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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

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 Reg. 903, effective January 15, 2002; old Part repealed at 30 Ill.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

SUBPART A: PRESCHOOL EDUCATION AND PREVENTION INITIATIVE PROGRAMS

Section 235.20 Application Procedure and Content for New or Expanding Programs

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

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

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

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

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- C) for proposed preschool education programs that will serve English language learners, the “English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12” (2007), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium and posted at <http://www.wida.us/standards/elp.aspx>. No later amendments to or editions of these standards are incorporated by this Section.
- ~~4)3)~~ A description of the need for the program, which shall include:
- A) current demographic or descriptive information regarding the community in which the families and children reside (including information on the prevalence of homelessness); and
 - B) the process that was used to determine the need for the program in the community in relation to other similar services that may be operating in the same geographic area; this description must list, to the extent known, the other services offered and an estimate of the number of children being served.
- ~~5)4)~~ A description of the population to be served, as defined in Section 235.10(a) of this Part, for each program to be funded under the Early Childhood Block Grant. This description shall include:
- A) how the eligible population will be recruited;
 - B) the geographic area to be served; and
 - C) the estimated number of children and/or families to be enrolled.
- ~~6)5)~~ A description of the procedures to be used to screen children and their families to determine their need for services. Results of the screening shall be made available to the program staff and parents of the children screened. All screening procedures shall include:
- A) research-based criteria to determine at what point performance on the screening instrument indicates that children are at risk of academic failure as well as to assess other environmental,

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

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

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- A) communication between the home and the preschool education program that is regular, two-way and meaningful;
- B) parenting skills are promoted and supported;
- C) recognition that parents play an integral role in assisting student learning;
- D) parents are welcome in the program, and their support and involvement are sought; and
- E) parents are full partners in the decisions that affect children and families.

~~8)7)~~ A description of how the program will coordinate with other programs, as specified in the RFP, that are in operation in the same area and that are concerned with the education, welfare, health and safety needs of young children. A copy of the written agreement between the program and any Head Start program operating in the same area shall be executed by the date and contain the information specified in Section 2-3.71(a)(4.5) of the School Code. If the Head Start program is either unable or unwilling to enter into a written agreement, the program shall notify the State Board of Education of this fact no later than December 31 of each fiscal year.

~~9)8)~~ A description of the full-time and part-time professional and nonprofessional staff to be paid by the program, indicating that program administrators, early childhood teachers, counselors, psychologists, psychiatrists and social workers are appropriately qualified.

- A) Teachers of children ages 3 to 5 years must hold an initial, initial alternative, standard, master, provisional, provisional alternative, resident teacher, or visiting international teacher early childhood certificate. (See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1.Appendix A.)
- B) By July 1, 2014, noncertificated staff employed to assist in instruction provided to children ages 3 to 5 years shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(c).

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

~~10)9)~~ A description of staff development assessment procedures and ongoing professional development activities to be conducted.

~~11)40)~~ A description of the required program components, as set forth in either Section 235.30 or 235.40 of this Part.

~~12)44)~~ Other information, as specified in the RFP, such as daily schedules (including the number of hours per day and days per week the program will operate), classroom locations, facility information (e.g., owner's

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

~~13)~~¹²⁾ The plan for ensuring that the program provides either a snack, in the case of a half-day program, or a meal, in the case of a full-day program, for participating children.

~~14)~~¹³⁾ A budget summary and payment schedule, as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure. The budget shall specify that no more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation.

~~15)~~¹⁴⁾ A description of how the applicant will ensure that no fees will be charged of parents or guardians and their children who are enrolled and participate in Early Childhood Block Grant programs.

~~16)~~¹⁵⁾ A plan for evaluating the proposed programs and activities to be included in the Early Childhood Block Grant, which shall correspond to the applicable specifications set forth in the RFP.

~~17)~~¹⁶⁾ Such certifications, assurances and program-specific terms of the grant as the State Superintendent of Education may require, to be signed by each applicant that is a party to the application and submitted with the proposal. (Also see Section 235.70 of this Part.)

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

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

Section 235.30 Additional Program Components for Preschool Education Proposals

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

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- ~~4)5)~~ a description of how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program;
 - ~~5)6)~~ for school district applicants, a description of the steps to be taken to ensure that the provisions of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) are met; ~~and~~
 - ~~6)7)~~ a description of the provisions to be made to allow for the participation of children with disabilities in the program; and
 - 7) as applicable, the information required under Section 235.45(c) of this Part if an unfavorable monitoring report was issued since the last proposal or continuation application was approved or, if the report was favorable, of the plan for continuous improvement.
- b) Each applicant also shall describe whether the program qualifies as a program serving primarily at-risk children or a program serving primarily children whose families meet the income guidelines set forth in Section 2-3.71(a)(4.5) of the School Code.
- 1) A program serving “primarily at-risk children” is one that:
 - A) has 80 percent or more of the enrolled children identified as being at risk of academic failure (see Sections 235.10(a)(3) and 235.20(c)(6) 235-20(e)(5) of this Part);
 - B) gives priority for enrollment to academically at-risk students over those students who have not been identified as academically at risk; and
 - C) has taken specific proactive measures to ensure that parents of children who may be at risk of academic failure are aware of the opportunity to enroll in the preschool education program.
 - 2) A program serving “primarily children whose families meet income guidelines” is one that has 80 percent or more of the enrolled children from families meeting the income guidelines and does not qualify under

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

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

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

Section 235.40 Additional Program Components for Prevention Initiative Proposals

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

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

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

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

Section 235.45 Tiered Quality Rating and Improvement System

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

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

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

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

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

Section 235.50 Proposal Review and Approval for New or Expanding Programs

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

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

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

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

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

Section 235.60 Application Content and Approval for Continuation Programs

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

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

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

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

Section 235.70 Terms of the Grant

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

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

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

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

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

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

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

LANGUAGE ARTS

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

Standards:

Develop an appreciation for language and literacy activities.

Develop basic language skills.

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

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

Standards:

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

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

Demonstrate understanding of text organization and basic features of print.

Demonstrate beginning letter and word recognition.

Demonstrate beginning phonological awareness.

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State Goal 3: Develop early writing skills and concepts.

Standards:

Use writing to represent ideas and information.

Compose information to convey meaning.

Recognize multiple purposes and types of writing.

Explore writing and conveying ideas using digital tools.

State Goal 4: Comprehend the language of others.

Standards:

Demonstrate understanding through age-appropriate responses.

Understand language and information presented in a variety of ways.

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

Standards:

Communicate effectively using language appropriate to the situation and audience.

Demonstrate increasingly complex and varied use of language.

MATHEMATICS

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

Standards:

Demonstrate beginning understanding of numbers, number names and numerals.

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

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Begin to make reasonable estimates of numbers.

Compare quantities using appropriate vocabulary terms.

State Goal 7: Explore measurement of objects and quantities.

Standards:

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

Begin to make estimates of measurements.

Explore tools used for measurement.

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

Standards:

Explore objects and patterns.

Describe and document patterns using symbols.

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

Standards:

Recognize, name and replicate common shapes.

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

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

Standards:

Organize and describe data and information.

Gather information to answer questions.

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SCIENCE

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

Standards:

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

Use tools and technology to assist in scientific inquiry.

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

Standards:

Understand that living things grow and change.

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

Explore the physical properties of objects.

Explore concepts of force and motion.

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

Explore changes related to the weather and seasons.

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

Standard:

Understand rules to follow when investigating and exploring.

SOCIAL STUDIES

State Goal 14: Understand some concepts related to citizenship.

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Standards:

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

Understand ways groups make choices and decisions.

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

State Goal 15: Explore economic systems and human interdependence.

Standards:

Explore roles in the economic system and workforce.

Explore issues of limited resources in the classroom and world.

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

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

Standard:

Explore his or her self and history.

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

Standard:

Explore environments and where people live.

State Goal 18: Explore people and families.

Standards:

Explore people, their similarities and their differences.

Develop an awareness of self within the context of family.

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PHYSICAL DEVELOPMENT AND HEALTH

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

Standards:

Demonstrate physical competency and control of large and small muscles.

Demonstrate awareness and coordination of body movements.

Demonstrate knowledge of rules and safety during physical activity.

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

Standard:

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

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

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

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

Standard:

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

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

Standards:

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

Identify ways to keep the body healthy.

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

Standard:

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

THE ARTS

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

Standards:

Investigate, explore and participate in the arts.

Display an awareness of some distinct characteristics of the arts.

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

Standard:

Understand ways to express meaning through the arts.

SOCIAL/EMOTIONAL DEVELOPMENT

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

Standards:

Identify and manage one's emotions and behavior.

Recognize one's own uniqueness and personal qualities.

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Demonstrate skills related to successful personal and school outcomes.

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

Standards:

Develop positive relationships with peers and adults.

Recognize and appreciate individual and group similarities and differences.

Use communication and social skills to interact effectively with others.

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

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

Standards:

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

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

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

ENGLISH LANGUAGE LEARNER HOME LANGUAGE

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

Standards:

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

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

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

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

Language Arts

Standards:

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

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

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

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

~~Make some letter-sound matches.~~

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

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

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

~~Retell information from a story.~~

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

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

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

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

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

~~Dictate stories and experiences.~~

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

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

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

~~Communicate needs, ideas and thoughts.~~

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

~~Relate prior knowledge to new information.~~

~~Communicate information with others.~~

Mathematics

Standards:

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

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

~~Solve simple mathematical problems.~~

~~Explore quantity and number.~~

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

~~Make comparisons of quantities.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

Science

Standards:

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

~~Collect, describe and record information.~~

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

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

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

~~Show an awareness of changes that occur in themselves and their environment.~~

~~Describe and compare basic needs of living things.~~

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

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

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

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

~~Begin to understand basic safety practices.~~

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

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

Social Science

Standards:

~~Recognize the reasons for rules.~~

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

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

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

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

~~Recall information about the immediate past.~~

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

~~Express beginning geographic thinking.~~

~~Recognize similarities and differences in people.~~

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

Physical Development and Health

Standards:

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

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

~~Coordinate movements to perform complex tasks.~~

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

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

~~Exhibit increased endurance.~~

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

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

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

~~Identify body parts and their functions.~~

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

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

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

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

Fine Arts

Standards:

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

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

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

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

Foreign Languages

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Standards:

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

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

Social/Emotional Development

Standards:

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

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

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

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

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

~~Begin to understand and follow rules.~~

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

~~Show empathy and caring for others.~~

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

~~Engage in cooperative group play.~~

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

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

~~Develop relationships with children and adults.~~

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

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

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

Program Goal I: Organization

Standards:

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

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

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

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

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

The administration promotes and practices informed leadership and supervision.

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

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

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

The program implements effective systems for recording and managing

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

Program Goal II: Curriculum and Service Provision

Standards:

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

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

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

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

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

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

The program supports children's healthy physical development.

Program Goal III: Developmental Monitoring and Program Accountability

Standards:

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

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

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

Program Goal IV: Personnel

Standards:

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

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

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

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

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

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

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

Program Goal V: Family and Community Partnerships

Standards:

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

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

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The program assures that families have access to comprehensive services.

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

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

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

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

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

SOCIAL AND EMOTIONAL DEVELOPMENT

Empathy

Standard:

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

Social Communication

Standard:

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

Relationship with Peers

Standard:

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

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Relationship with Adults

Standard:

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

Moral Development

Standard:

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

Safety Awareness

Standard:

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

Attachment Relationships

Standard:

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

Emotional Expression

Standard:

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

Self-Concept

Standard:

Children develop identity of self in relation to others.

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COGNITIVE DEVELOPMENT

Concept Development

Standard:

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

Logic and Reasoning

Standard:

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

Math and Numeracy

Standard:

Children demonstrate awareness of quantity and counting.

Spatial Relationships

Standard:

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

Memory

Standard:

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

Symbolic Thought

Standard:

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

Science Skills and Knowledge

Standard:

Children demonstrate a basic awareness of scientific concepts.

LANGUAGE, LITERACY AND COMMUNICATION

Early Literacy

Standard:

Children demonstrate interest and comprehension with printed materials.

Language Acquisition – Expressive Communication

Standard:

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

Language Acquisition – Receptive Communication

Standard:

Children demonstrate the ability to understand verbal communications.

Creative Expression

Standard:

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

PHYSICAL DEVELOPMENT, HEALTH, AND MOTOR DEVELOPMENT

Fine Motor

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Standard:

Children demonstrate the ability to coordinate and move small muscles.

Gross Motor

Standard:

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

Perceptual Development

Standard:

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

Self-care

Standard:

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

APPROACHES TO LEARNING

Confidence and Risk Taking

Standard:

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

Curiosity and Initiative

Standard:

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

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Creativity, Inventiveness, and Imagination

Standard:

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

Persistence, Effort, and Attentiveness

Standard:

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

Problem-solving

Standard:

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

Sensory Exploration

Standard:

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

SELF-REGULATION

Emotional Regulation/Expressions

Standard:

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

Behavioral Regulation

Standard:

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

Attention Regulation

Standard:

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

Physiological Regulation

Standard:

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

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