

PRESCHOOL FOR ALL FUNDING REPORT

(REQUIRED BY PA 94-1054)

FISCAL YEAR 2009

ILLINOIS STATE BOARD OF EDUCATION



preschool for all

NURTURING ILLINOIS' PROMISE



ROD R. BLAGOJEVICH
GOVERNOR, STATE OF ILLINOIS

**ILLINOIS STATE BOARD OF EDUCATION
NOVEMBER 2008**

FY2009 Preschool for All Funding Report

Program Overview and FY 09 New Funds

Preschool for All is a historic six-year expansion of early childhood programs that makes Illinois the first state in the nation to offer voluntary, high quality preschool to all three- and four-year-olds whose parents want them to participate. The goal of Preschool for All is to ensure that all children are well prepared to succeed in school and in life. Preschool for All also includes new resources to expand quality infant-toddler programs targeted to at-risk children and their families.

Preschool for All was signed into law in July 2006, after passing the General Assembly with strong bipartisan support. In FY 09, new funding has been awarded to 79 preschool and 10 at-risk infant-toddler programs, which will reach approximately 5,000 new children in 2008-09. When fully implemented, Preschool for All will ensure that 190,000 children in Illinois have access to high-quality preschool. This estimate includes children who are already served in existing State Pre-Kindergarten, Head Start and Early Childhood Special Education programs. During expansion, programs serving children at-risk of school failure are the first priority for new funding, followed by families earning up to four times the federal poverty level, or \$82,600 for a family of four.

In FY09, the Early Childhood Block Grant appropriation is \$380,261 million, including \$32.4 million in new funds. One hundred percent of the new FY 2009 Preschool for All funds were awarded to programs serving primarily at-risk children, as noted in the Addendum. None of the new Preschool for All funds were awarded to programs serving primarily children with a family income of less than four times the federal poverty level and zero percent of the new Preschool for All funds were awarded to other pre-kindergarten programs.

Preschool for All is administered by the Illinois State Board of Education, except in Chicago, where the program is administered by the Chicago Public Schools using the same criteria. Preschool for All builds on the foundation of the 20-year-old State Pre-Kindergarten program by expanding resources to reach more children and enhance quality in participating schools, community organizations and private providers. As with the State Pre-K program, funding for Preschool for All is provided through the Early Childhood Block Grant. However, Preschool for All expands eligibility to all Illinois three- and four-year-olds, though at-risk and moderate-income children will be prioritized during the expansion period. Preschool for All infant-toddler funds will continue to be targeted to programs that serve at-risk children.

Preschool for All also provides new resources for initiatives to improve quality and accountability. Key components include:

- Two year program for 3 and 4-year olds
- Monitoring and accountability
- Training and technical assistance
- Expand supply of certified teachers
- Small class size, adult/child ratios
- 180 half-day sessions
- High quality curriculum/assessment
- Parent education and involvement

- Statewide and program evaluation
- Social/emotional consultation
- Community collaboration
- Professional development

Eleven percent of Preschool for All funding is directed to infant-toddler programs that serve at-risk children and their families. Illinois is the only state to institutionalize its infant-toddler programs to this extent. Extensive information and application guidelines for infant-toddler programs is available on the Illinois State Board of Education website (www.isbe.net). This commitment reflects the core values that undergird Preschool for All – all children deserve a quality early learning experience, but we must start earlier and do more for children who face the greatest challenges.

Preschool for All is based on recommendations drafted by the Illinois Early Learning Council, a statewide advisory board created with bi-partisan legislative support in 2003. The Early Learning Council's members are appointed by the Governor and leaders of the Illinois General Assembly, and include early childhood practitioners, policymakers, civic and business leaders, advocates and state agencies. Standing committees provide a forum for participation by additional stakeholders.

By building on a strong tradition of quality, Preschool for All places Illinois at the forefront of a national movement to make quality early learning available for all children. Yet many people – from local program directors to leaders of state government – must help sustain the current momentum in order to realize the full vision of Preschool for All children.

Who is Eligible for Preschool for All?

Every three-and four-year-old in Illinois is eligible for Preschool for All. Prior to Preschool for All, only children who were classified as at-risk of school failure were able to take part in state-funded preschool. For the first time, programs are allowed to use state dollars to serve children from the broader community. While funding during the five year expansion period will be prioritized according to need, these priorities are designed with some flexibility so that programs can respond to local circumstances and use resources in as efficient and fair manner as possible.

Given the considerable interest in and need for preschool services, all Preschool for All classrooms are expected to be fully enrolled with 20 children. Programs that do not have a full roster of children should actively reach out to parents and the community in order to recruit students to fill each classroom. Recruitment activities can include outreach to local early childhood networks, participating in community fairs, posters in local businesses and state agencies and door-to-door canvassing.

Preschool for All grant awards will be made each year, depending on available funding appropriated by the General Assembly. While the grant award time frame will vary depending on when the state budget is approved, the Preschool for All grant period will generally begin in the summer of a given program year, no sooner than July 1st, and will extend until June 30 of the program year.

Where is Preschool for All?

Preschool for All will be offered in a diversity of school- and community-based sites and programs. All Preschool for All programs will be funded on a 180 day school year calendar to provide a 2.5 hour, 5 day a week program. Otherwise, local programs will have considerable flexibility with their locations, operational structure and program formats. Applicants other than public school districts must provide evidence of existing capacity to provide early childhood education programs, including the agency's mission statement, organizational structure, accreditation and other relevant information.

Eligible applicants include:

- public school districts
- university laboratory schools
- child care centers
- regional offices of education
- charter schools
- community colleges
- community organizations
- private preschools
- park districts
- faith-based organizations*
- home-based child-care networks
- other settings

* Faith-based organizations are eligible to be funded for Preschool for All, but may not use state funds to support religious instruction.

Models for Collaboration

Preschool for All is designed to promote a comprehensive approach to early childhood development and encourage collaboration among providers and other community stakeholders to foster creative strategies to meet the complete needs of young children and their families. Many agencies are reworking their organizational thought and practice to emphasize cooperation, coordination, and collaboration. Educational, health, and social service agencies are beginning to recognize that only by working together can they provide services that are integrated rather than fragmented, multidimensional rather than one-dimensional, and continuous rather than sporadic.

Preschool for All encourages joint applications that maximize limited resources, increase the cohesion of services and provide practical avenues for collaboration. Joint applications must designate a single administrative agent and clearly delineate the shared responsibilities of each partner. Applicants can participate in only one application for Preschool for All funds. Within these parameters, Preschool for All providers have considerable flexibility to create partnerships that fit local circumstances.

Preschool for All Program Specifications

Preschool for All program specifications are similar to those of the State Pre-Kindergarten program upon which it is modeled. Preschool for All will enable programs to expand or create new preschool programs, while improving the quality of the overall system. Preschool for All is made up of several required components: 1) Screening; 2) Educational Program; 3) Parent Education and Involvement; 4) Community Collaboration; 5) Staff Requirements and Professional Development.

1. Screening Component

All Preschool for All programs must implement a formal screening process to determine a child's needs and priority for service. While Preschool for All establishes that all Illinois three- and four-year-olds are eligible for preschool, new capacity must be built in order to meet expected demand. During the build-up period, funding will be prioritized to programs which serve primarily at-risk children, followed by programs serving children from families earning up to four times the federal poverty rate (\$82,600 for a family of four).

Screening should be conducted on a community-wide basis in cooperation with other programs serving young children (e.g., public schools, child care agencies, special education, Head Start, 0-3 programs and Child Find). Programs may use an existing screening instrument or one that they have developed. All screening procedures must include the following requirements.

- Criteria to determine at what point an approved screening instrument indicates that children are at-risk of academic failure, as well as to assess other environmental, economic and demographic factors.
- Mechanisms to measure the child's development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
- A parent interview that gathers information about a child's health and social development; parent's education, employment, income and age; and other information that indicates risk of school failure or prioritization under income guidelines.
- Vision and hearing screening must be provided.
- Written parental permission for the screening must be obtained.
- Teachers should be involved in the screening process and have access to the results.

2. Educational Program

Preschool for All programs must offer an appropriate education program that addresses all developmental areas. The education program must meet the following requirements.

- Curriculum and instruction are aligned to the Illinois Early Learning Standards.
- The individualized assessment profile for each child is the basis for determining that child's educational program.
- The following domains of development are addressed: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
- A language and literacy development program shall be implemented for each child based on the child's individual assessment.
- A snack is provided for participating children in a half-day program.
- Student progress is assessed and documented to ensure that the educational program meets the needs of the student.
- A system is established to routinely advise parents of their child's progress.
- The staff-child ratio for each classroom must not exceed one adult to ten children. No more than twenty children can be served in a single classroom.
- Programs should serve the maximum number of children in each classroom. Programs must serve all at-risk children before enrolling other children. Children whose families make less than four times the federal poverty level will have the next priority.
- Age-eligible children are enrolled in kindergarten upon leaving the program.

3. Parent Education and Involvement

As their children's first teachers, parents are a crucial piece of a successful early learning experience. Preschool for All will empower parents by providing more choices among programs and settings that fit their unique needs. Preschool for All programs are expected to engage parents in the educational process and support effective parenting practices. Programs must provide parent education and involvement activities in each of the following areas.

- Communication: There is meaningful, two-way communication between home and the program on a regular basis.
- Parent Education: Parenting skills are promoted and supported.
- Student Learning: Parents play an integral role in assisting student learning.
- Involvement: Parents are welcome in the program, and their support and involvement are sought.

- Decision-Making and Advocacy: Parents are full partners in the decisions that affect children and families.

The following are examples of effective parent engagement practices.

- Parents, families, staff and community members cooperatively develop a mission statement.
- The program develops and implements a written parent involvement plan.
- Staff partner with parents to promote children's social/emotional and overall development.
- Family activities such as workshops, field trips and child/parent events are organized.
- The program encourages both mother and father/male involvement in children's lives.
- Parents are encouraged to volunteer in the classroom.
- The program has a lending library for parents, and a toy/book lending library for children.
- The program has a newsletter and regularly sends information home.

4. Community Collaboration

Preschool for All seeks to ensure that children and families get the services they need with a minimum of bureaucracy, and use public resources wisely by avoiding duplication of efforts. Since many families need full-day, year-round placement that includes not only preschool but other comprehensive services like child care and family programs, extra consideration will be given to Preschool for All partnerships that address these broader needs. Examples include partnerships between school districts and child care agencies, networks of family child care providers who share a preschool teacher, or partnerships between preschool programs and local Head Start initiatives.

Characteristics of effective community collaborations include the following elements.

- Programs collaborate with all other nearby programs to address the education, welfare, health and safety needs of young children and their families.
- A clear collaboration and implementation plan is in place.
- Programs have written procedures to assist children with transitions both within the program and between other early childhood programs in the community, including kindergarten.

- Programs establish partnerships with parents and families and encourage them to make decisions regarding their parenting skills and their children's development.
- The program has a written transition plan with other early childhood programs that addresses the unique needs and situations of families.
- Program staff appreciates the impact of children's home, community and cultural experiences on their development and learning.

5. Staff Requirements and Professional Development

Preschool for All staff will have the knowledge and skills to assist children in reaching their full potential as learners. All program administrators and staff must hold appropriate certifications and/or qualifications for the position for which they are hired. Preschool for All programs are expected to regularly assess the continuing learning needs of the staff and provide appropriate ongoing professional development activities both inside the building and within the broader early childhood community. Major requirements include the following.

- All teaching staff in instructional roles hold either an Initial (Type 02) or Standard (Type 04) Early Childhood Certificate.
- Non-certified staff who assist in instruction meet training and degree requirements.
- Administrators and program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing and implementing them.
- Program has written personnel policies and job descriptions on file.
- Program offers opportunities and resources for staff to share and consult with others.
- Staff development needs are regularly assessed and inform an in-service training program and other appropriate ongoing professional development activities.
- The program has a written professional development plan for all staff.

ADDENDUM

Preschool For All FY09 New Funds

County	District/ Agency Name	City
Champaign	Happi House Learning Center, Inc.	Urbana
Champaign	Regional Office of Education 9	Rantoul
Clinton	Albers Elementary School District #63	Albers
Cook	ABC Toon Town Educational Center	Oak Park
Cook	Action for Children	Chicago
Cook	Berwyn South School District 100	Berwyn
Cook	Blue Island Citizens for Persons with Developmental Disabilities	Blue Island
Cook	Community Consolidated School District 62	Des Plaines
Cook	Cuddle Care Child Care Center	Riverdale
Cook	District 89 Maywood-Melrose Park-Broadview	Melrose Park
Cook	Dolton SD 149	Calumet City
Cook	JFH Academy, Inc.	Prospect Heights
Cook	Kids University & Day Care	Olympia Fields
Cook	LaGrange Area Department of Special Education 204.5	LaGrange
Cook	M & M Child Care Center, Inc	Chicago Heights
Cook	Mannheim School District 83	Northlake
Cook	Oak Park Elementary School District 97	Oak Park
Cook	Penny Lane Schools, Ltd.	Chicago Ridge
Cook	Ridgeland School District #122	Oak Lawn
Cook	River Grove School District 85.5	River Grove
Cook	Safari Childcare, Inc	Mount Prospect
Cook	Schaumburg School District 54	Elk Grove Village
Cook	Smiling Faces Child Care Center	South Holland
Cook	Steps to the Future Day Care Center	Calumet City
Cook	Tiny Town of Lansing Nursery	Lansing
Cook	Triple R Child Care, Inc	Oak Forest
DuPage	Addison School District 4	Addison
DuPage	Childtime Learning Center	Novi
DuPage	Community Consolidated School District 93	Bloomington
DuPage	Knowledge Learning Corporation - KinderCare Woodridge	Schaumburg
DuPage	St Matthew School	Glendale Heights
DuPage	Tutor Time Learning Center	Novi
DuPage	Villa Park School District 45	Villa Park
Effingham	Dieterich CUSD 30	Dieterich
Franklin	Kids Country, Inc	Benton
Iroquois	Iroquois County CUSD #9	Watseka
Kane	Aurora West School District 129	Aurora
Kane	Community Unit School District 300 - Carpentersville	Carpentersville
Kane	Knowledge Learning Corporation - KinderCare Elgin	Schaumburg
Kane	Northern Kane Educational Corp/Cambridge Lakes Preschool	Pingree Grove
Kane	Rachel's Learning Center Ltd.	Aurora
Kankakee	Bradley Elementary School District 61	Bradley
Kankakee	Manteno Community Unit District #5	Manteno

ADDENDUM

Preschool For All FY09 New Funds

Kankakee	St. George Community Consolidated School District 258	Bourbonnais
Kendall	Oswego CUSD 308	Oswego
Lake	AAUW Nursery School	Waukegan
Lake	Highland Park Community Nursery School & Day Care Center	Highland Park
Lake	Kids Hope United	Waukegan
Lake	Knowledge Learning Corporation - KinderCare Gurnee	Schaumburg
Lake	North Shore School District 112	Highland Park
Lake	Zion Elementary School District 6	Zion
Lee	Dixon USD 170	Dixon
Lee	Open Sesame Child Care Centers, Inc	Dixon
Livingston	Flanagan-Cornell District 74	Flanagan II
Macon	Mt Zion Community Unit School District 3	Mt Zion
Macon	Robertson Charter School	Decatur
Marshall	Midland CUSD 7	Lacon
Monroe	Lighthouse Learning Center	Columbia
Monroe	Lighthouse Learning Center	Waterloo
Rock Island	East Moline District #37	East Moline
Sangamon	Springfield Ball Charter School District 186	Springfield
Sangamon	Springfield Public School District 186	Springfield
St Clair	123 & ABC Academy, Inc	Belleville
St Clair	Lighthouse Learning Center	Cahokia
St Clair	New Athens Community Unit School District 60	New Athens
St Clair	Scott AFB Child Development Program	Scott AFB
St Clair	Smart Start Learning Center, Inc	Belleville
St. Clair	Dee Dee's Learning Academy, Inc.	Dupo
St. Clair	Michelle's Place Child Care Center - Michelle Wright	Cahokia
St. Clair	The Early Years, Inc.	Fairview Heights
St. Clair	Knowledge Learning Corporation - KinderCare Belleville	Schaumburg
Stephenson	Regional Office of Education 08	Freeport
Tazewell	District 50 Schools	Washington
Tazewell	Eastside Educational Center	Danvers
Will	Joliet Public Schools Dist #86	Joliet
Will	Laraway CCSD 70-C	Joliet
Will	Plainfield Community Consolidated School District 202	Plainfield
Will	Summit Hill School District 161	Frankfort
Will	Troy Community Consolidated School District 30C	Plainfield

ADDENDUM

Prevention Initiative FY09 New Funds

County	District/Agency Name	City
Cook	Children's Home + Aid - Community Child Care Center of Schaumburg	Palatine
Cook	Cook County School District 130	Blue Island
DuPage	West Chicago Elementary District 33	West Chicago
Jackson	Eurma C. Hayes Child Care Center	Carbondale
Jackson, Perry, Randolph, Franklin	Murphysboro CUSD 186/Southern Region Early Childhood	Carbondale
Kane	Fabela Family Foundation	Aurora
Kane	Kane County Health Department	Aurora
Logan	Academic Development Institute	Lincoln
Madison	Madison CUSD 12	Madison
Will	Regional Office of Education 24	Morris

For more information please visit http://www.isbe.net/earlychi/pdf/pfa_contact_list.pdf and
http://www.isbe.net/earlychi/pdf/prevention_initiative_contact.pdf