AGENDA

I. Roll Call/Pledge of Allegiance (Times are estimated and are for planning purposes only)
   A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

II. Public Participation 1:00 – 1:30 p.m.

III. Resolutions & Recognition

IV. Rules for Adoption 1:30 – 1:45 p.m.
   A. Part 1 (Public Schools Evaluation, Recognition and Supervision) (Cindy Zumwalt) (pp.)
   B. Part 235 (Early Childhood Education Block Grant) (Cindy Zumwalt) (pp.)

V. Discussion Items
   A. Other Items for Discussion

VI. Announcements

VII. Adjourn
Illinois State Board of Education

October 12, 2011

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Reyna Hernandez, Assistant Superintendent
       Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Item: Proposed Amendments for Initial Review: Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 235 (Early Childhood Block Grant)

Materials: Recommended Rules

Staff Contacts: Cindy Zumwalt, Division Administrator

Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendments for the Board’s initial review.

Relationship to/Implications for the State Board’s Strategic Plan
The changes in both Parts 1 and 235 address Strategic Goals 1 and 2 in that they implement a coordinated system of early childhood education across state agencies that is designed to provide consistency among programs and ensure improvement in the quality of programs offered through the Early Childhood Block Grant by focusing on educational and developmental components, family support and staff competency.

Expected Outcome of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information
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 in each age group of infants, toddlers, and preschoolers 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.
As outlined in the federal grant application package, the RTT-ELC concentrates on five core areas of focus, as summarized below:

a. a successful statewide system that delivers a coordinated set of programs, policies, and services that are responsive to the needs of children and families and effectively prepare young children for school success by improving program quality and outcomes for young children, increasing the number of children with high needs who attend high-quality early learning and development programs, and helping to close the achievement gap between children with high needs and their peers by supporting efforts to increase kindergarten readiness;

b. high-quality, accountable programs that have a common set of program standards that are used statewide and include a tiered quality rating and improvement system based on consistent and demanding statewide program standards and provide meaningful program ratings;

c. promotion of early learning and development outcomes for children that are built on a set of early learning and development standards that define what children should know and be able to do at different stages of development;

d. procedures to increase retention and improve the quality of the early childhood education workforce through professional development, career advancement opportunities, differentiated compensation, and incentives for workers to improve their knowledge, skills, and abilities; and

e. a process to measure outcomes and progress through kindergarten entry assessments that provide information across all domains of early learning and development, inform efforts to close the school readiness gap, and inform instruction in the early elementary school grades.

The State Board of Education is serving as the lead agency for the RTT-ELC application, and agency staff are working with outside consultants, early childhood education advocates and staff from the Department of Human Services (DHS), Department of Children and Family Services (DCFS) and the Illinois Early Learning Council to prepare the application, which is due to the U.S. Department of Education by October 19, 2011. As part of the application, the agency has committed to modifying its policies for birth to age 5 programs through the initiation of rulemaking in Parts 1 and Parts 235. Staff are recommending a 90-day public comment period to ensure ample opportunities for those affected by the rulemaking to voice their concerns or recommend changes.

A more complete explanation of the proposed changes in these two sets of rules is presented under “Policy Implications” below.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Several significant changes are being proposed that relate to the core focus areas of the RTT-ELC grant. The State Board has responsibility for two grant programs – Prevention Initiative and Preschool for All – that serve, respectively, at-risk infant and toddlers and their families, and children from ages 3 to 5, with an emphasize on those who are determined to be at risk of academic failure or who are from low-income families. School districts, other educational entities, childcare centers and entities with experience in early learning and development may apply for grants under these programs.

As a way to coordinate these programs with those offered through or licensed by DHS or DCFS, it is proposed that programs funded under the Prevention Initiative and Preschool for All participate in two initiatives available to licensed childcare entities. While participation in each of these is voluntary currently, DCFS is proposing amendments to its administrative rules to
require the participation of daycare providers that it regulates. Likewise, Part 235 is proposed to be amended to require the use of the Tiered Rating and Improvement System and of the Gateways to Opportunity staff registry. (See new Section 235.45 and Section 235.20(c)(9)(E).)

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 Preschool for All (PFA) program. For instance, teachers in PFA programs are required to hold the appropriate early childhood certification and by July 1, 2014, the applicable bilingual education certificate, endorsement or approval if English language learners are in their classrooms. Paraprofessionals also must have the appropriate approval (or license under new Article 21B of the School Code) from the State Board by July 1, 2014, to assist in providing instruction in a PFA classroom. These criteria apply to PFA staff either in school districts or childcare provider settings, and each of these requirements is more stringent than those DCFS requires of childcare providers not participating in the PFA program. Modifications to the systems 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. Starting in the 2014-15 school year, any school district that offers kindergarten (whether full or half day) will be required to administer the Kindergarten Individual Development Survey, or KIDS. This requirement will be placed in Part 1, which contains general requirements for all school districts. 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 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 PFA grantees participate in the limited statewide implementation of KIDS in the 2013-14 school year, upon request by the Agency, which will provide a strong pool from which to start the limited statewide implementation.

Additionally, the program standards contained Part 235 for 0-3 programs have been expanded to address programs serving children ages 3 to 5 (see Section 235.Appendix C), as well. Developmental guidelines for infants and toddlers also are being proposed in new Section 235.Appendix B, and the existing learning and developmental standards for children ages 3 to 5 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.

Finally, acknowledgement that the Illinois Learning Standards apply to kindergarten will 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 are the same as those for other grade levels, with the benchmarks (which are not in the rules) applying specifically to the kindergarten level.
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.

Budget Implications: The State Board, DHS and DCFS are requesting $70 million in RTT-ELC funding.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
The proposed amendments work to strengthen Illinois’ application for funding under the RTT-ELC initiative and will ensure that Illinois has a coordinated system of high-quality early learning and development services available, particularly for children and families considered to be at risk. The ability of educators and others to shape the final rules will be preserved through an extended public comment period of 90 days. Failure to introduce changes in existing rules now has the potential to jeopardize the agency’s chances of receiving federal funds under RTT-ELC.

Superintendent’s Recommendation
The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

- Public School Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), and
- Early Childhood Block Grant (23 Illinois Administrative Code 235)

including publication of the proposed amendments in the Illinois Register.

Next Steps
With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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)
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
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

1. APPENDIX G Criteria for Determination - State Assessment (Repealed)


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, online, 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 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 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
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.

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.

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.

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).
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
the 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
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]).
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
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
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
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
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);
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.


(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 designed to measure students’ mastery of the Illinois Learning Standards, so that a
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.
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.
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.)
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.
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.


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.
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.
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 _____________)
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 Program Standards
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].


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
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:

   i) the applicable Illinois Early Learning and Development Standards, as set forth in Appendix A or Appendix C of this Part,

   ii) the Illinois Birth to Five Program Standards as set forth in Appendix B of this Part, and
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) 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) 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) 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,
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) A description of the parent education and involvement component that will be provided, which shall include activities in each of the following areas:
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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) 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) 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).
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) A description of staff development assessment procedures and ongoing professional development activities to be conducted.

11) A description of the required program components, as set forth in either Section 235.30 or 235.40 of this Part.

12) 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
name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable.

13) 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) 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) 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) 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) 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**
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) 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) 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) 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) 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;
4) 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) 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) 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) 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
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;

c) 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;

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;
d) 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) 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) 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) A referral system that ensures that 3-year-old children are placed into 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.

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, any national accreditations received, 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
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.
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
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.
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) budget summary and payment schedule as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure; and

5) the certifications and assurances referred to in Section 235.20(c)(17) 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;
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, 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.

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 providing instruction meet the requirements of Section 235.20(c)(9) and 235.20(c)(8)(A) and (c)(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.

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.

p) 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 administration and for professional development 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.

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.
ILLINOIS REGISTER
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

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.


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.


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.

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.

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.

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).

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.

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

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 ____________)

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 and their families.

Program Goal I: Organization

Standards:

All birth to five three programs must have a mission 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 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 information about the program, its staff, its participants, and learning and developmental outcomes, and uses this information to engage in continuous improvement.
Program Goal II: Curriculum and Service Provision

Standards:

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

The curriculum is aligned to the Illinois Early Learning and Development Standards for 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.

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

Standards:

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

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

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

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

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

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

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

Program Goal V: Family and Community Partnerships

Standards:

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

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

The program assures that families have access to comprehensive services.

The program develops a partnership with families in which the family members and staff determine goals and services.
The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families.

(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 ____________ )