

Illinois Preschool Expansion Program Eligibility and Weighted Priority Enrollment Form

Each program will use this Eligibility and Weighted Priority Enrollment form to determine the eligibility and prioritized enrollment of a child for the Preschool Expansion program. This form should be completed by program staff with information obtained from the parent interview, documentation verifying the age of the child and the income of the family, and information gleaned from the child screening instrument, as well as the referring entity, if applicable. Income verification must be completed no sooner than six months before a child's first day of attendance in the Preschool Expansion program. Income and eligibility documentation should be retained in a child's file with a copy of this form.

Programs will utilize the individualized weighted criteria system for (a) Enrolling children identified as having the highest needs, (b) Ensuring children with the highest needs are prioritized for enrollment through a selection process, which may include a waiting list. After a child is enrolled in the program, he or she must be allowed the opportunity to continue services for the duration of the program until he or she is Kindergarten eligible (unless otherwise indicated in the child's IEP). The family may voluntarily leave the program at any time. **Screening for eligibility and this form are only completed one time for each child.**

Child's full name: _____ Date of birth: _____ Age on Sept 1: _____

Primary caregiver's name: _____ Relationship to child: _____

Other caregiver's name: _____ Relationship to child: _____

Family's annual household income \$ _____ Number of persons in Family/Household _____

(Note: Family income does not have to be determined if poverty status has been established by proof of receipt of public benefits; however, programs may still wish to collect this information to better understand the families they are serving)

Method of Verification: *(Mark all that apply.)*

Public benefits:

- WIC (185% FPL) Medicaid Card (138%, **must** be in parent(s)' name) SNAP (165% FPL)
 TANF (50% FPL) CCAP (162%)

Proof of Income (required only if no proof of public benefits above):

- Paystubs SSI Other form of income verification: _____
 (IDHS Income Calculation Worksheet attached)

Family/Household at or below 200% of the Federal Poverty Level? YES NO (If no, child is not eligible)

2018 Federal Poverty Guidelines

Source: Federal Register /Vol. 83, No. 12 /January 31, 2018 /Notices

Persons in Family/Household	50% of Federal Poverty Level	100% of Federal Poverty Level	200% of Federal Poverty Level
1	\$6,070	\$12,140	\$24,280
2	\$8,230	\$16,460	\$32,920
3	\$10,390	\$20,780	\$41,560
4	\$12,550	\$25,100	\$50,200
5	\$14,710	\$29,420	\$58,840
6	\$16,870	\$33,740	\$67,480

*For families/households with more than 6 persons, add \$4,320 for each additional person at 100% FPL level (\$2,160 at 50% FPL and \$8,640 at 200% FPL)

The following are highest priority selection factors (50 points each):

Instructional Leader (Curriculum Coordinator / Master Teacher)
Preschool Expansion Program
Sample Job Description

Purpose: The instructional leader will support classroom education staff (teachers and teacher assistants) to refine their practices, improve instructional quality and achieve mastery as early childhood professionals.

Key activities:

Curriculum

- Ensure that the program selects a high-quality curriculum in alignment with the Illinois Early Learning Standards.
- Manage program implementation of selected curriculum, assessment tool and any supplemental materials. Align program practices and standards to support quality implementation.
- Coordinate teacher training and professional development on selected curricula.
- Provide support to classroom education staff in creating lesson plans that are faithful to the curriculum and developmentally appropriate. Review lesson plans and provide teachers with timely feedback and recommendations.

Professional Development

- Collaborate with classroom education staff to develop individual professional development plans for each staff member.
- Identify professional development opportunities offered by funders, regional professional development providers and others that align to teaching staff goals and needs.
- Develop and facilitate a professional learning community focused on instructional excellence.

Observation and Coaching

- Conduct regular observation in all assigned classrooms and maintain records.
- Engage education staff in individual and group reflective coaching to discuss observations and develop a plan to strengthen challenging areas and build on areas of strength.
- Support peer observation and learning between classrooms/sites.

Instructional Quality

- Participate in professional development opportunities, including workshops and conferences, to bring new and emerging best practices into the program.
- Identify resources and materials that will support instructional quality and integrate them into program practices.
- Develop internal systems and procedures that advance instructional quality

Qualifications:

- Bachelor's degree in child development or early childhood education. Master's degree or Illinois Professional Educator License preferred.
- Experience as an early childhood educator and experience as a coach or supervisor of educators preferred.
- Commitment to supporting at-risk families.
- Cultural and linguistic competency appropriate to service area.

Parent Educator / Family Support Worker
Preschool Expansion Program
Sample Job Description

Purpose: The parent educator will work collaboratively with families, education staff and community partners to ensure that the program meets the needs of the whole child and supports parents/guardians in addressing family needs and setting and achieving ambitious family goals.

Key activities:

Parent Engagement and Education

- Collaborate with teachers and instructional leaders to engage parents in the classroom and school/site, including meaningful volunteer opportunities. Ensure that the program maintains a welcoming environment for parents.
- Lead development and implementation of parent education opportunities, leveraging internal resources and community partners. Solicit parent input on parent education offerings.
- Implement and support activities to ensure a strong connection between home and school, including take-home learning activities.
- Engage parents in parent advisory committee and other leadership opportunities.

Eligibility and Recruitment

- Support program efforts to identify and recruit the most at-risk children in the community.
- Educate parents about the importance of early learning programs and support parents in completing the enrollment process.
- Identify and develop potential partnerships with community entities with access to priority populations.

Attendance

- Contact parents of absent students to determine reasons for absence.
- Review attendance on a regular basis to identify patterns of absenteeism.
- Determine supports needed to support regular attendance and connect parents to resources as appropriate. Educate parents about benefits and importance of regular attendance.

Comprehensive Services

- Monitor health and dental records to ensure that children receive regular screenings and follow-up for any treatment needs.
- Coordinate parent meetings and workshops to educate parents in the areas of child health, mental health and development.
- Assist parents in establishing a “medical home” and “dental home” for their children to ensure access to consistent health care.

- Collaborate with mental health consultant to facilitate evaluation of children with parent consent and referrals to mental health resources as needed.
- Coordinate and conduct home visits as needed to support home-school connection, address attendance concerns and provide other family supports.
- Provide supports to children with special needs, including empowering parents as advocates for their children.

Connection to Resources

- Assess family needs and identify parent/guardian goals for family. Work with families to develop a plan towards meeting needs and achieving goals.
- Refer families to resources to support their plan. Document referrals and progress towards goals and follow up with families regarding referrals on a regular basis.

Qualifications:

- Bachelor's degree in child development, early childhood education, social work or a related field required.
- Commitment to supporting at-risk families.
- Cultural and linguistic competency appropriate to service area.