from local funders, including Abbott Labs, Allstate, and Advocate General Lutheran Children's Hospital, who want to partner with the Museum to develop exhibits and programming rich in literacy and STEM-related (Science, Technology, Engineering, and Math) content. They rightly see their contributions as investments in their own future and for everyone in Illinois. Broadening the role and support that other institutions (communities, organizations, funders, etc.) can provide to promote these early learning experiences will encourage relevant, meaningful partnerships and can make an impact in addressing the issue of equitable outcomes.

Kohl Children's Museum has long been actively involved in supporting the tenets of Illinois' proposal. Recently I had the great honor of being reappointed to the State of Illinois Early Learning Council. The Council is doing vitally important work and I look forward to continued participation. The Museum leadership, both staff and volunteer, share a commitment to the goals outlined in the "Race to the Top/Early Learning Challenge" proposal.

It has been said that education is not the filling of an empty pail, but the lighting of a fire. All children, regardless of their socio-economic background, need access to experiences that can "light the fire" of education in their lives. The vision and goals that the proposal lays out emphasize just that: improving the quality of early learning and development for all. Thank you for all the work you are doing to advance education for the State of Illinois.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gerald Lee". The signature is written in dark ink on a white background.



museum of
science+industry
chicago

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

October 4, 2011

Dear Governor Quinn:

I am writing to express support for Illinois' Race to the Top proposal submitted to the U.S. Department of Education. The Museum of Science and Industry has a long tradition of supporting science education in Chicago and throughout Illinois, and the federal Race to the Top grant provides an opportunity to move Illinois forward on ground-breaking, transformative education reforms.

In particular, the Museum recognizes STEM education as a critical part of K-12 reform that will provide a more rigorous and relevant education experience for our students and will increase their global competitiveness. The Museum has strengthened its commitment to STEM education through its vision to *inspire and motivate our children to achieve their full potential in the fields of science, technology, medicine, and engineering*. In order to meet the institutional vision, the Museum launched the Center for the Advancement of Science Education, initiating a multifaceted approach to target students and science teachers, community organizations, and families at a community-wide level. We are also a proving ground, thoroughly analyzing and evaluating our programs and implementing the best ideas.

I am heartened that Race to the Top funds would assist Illinois in addressing problems at low-achieving schools. The Museum has engaged high-need students in science learning as part of school field trip experiences, hosting about 330,000 this past year—more than any other Chicago cultural institution. But the Museum has evolved beyond simply being a destination, and has established itself as a true science education resource for Illinois students and teachers. Central to its effort to be a science education resource for Illinois, the Museum's Institute for Quality Science Teaching provides professional development for hundreds of teachers each year. Our goal is to provide quality professional development while working with high-need schools towards placing content-qualified teachers in middle grades science classrooms.

The Museum recognizes that teachers, mentors, parents, other caregivers, and peers all play critical roles in supporting a young person's access to and enthusiasm for science learning. By taking a comprehensive approach to science education, we aim to connect the Museum and the community in a sustainable partnership where learning takes place in many different locations. The State's Race to the Top proposal shares our objectives and goals by allocating funds that will provide STEM programs that support improved teaching and learning in the schools and extend learning beyond the classroom. To this end, the Museum supports the State's Race to the Top plan to develop and implement STEM programs, and its proposed STEM Learning Exchanges.

We look forward to partnering with the Illinois State Board of Education on the development and implementation of the Race to the Top proposed reforms and programs.

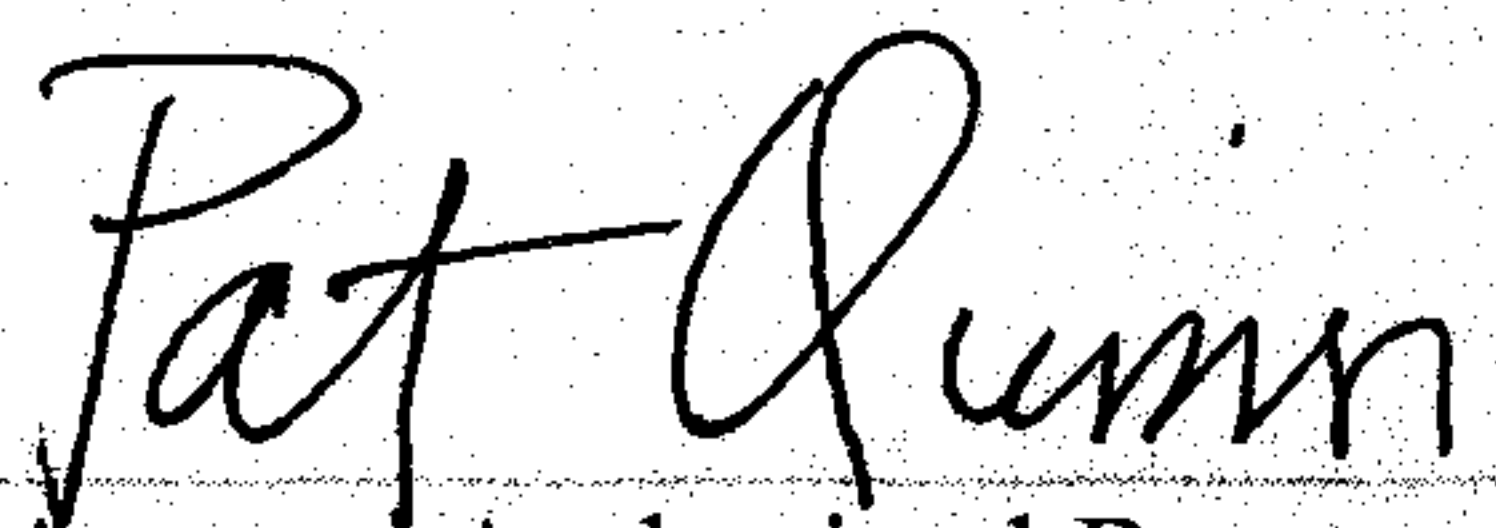
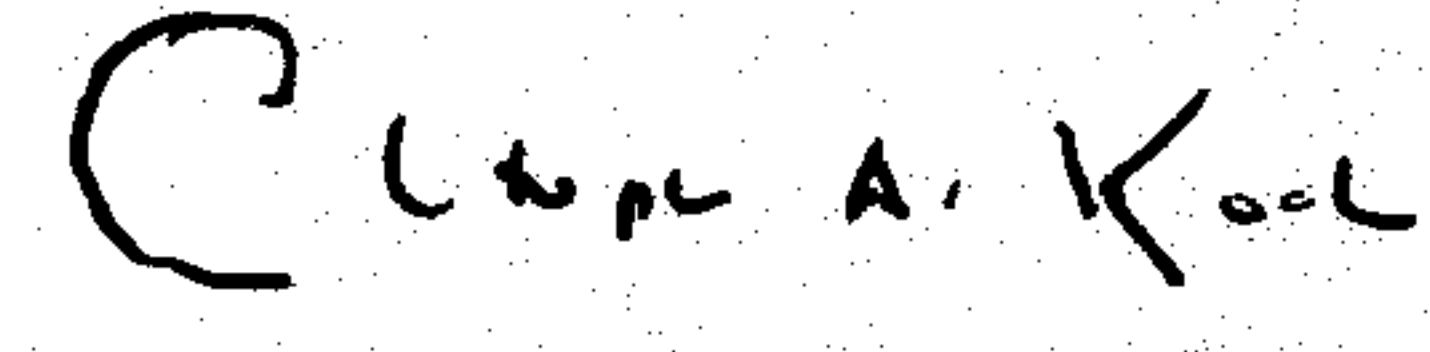
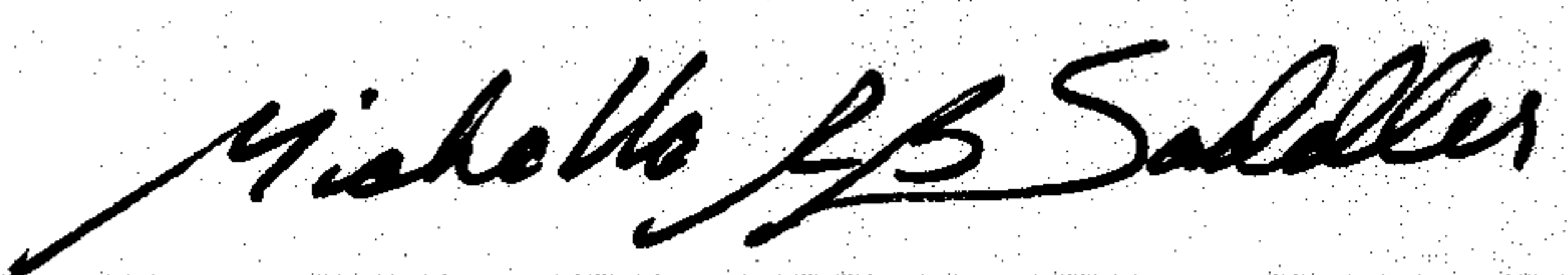
Sincerely,


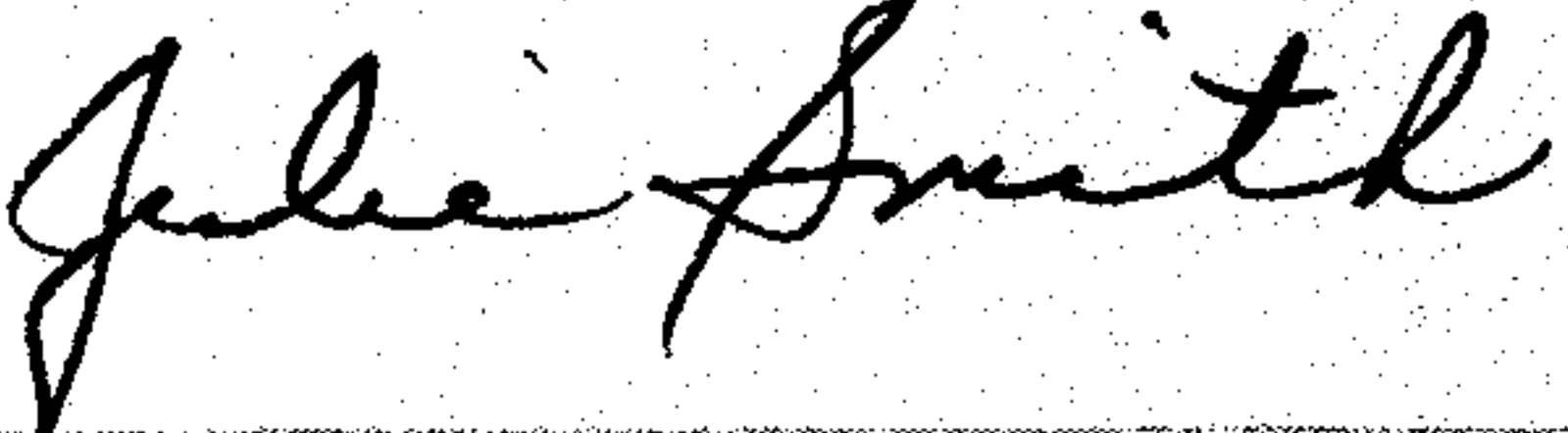
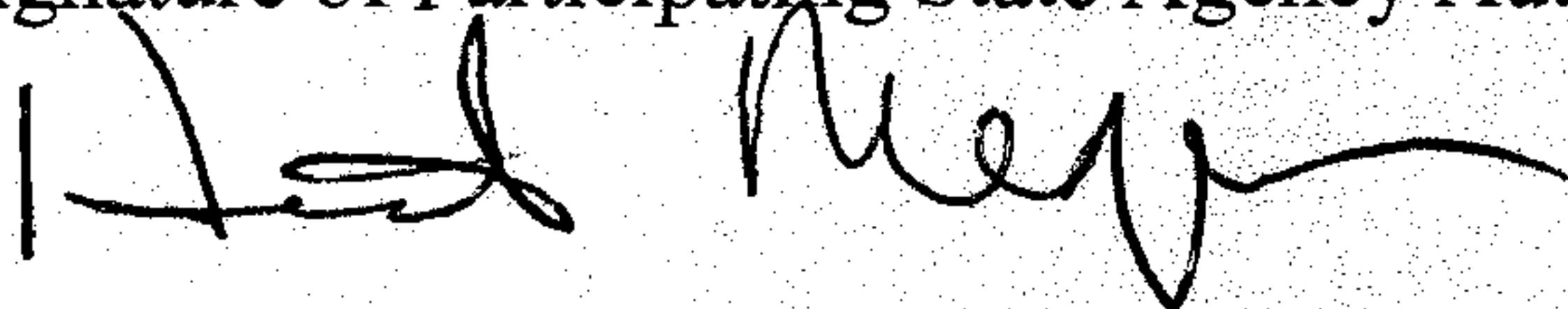
David R. Mosen
President and CEO

57th Street and Lake Shore Drive
Chicago, IL 60637-2093

(773) 684-1414
www.msichicago.org

IV. APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

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. (Single point of contact for communication)	Lead Agency Contact Phone: 217-785-1288 Lead Agency Contact Email Address: Chris.Koch@isbe.net
<p>Required Applicant Signatures (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.):</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	Telephone: 217-782-0244
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/14/11
Lead Agency Authorized Representative (Printed Name): Christopher A. Koch, Ed.D.	Agency Name: Illinois State Board of Education
Signature of Lead Agency Authorized Representative: 	Date: 10/11/11
Participating State Agency Authorized Representative (Printed Name): Michelle Saddler	Agency Name: Illinois Department of Human Services
Signature of Participating State Agency Authorized Representative: 	Date: 10/11/11

Participating State Agency Authorized Representative (Printed Name): D. Jean Ortega-Piron	Agency Name: Illinois Department of Children and Family Services
Signature of Participating State Agency Authorized Representative: 	Date: 10.14.11
Participating State Agency Authorized Representative (Printed Name): Julie Smith	Agency Name: Illinois Early Learning Council
Signature of Participating State Agency Authorized Representative: 	Date: 10-12-11
Participating State Agency Authorized Representative (Printed Name): Harriett Meyer	Agency Name: Illinois Early Learning Council
Signature of Participating State Agency Authorized Representative: 	Date: Oct 10, 2011

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name):

Lisa Madigan

Telephone:

312.814.3000

Signature of the State Attorney General or Authorized Representative of the Attorney General :

Lisa Madigan

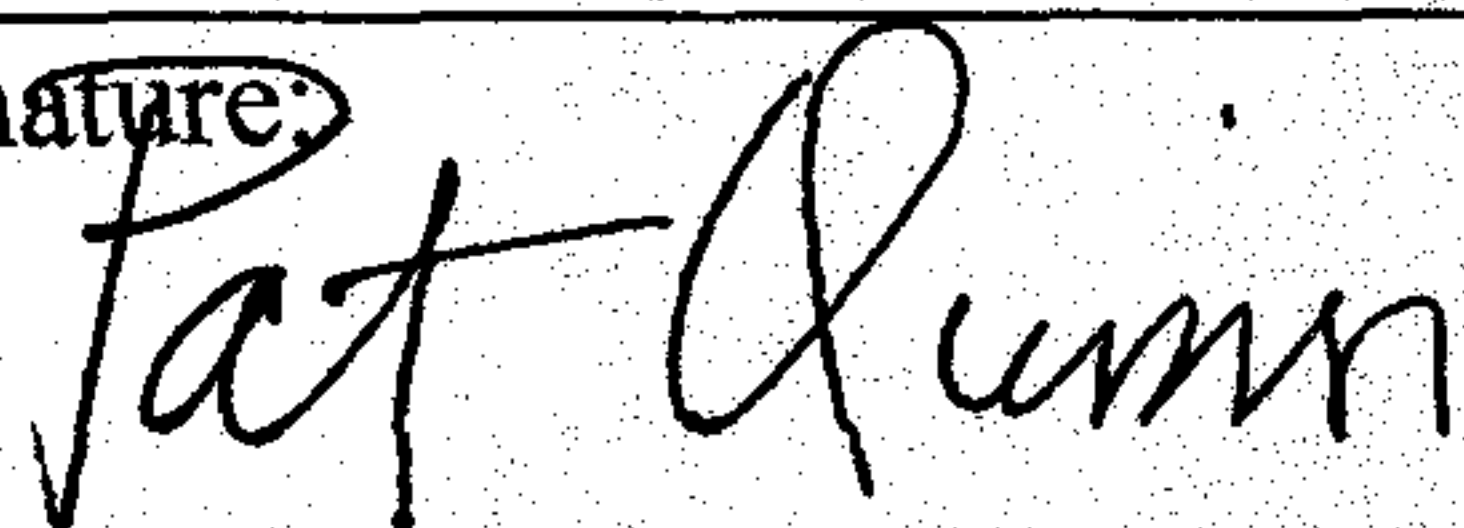
Date:

10.17.11

Accountability, Transparency, and Reporting Assurances

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

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 – Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): Pat Quinn, Governor	
Signature: 	Date: 10/14/11

List the State's Participating State Agencies and Project Names

Step 1: On this spreadsheet tab, the State should list:
 (1) Each Participating State Agency with budgetary responsibilities and
 (2) Each Project name.
 States should enter the names of its Participating State Agencies and Projects in the yellow boxes in columns D and J below.
 The order in which States list Agencies is important, because this order will be used throughout the document.
For Example, if a State enters the SEA as Agency 1, the SEA will automatically be listed as Agency 1 through the entire spreadsheet

Step 2: To enter the budgetary information for each listed Participating State Agency and Project, the State should click on the corresponding blue hyperlink provided in column F.

	Enter Agency Name	Click on Link below to enter Agency budget information	Enter Project Name
<p>For Each Participating State Agency, enter the Agency's name in the yellow boxes.</p> <p>For example, if the State educational agency, is listed as Agency 1, the SEA will be listed as Agency 1 throughout the entire spreadsheet</p>	ISBE	ISBE	A3-1
	IDHS	IDHS	A3-2
	DCFS	DCFS	B2
	<Agency 4>	<Agency 4>	B3
	<Agency 5>	<Agency 5>	B4
	<Agency 6>	<Agency 6>	B5
	<Agency 7>	<Agency 7>	C1
	<Agency 8>	<Agency 8>	C4
	<Agency 9>	<Agency 9>	D1
	<Agency 10>	<Agency 10>	D2
			E1
			E2
			TA
			<Project 14>
			<Project 15>

Consistency Check

If an **ERROR** message is displayed below then there is an inconsistency between the Participating State Agency's budget categories and its Project budget.

ISBE	ok
IDHS	ok
DCFS	ok
<Agency 4>	ok
<Agency 5>	ok
<Agency 6>	ok
<Agency 7>	ok
<Agency 8>	ok
<Agency 9>	ok
<Agency 10>	ok

The Total Statewide Budget on the Project Summary tab must match the Total Statewide Budget on the Category Summary tab. To help States ensure that these two budgets match, the Departments have provided a tool, the Consistency Check, which compares each Participating State Agency's Budget by Category total to its Project budget total and notes if these numbers are not the same.

Category Summary

OVERALL STATEWIDE BUDGET					
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)
1. Personnel	161,912	333,538	343,600	353,814	1,192,864
2. Fringe Benefits	90,180	184,818	189,436	194,118	658,552
3. Travel	4,800	6,400	6,400	6,400	24,000
4. Equipment	216,000	247,000	175,000	175,000	813,000
5. Supplies	0	0	0	0	0
6. Contractual	8,067,061	14,923,974	12,881,725	10,714,629	46,587,389
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	8,539,953	15,695,730	13,596,161	11,443,961	49,275,805
10. Indirect Costs*	200,554	257,768	231,968	234,411	924,701
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	3,104,662	5,076,817	6,424,647	4,790,759	19,396,885
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)	11,945,169	21,130,315	20,352,776	16,569,131	69,597,391
14. Funds from other sources used to support the State Plan	26,012,190	26,108,190	28,089,884	23,999,884	104,210,148
15. Total Statewide Budget (add lines 13-14)	37,957,359	47,238,505	48,442,660	40,569,015	174,207,539

* Cell did not contain formula
+ could not edit.

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

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

Line 13: This is the total funding requested under this grant.

Agency Summary

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
ISBE	12,000,237	16,624,974	16,436,246	10,286,226	55,347,683
IDHS	23,970,646	28,341,955	27,480,144	26,056,519	105,849,264
DCFS	1,986,476	2,271,576	4,526,270	4,226,270	13,010,592
<Agency 4>	0	0	0	0	0
<Agency 5>	0	0	0	0	0
<Agency 6>	0	0	0	0	0
<Agency 7>	0	0	0	0	0
<Agency 8>	0	0	0	0	0
<Agency 9>	0	0	0	0	0
<Agency 10>	0	0	0	0	0
Total Statewide Budget	37,957,359	47,238,505	48,442,660	40,569,015	174,207,539

Project Summary

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project*	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
A3-1	947,046	1,732,924	1,040,004	1,057,343	4,777,317
A3-2	1,161,400	2,311,400	1,737,650	1,163,900	6,374,350
B2	0	204,100	2,508,794	2,408,794	5,121,688
B3	2,510,811	3,496,574	3,549,075	3,305,729	12,862,189
B4	14,013,098	16,324,774	16,545,934	15,802,660	62,686,466
B5	700,000	1,504,100	1,004,100	1,504,100	4,712,300
C1	199,100	199,100	0	0	398,200
C4	4,117,940	5,424,190	4,971,690	4,311,690	18,825,510
D1	2,794,014	2,724,199	2,646,985	2,682,667	10,847,865
D2	2,943,978	3,607,168	3,667,018	3,480,572	13,698,736
E1	1,508,500	1,888,500	3,493,000	2,588,000	9,478,000
E2	6,961,472	7,721,476	7,178,410	2,163,560	24,024,918
TA	100,000	100,000	100,000	100,000	400,000
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	37,957,359	47,238,505	48,442,660	40,569,015	174,207,539

* See Section VIII, Budget Table I-3 for full names of projects.

[Return to Instructions](#)

ISBE

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	80,000	164,800	169,800	174,800	589,400
2. Fringe Benefits	40,000	82,400	84,900	87,400	294,700
3. Travel	3,200	3,200	3,200	3,200	12,800
4. Equipment	213,000	247,000	175,000	175,000	810,000
5. Supplies	0	0	0	0	0
6. Contractual	3,683,000	7,321,000	5,978,750	5,465,000	22,447,750
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	4,019,200	7,818,400	6,411,650	5,905,400	24,154,650
10. Indirect Costs*	112,537	143,074	116,096	117,326	489,033
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	110,000	525,000	2,060,000	505,000	3,200,000
12. Funds set aside for participation in grantee technical assistance	50,000	50,000	50,000	50,000	200,000*
13. Total Grant Funds Requested (add lines 9-12)	4,291,737	8,536,474	8,637,746	6,577,726	27,843,683
14. Funds from other sources used to support the State Plan	7,708,500	8,088,500	7,798,500	3,708,500	27,304,000
15. Total Statewide Budget (add lines 13-14)	12,000,237	16,624,974	16,436,246	10,286,226	55,347,683

* Cell did not contain formula and not permitted to edit.

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 contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

ISBE

**Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))**

Project*	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
A3-1	787,937	1,413,574	712,296	721,026	3,634,833
A3-2	553,200	1,103,200	829,450	555,700	3,041,550
B2	0	0	0	0	0
B3	1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
B4	883,200	2,008,200	2,008,200	1,258,200	6,157,800
B5	700,000	1,504,100	1,004,100	1,504,100	4,712,300
C1	199,100	199,100	0	0	398,200
C4	0	0	0	0	0
D1	0	0	0	0	0
D2	754,100	1,379,100	1,379,100	1,254,100	4,766,400
E1	1,508,500	1,888,500	3,493,000	2,588,000	9,478,000
E2	5,564,200	6,079,200	5,960,100	1,355,100	18,958,600
TA	50,000	50,000	50,000	50,000	200,000
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	12,000,237	16,624,974	16,436,246	10,286,226	55,347,683

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

* See Section VIII, Budget Table I-3 for full project names.

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IDHS

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	81,912	168,738	173,800	179,014	603,464
2. Fringe Benefits	50,180	102,418	104,536	106,718	363,852
3. Travel	1,600	3,200	3,200	3,200	11,200
4. Equipment	3,000	0	0	0	3,000
5. Supplies	0	0	0	0	0
6. Contractual	4,034,061	6,971,974	6,321,975	4,968,629	22,296,639
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	4,170,753	7,246,330	6,603,511	5,257,561	23,278,155
10. Indirect Costs*	79,817	102,394	103,572	104,785	390,568
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	2,994,662	4,551,817	4,364,647	4,285,759	16,196,885*
12. Funds set aside for participation in grantee technical assistance	50,000	50,000	50,000	50,000	200,000*
13. Total Grant Funds Requested (add lines 9-12)	7,295,232	11,950,541	11,121,730	9,698,105	39,865,608 23,278,155
14. Funds from other sources used to support the State Plan	16,675,414	16,391,414	16,358,414	16,358,414	65,783,656
15. Total Statewide Budget (add lines 13-14)	23,970,646	28,341,955	27,480,144	26,056,519	105,849,264

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Error in cell did not include total under Line # 11

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 contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

IDHS

Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))

Project*	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
A3-1	159,109	319,350	327,708	336,317	1,142,484
A3-2	608,200	1,208,200	908,200	608,200	3,332,800
B2	0	0	0	0	0
B3	1,510,811	2,496,574	2,549,075	2,305,729	8,862,189
B4	13,129,898	14,316,574	14,537,734	14,544,460	56,528,666
B5	0	0	0	0	0
C1	0	0	0	0	0
C4	2,385,564	3,391,814	2,989,314	2,529,314	11,296,006
D1	2,794,014	2,724,199	2,646,985	2,682,667	10,847,865
D2	2,189,878	2,228,068	2,287,918	2,226,472	8,932,336
E1	0	0	0	0	0
E2	1,143,172	1,607,176	1,183,210	773,360	4,706,918
TA	50,000	50,000	50,000	50,000	200,000
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	23,970,646	28,341,955	27,480,144	26,056,519	105,849,264

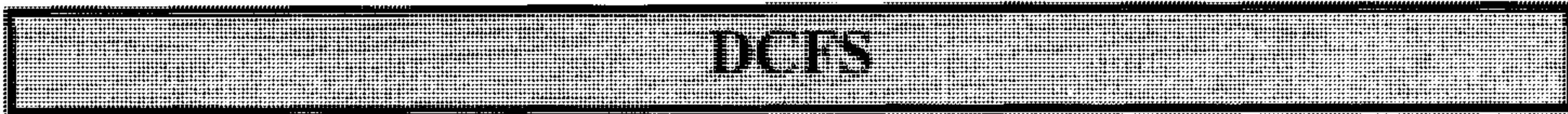
Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

* See Section VIII, Budget Table I-3 for full project names.

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Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	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	350,000	631,000	581,000	281,000	1,843,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	350,000	631,000	581,000	281,000	1,843,000
10. Indirect Costs*	8,200	12,300	12,300	12,300	45,100
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9- 12)	358,200	643,300	593,300	293,300	1,888,100
14. Funds from other sources used to support the State Plan	1,628,276	1,628,276	3,932,970	3,932,970	11,122,492
15. Total Statewide Budget (add lines 13- 14)	1,986,476	2,271,576	4,526,270	4,226,270	13,010,592

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.

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DCFS

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

DCFS

Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project*	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total (e)
	(a)	(b)	(c)	(d)	
A3-1	0	0	0	0	0
A3-2	0	0	0	0	0
B2	0	204,100	2,508,794	2,408,794	5,121,688
B3	0	0	0	0	0
B4	0	0	0	0	0
B5	0	0	0	0	0
C1	0	0	0	0	0
C4	1,732,376	2,032,376	1,982,376	1,782,376	7,529,504
D1	0	0	0	0	0
D2	0	0	0	0	0
E1	0	0	0	0	0
E2	254,100	35,100	35,100	35,100	359,400
TA	0	0	0	0	0
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	1,986,476	2,271,576	4,526,270	4,226,270	13,010,592

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

* See Section VIII, Budget Table I-3 for full project names.

DCFS

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.