

# A Look at FY19 Prevention Initiative Center-Based

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With the most recent RFP, the Illinois State Board of Education has made modifications and updates to the Prevention Initiative 0-3 center based requirements. This presentation will provide a brief introduction to the center-based requirements and how they impact both Prevention Initiative center-based classrooms and family support work. These requirements will guide program development in order to continue the Prevention Initiative goal of providing early, continuous, intensive, and comprehensive evidence-based child development and family support services to help families prepare their young children for later school success.

## Objectives

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- Describe why the Prevention Initiative Center-Based requirements are being modified at this time.
- Distinguish how these updates impact both the classroom and family support work.
- Provide an overview of the new Prevention Initiative Center-Based sections.

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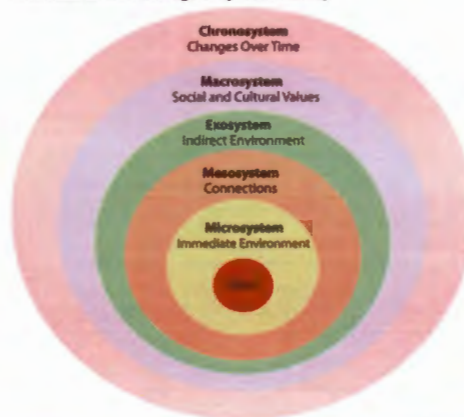
Describe why the Prevention Initiative Center-Based requirements are being modified at this time.

Distinguish how these updates impact both the classroom and family support work.

Provide an overview of the new Prevention Initiative Center-Based sections. (This Power Point will not cover all 9 components of the RFP, however it will be highlighting the most significant pieces of Prevention Initiative Center-Based programming).

# Best Practices

**Bronfenbrenner's Ecological Systems Theory**



Developing a strong program to serve women that are pregnant and children birth through age three means building a program that serves the entire family, beginning with the child and the child's most influential support.

The graphic on the slide is the Bronfenbrenner's Ecological Systems Theory Model. As you can see the child is in the center. The child's immediate environment is the first layer of support and influence. This is called the microsystem. It consists of the family and other caregivers, which includes the Center-Based Staff, specifically the teachers and assistants. This is a Prevention Initiative program's priority in terms of support to the family. As we move through the layers, we can identify other ways a PI program can support the family and influence the system the family lives within.

- The Mesosystem consists of the connections that support the family. For example, when programs refer families to community resources such as WIC and a medical home.
- The Exosystem is the indirect environment. The program may impact this system when staff participate in community systems building efforts and local committees and councils.

- Then there is the Macrosystem which expose social and cultural values.
- And the Chronosytem which reflect changes over time.

## Prevention Initiative Center-Based



Home Visiting



Center-Based  
Services

There are two components to a Prevention Initiative Center-Based Program.

1. Evidence-Based Program Model for parent engagement; and
2. Center-Based Services that meet ExceleRate Illinois Silver or Gold Circle of Quality

These components are both equal in importance in the implementation of a comprehensive Prevention Initiative program.

Prevention Initiative Center-Based programming in a child care setting complements the Child Care Assistance Program or (CCAP).

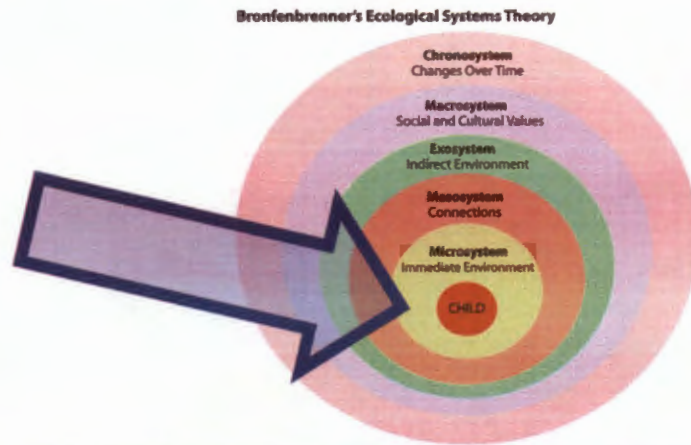
If the family wishes to just access child care, then the family will access only access CCAP funds, if the family is eligible.

PI programs will need to inform families at enrollment of the comprehensive services provided through a PI center-based programming.

The family will voluntarily enroll in the PI program knowing there will be both parent engagement and child care components.

## Best Practices

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Home Visiting and Child Care primarily support services to the Microsystem of the child which in turn will impact the trajectory of the child's life.

## Parent Engagement

Choose an evidence-based Home Visiting Model

- Baby TALK
- Parents as Teachers
- Early Head Start

Let's review the requirements of a PI Center-Based Model.

The program must choose an evidence-based Home Visiting Model, such as:

- Baby TALK;
- Parents as Teachers; or
- Early Head Start. (EHS may choose the early head start home visiting model or because these are public dollars another evidence-based program model. Remember if you choose the EHS home visiting model it includes weekly 90 minute visit to each family.)

Family engagement includes home visits as defined by the program model. The visits may be implemented at the center, but should be implemented at the home. Also the program needs to implement at least one group meeting a month.

## Center-Based Child Care

- Children will be enrolled in a Prevention Initiative program that is between 2½ to five hours long five days a week.
- The program structure should be similar to a Preschool For All program in a child care center, including set PI program hours.
- If the child/family is eligible:
  - Prevention Initiative Funding
  - Child Care Assistance Program (CCAP)

### Center-Based Child Care

Children will be enrolled in a program that is between 2½ to five hours long five days a week. The program structure should be similar to a Preschool For All program in a child care center, including set PI program hours.

Full Day defined by CCAP is 5 hours or more.

Half Day defined by CCAP is under 5 hours. Therefore the program may receive all of the PI funds, plus if the family is eligible, full day CCAP funds.

All children will go through a screening process to determine eligibility respectfully for Prevention Initiative and for CCAP.

If the child needs before or after care then the program may access CCAP funds, if the family is eligible. Prevention Initiative Center-Based Child Care is complementary to the Child Care Assistance Program (CCAP). This decision was intentional. The program will be able to access all of PI funding then if applicable and if eligible the program will be able to obtain Full Day payments from CCAP thereby getting the maximum amount



from both funding sources to maintain highly educated and experienced staff.

The center-based requirements are changing at this time because:

- The ECBG is moving into a full competitive RFP process and there is an opportunity to expand PI Center-Based programming.
- All governmental entities wanted a more structured model so that there would be a clear understanding of what each agency was funding, including Prevention Initiative and the Child Care Assistance Program (CCAP).

## Center-Based Child Care

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- The program must be embedded in a child care center that is licensed and meets all of the licensing standards of the Illinois Department of Children and Family Services for center-based child care.

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## Center-Based Child Care

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- Maintain the ExceleRate Illinois
  - PI Rubric Silver (Compliance) or
  - PI Rubric Gold (Exemplary) Circle of Quality.
- All center-based programs must maintain at least ExceleRate Gold Circle of Quality for adult/child ratios.
- Early Head Start

- The program must maintain the ExceleRate Illinois:
  - Silver Circle of Quality to receive the PI Rubric Meets Standard or Compliance points; or the
  - Gold Circle of Quality to receive the PI Rubric Exemplary points.
- Early Head Start may choose to meet the requirements of Early Head Start and ExceleRate Illinois Silver/Gold or just ExceleRate Illinois Silver/Gold. (These are state funds not federal funds.)

## Center-Based Child Care

Staff/Child Ratio Chart	Early Head Start		ExceleRate GOLD	
AGE	Ratio	Group Size	Ratio	Group Size
6 weeks – 12 months	1:4	8	1:4	8
12-24 months	1:4	8	1:4	12
24-36 months	1:4	8	1:6	12

All center-based programs must maintain at least ExceleRate Gold Circle of Quality for adult/child ratios.

## Center-Based Child Care

- Maintain the ability to access funds that are reimbursable by the Illinois Department of Human Services Child Care Assistance Program.
- The program needs to serve the children most at risk in the community not the most at risk at the center. This means that some children may only need PI services while others may need PI and CCAP funding.

All PI Center-Based programs must maintain the ability to access funds that are reimbursable by the Illinois Department of Human Services Child Care Assistance Program.

The program needs to serve the children most at risk in the community not the most at risk at the center. This means that some children may only need PI services while others may need PI and CCAP funding. Therefore the center needs to decide if this model will work for their center.

For example, the center will be able to access both PI and CCAP funds for some children and will only be able to access PI funds for others. This may mean, for example, some classrooms may not be full the entire day. For example, if only ½ the children need full day care and the other ½ only need half day care then the program may have some empty classrooms for part of the day.

If the program needs both PI and CCAP funding for every child at the center then providing center-based services at your agency may not be an option. You could always write for home visiting only.

## Screening

For the purpose of Prevention Initiative, “at risk” is defined as those children who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. The PI program is intended for children who have been determined to be at risk for school failure.

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Please keep in mind that the program must align to the guidelines put forth in the PI RFP regarding screening to determine program eligibility.

## Center-Based Child Care

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The program must provide a snack, in the case of a half-day program, or a meal, in the case of a full-day program, for participating children. The program will provide food service as applicable. (ECBG)

- Food and beverages provided in programs located in a licensed child care center or other community setting shall meet DCFS standards set forth at 89 Ill. Adm. Code 407.330 (Nutrition and Meal Service).

Both the ECBG and DCFS have Administrative Rules regarding nutrition, when there is a discrepancy between the ECBG and the licensing requirements, the program will comply with the strictest policy or procedure.

## PI Center-Based Parent Engagement Staff

### Parent Education Staff

- Requirements of the chosen program model

Parent Education Staff should have a bachelor's degree or higher in education, social service or a related field (not required but preferred) but must meet the requirements of the chosen home visiting program model.

Staff may hold a Family Specialist Credential from Gateways to Opportunity, but it is not required.

Parent Engagement staff does not have to maintain 3 Full Time Equivalent (FTE) like in the Home Visiting Only PI program.



## Center-Based Prevention Initiative Staff PI Rubric – Meets Standard/Compliance

### ExceleRate Silver Circle of Quality

- **Director Credentials:** Gateways Illinois Director Credential Level I or higher (Beginning July 2018) OR Illinois Principal Endorsement (Beginning July 2018)
- **Teaching Staff:** At least 30% of teaching staff have a minimum of a Gateways ECE Credential Level 3 AND 30% of teaching staff in infant-toddler classrooms have a Gateways Infant Toddler Credential Level 2 (Beginning July 2018)
- **All personnel must meet Department of Children and Family Services licensing requirements.**

Staff qualifications for center-based programs must, at a minimum, meet DCFS licensures for infant and toddlers and the ExceleRate Silver Circle of Quality.

## Center-Based Prevention Initiative Staff PI Rubric – Exemplary

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### ExceleRate Gold Circle of Quality

- Director Credentials:
  - Principal Endorsement
  - Gateways to Opportunity Illinois Director Credential Level II or higher
- Teacher Credentials:
  - Early Childhood Professional Educator License (PEL) Teaching Endorsement (Validity/Age Range: Self-contained general education from birth to grade 3)
  - Gateways to Opportunity Infant Toddler Credential Level 5
  - Gateways to Opportunity Early Childhood Education Credential Level 5
  - Other classroom staff are required to hold a Gateways to Opportunity Early Childhood Education Credential Level 4.

All center-based infant and toddler staff will need to meet ExceleRate Illinois Gold Circle of Quality requirements by FY 2024 and teachers will need to have and maintain an Early Childhood Professional Educator License or a Gateways to Opportunity Early Childhood Education or Infant-Toddler Credential, Level 5.

Programs will need to provide proof and documentation that the teachers are indeed working to fulfill the requirements.

## Center-Based Child Care

- Implement a research-based, child-centered curriculum and assessment.
  - Creative Curriculum
  - High Scope
- Implement a research-based parent/family-centered curriculum and assessment.
  - Parents as Teachers
  - Baby TALK
  - Ages and Stages and Ages and Stages: Social Emotional

A PI Center-Based program must:

- Implement a research-based, child-centered curriculum and assessment tool. For example:
  - Creative Curriculum
  - High Scope
- and implement a research-based parent/family-centered curriculum and assessment tool. For example:
  - the Parents as Teachers or Baby TALK curricula and
  - Ages and Stages and Ages and Stages: Social Emotional assessment tools.



Illinois State Board of Education

# Thank You!

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