

**ILLINOIS OFFICE OF THE GOVERNOR
STATE ADVISORY COUNCIL ON EARLY CHILDHOOD EDUCATION AND CARE
APPLICATION NARRATIVE**

TABLE OF CONTENTS

Project Abstract	2	5. Birth-to-Three Monitoring System.....	43
Objectives and Need for Assistance	3	<i>Table 5</i>	45
<u>Need for Assistance</u>	4	6. Strengthen Illinois' Professional Development System	48
Participation in High-Quality Programs	6	<i>Table 6</i>	49
Early Childhood Program and Service Collaboration and Coordination.....	7	<u>Council Meetings and Public Hearings</u>	55
Early Childhood Data System.....	9	<u>Needs Assessment</u>	56
Early Childhood Professional Development	10	<u>Sustainability</u>	57
Early Childhood Needs Assessment...	14	Conclusion	58
<u>Objectives</u>	15	Budget	59
Approach	16	<u>Project Budget</u>	59
<u>Council Structure</u>	16	<u>Sources of Non-Federal Match</u>	62
<u>Priority Objectives</u>		Budget Narrative	65
1. Engage Vulnerable Children and Families in High-Quality Early Childhood Education	18	1. Personnel	65
<i>Table 1</i>	20	2. Fringe Benefits	66
2. Increase Early Childhood Facilities in Underserved Communities	24	3. Travel.....	66
<i>Table 2</i>	25	4. Equipment	66
3. Increase Community Collaborations and Partnerships	30	5. Supplies	67
<i>Table 3</i>	32	6. Contractual	67
4. Early Childhood Data System	39	8. Other	68
<i>Table 4</i>	40	10. Indirect.....	70
		11. Non-Federal Resource Match.....	70

PROJECT SUMMARY/ABSTRACT

The Illinois Office of the Governor is requesting \$3,584,080 to support Illinois' advisory council on early childhood education and care. The Illinois Early Learning Council ("Council") will advance a high-quality, accessible and comprehensive statewide birth-to-five system that meets the early developmental and learning needs of children from birth to age five and their families. Our overarching goals are for Illinois to: (1) **increase participation of underserved populations** in high-quality early childhood education and care programs; (2) **increase coordination** across programs, services and administrating agencies; (3) develop a **comprehensive data system**; and (4) advance the **professional development system** our state. The Council has identified the following six priority objectives to advance these goals and ensure that young children at risk of school failure have the supports they need to enter school ready to learn and thrive:

1. Develop innovative models to engage isolated families and increase participation of children from underrepresented or special populations in high-quality early childhood programs.
2. Provide technical assistance on early childhood capital projects to help programs access new state funding for the building and renovation of early childhood centers in underserved communities.
3. Raise awareness about the importance of community partnerships as well as provide local technical assistance to build strong local community partnerships in Illinois.
4. Create a unified early childhood data system that links current systems and provides new data on Illinois' birth-to-five programs.
5. Begin to implement a statewide birth-to-three monitoring system by having state-funded programs complete their respective national program model's credentialing.
6. Increase opportunities for early childhood practitioners to obtain or enhance their credentials and provide English Language Learner training for higher education faculty.

OBJECTIVES AND NEED FOR ASSISTANCE

In 2003, the Illinois General Assembly founded the Illinois Early Learning Council (“Council”) to guide the development of a statewide early childhood education and care system to ensure that young children at risk for school failure and their families experience high-quality programming and services necessary for children’s healthy development. The Council has a broad vision to ensure that all children in Illinois start school safe, healthy, eager to learn, and ready to succeed. To advance this vision, the Council prioritizes efforts to: (1) guide collaborations and make recommendations to coordinate, improve and expand upon existing early childhood programs and services; and (2) engage in planning and coordination to establish linkages across programs, divisions, and agencies at the state level, as well as make use of existing reports, research and planning efforts. The Council has a wide range of goals and objectives to ensure our state system best meets the needs of young children and families in Illinois, which are detailed in the *Illinois Early Learning Council Strategic Report* (Appendix A, page [5]).

Over the years, the Council has become a national model for its efforts to ensure that Illinois establishes a comprehensive early childhood system that is both accessible and high-quality. Significantly, the Council was instrumental in designing the plan leading to the passage of Preschool for All legislation in 2006, which rendered Illinois the first state in the nation to offer all three- and four-year-olds the opportunity to participate in voluntary, state-funded high-quality preschool, while also expanding high-quality educational opportunities for at-risk infants and toddlers. The Council has also made recommendations that have created opportunities for strengthening the quality of Illinois’ early childhood programs for children from birth to age five; continued to build a well-qualified workforce; and enhanced accountability through investments in quality assurance.

Building upon its success, the Council has identified key gaps and barriers in our current system that we must address in order to ensure our system is both accessible and of the highest

quality. Especially given Illinois' difficult state fiscal climate, a new federal grant will be critical to our efforts to strengthen the foundation of Illinois' burgeoning birth-to-five system and, ultimately, ensure the healthy development and kindergarten readiness of young children and families.

Need for Assistance

Learning begins at birth; unfortunately, the achievement gap between children born into poverty and their more advantaged peers begins shortly thereafter. The achievement gap reflects a disparity in “school readiness skills” – the cognitive, social-emotional and physical abilities children need to thrive in school – that begins well before a child enters kindergarten. A gap in school readiness skills is evident by age four, and the resulting academic achievement gap is evident at age 10. Once established, disparities in school readiness skills are difficult – and more costly – to remedy, leading to pronounced gaps in achievement, which can adversely affect children throughout their lives. Illinois has one of the worst achievement gaps in the nation, with the eighth largest disparity in educational attainment.¹

High-quality early learning programs are proven to narrow the achievement gap. Longitudinal analyses confirm that children who attend such programs perform better on measures of both intellectual and social skills, with continued positive effects throughout their lives.² Leading economists have concluded that an early investment in human capital is the most cost-effective strategy for improving outcomes for individuals and society as a whole. Research has shown that every \$1 spent on high-quality early education programs saves society \$7 in future costs for special education, delinquency, crime control, welfare benefits, lost taxes and other areas.³

¹ Public Agenda for College and Career Success (2008), Springfield, IL: Public Agenda Task Force and Illinois Board of Higher Education.

² Ramey, C.T., Campbell, F.A., Burchinal, Skinner, M. L., Gardner, D.M., & Ramey, S.L. (2000). Persistent effects of early intervention on high-risk children and their mothers. *Applied Developmental Science*, 4, 2-14.

³ Reynolds, A.R., Temple, J. A., Robertson, D. L., Mann, E.A. (2001). Long-term Effects of an Early Intervention on Educational Achievement and Juvenile Arrest: A 15-Year Follow-up of Low-Income Children in Public Schools. *JAMA*, 285 (18), 2339-2346.

In addition, many poor children – who are almost twice as likely to be in fair or poor health as more economically-advantaged children – have less access to health care and nutrition, which hinders both their healthy development and their school readiness. Families of poor children may need additional social services or help accessing such services in order to ensure positive outcomes for children. Research suggests that quality early childhood education and care programming and services must take a comprehensive approach – including health, family, nutrition and social support services – in order to best promote school readiness for poor children.⁴

Even with the Council’s progress to ensure that all Illinois children – and particularly those most at risk for school failure – enter kindergarten ready to learn, there remain significant gaps and barriers in early childhood programs and services that prevent the establishment of a comprehensive birth-to-five system in the state. Described below are the current status of key components of Illinois’ early childhood system and the need for assistance to: (1) develop a unified early childhood data system; (2) increase participation in high-quality early childhood education and care among high-risk, underserved populations; (3) enhance coordination and collaboration of early childhood programs and services at the local level; (4) strengthen Illinois’ early childhood professional development system; and (5) develop and implement a comprehensive needs assessment of early childhood education and care programs and services in Illinois. Other important elements of the Illinois birth-to-five system – including the availability of early childhood education programs and services, the State Early Learning Standards, and the Council’s Governance structure – can be found in the *Illinois Early Learning Council Strategic Report* (Appendix A pages [3-6]).

⁴ Center for Law & Social Policy. Meeting Great Expectations: Integrating Early Education Program Standards in Child Care.

Participation in High-Quality Programs

Even with recent increases in state and federal funding for birth-to-five programs and services, currently less than 30% of children from birth to age five have access to high-quality early childhood education and care.⁵ Many Illinois children, especially those most at risk for school failure, do not have access to programs and services due to a variety of barriers that prevent children and families from enrolling in programs and services. A key barrier to accessing high-quality early childhood education and care is the lack of facilities in many high-need communities. This issue has been a Council priority for several years, and – as a result of the Council’s efforts – in May 2009 the Illinois Legislature approved the Illinois State Capital Plan, which contains a \$45 million set-aside for the Early Childhood Capital Program to fund new construction and facility renovation projects for early learning programs across the state.

While the Capital Program makes Illinois a national leader, there remains a significant need to provide planning and technical assistance to early childhood organizations to access this dedicated capital funding stream. Many early childhood organizations are often small in scale and run by directors who are trained as educators and do not have the business or real estate backgrounds needed to develop a successful competitive grant for state capital funding. These organizations need support on how to develop a construction program based on a well-researched and credible needs assessment that can be executed in accordance with myriad regulations and requirements such as early childhood licensing regulations, zoning ordinances, building codes, permit processing, contracting and construction supervising.

Understanding the significant facilities development challenges faced by early childhood providers across Illinois, the Council has put forth recommendations calling for the state to provide specialized assistance, training opportunities, planning support, guidelines and reference materials

⁵ *Illinois Early Learning Council Strategic Report* (Appendix A page [3]). Note: number includes children enrolled in more than one program; Illinois does not currently have an unduplicated total of children served in birth-to-five programs.

concerning best practices in the planning and development of high-quality, licensable early childhood facilities. Unfortunately, resources in support of these planning activities do not currently exist, and are not allowable expenditures in the state's capital programs (other than for architectural or engineering construction services). As a result, many high-need communities will not be able to develop viable plans and successfully access capital funding for new early childhood centers.

While funding is one barrier to accessing programs, there are additional challenges preventing children from enrolling in programs and services. Surveys conducted by Illinois Action for Children and COFI (Community Organizing and Family Issues) in low-income Chicago communities identified 160 three- and four-year-olds per square mile who were not in any program, even though publicly-funded child care and preschool slots in those communities were available.⁶ Parents reported that barriers to enrollment included transportation issues, difficult enrollment processes, and a lack of information about the availability or importance of programs. New strategies are needed to address these issues and engage isolated children and families in early learning programs.

Early Childhood Program and Service Collaboration and Coordination

Illinois is fortunate to have a range of early learning programs across the state for all families to access, including Early Head Start, Head Start, Preschool for All, Child Care (home- and center-based), home visiting programs, Early Intervention and Early Childhood Special Education. These programs and many other publicly- and privately-funded sources make up the multifaceted system of early childhood supports and services for families statewide. These multiple services for children and families bring with them the need for the agencies administering these programs to coordinate and collaborate at the local level. Some Illinois communities have developed local, community-wide

⁶ *Why isn't Johnny in Preschool?*; POWER-PAC, A COFI Project, May 2009.

partnerships, but many have not established the collaborations needed to improve the delivery of services to children and families by sharing information and resources; developing referral, access and care coordination systems; and creating cross-system outreach strategies for the most at-risk families. Some communities are not aware of the importance of collaborations and others do not have the resources nor abilities needed to develop these community-wide relationships.

Illinois has long recognized this need. In 2003, the Illinois Head Start State Collaboration Office (HSSCO) partnered with the Illinois Head Start Association to develop and implement mini-grants to ten community-wide coalitions. The purpose of the mini-grant program was to cultivate collaborative strategies that result in better outcomes for low-income children, families and communities. Results of this effort can be found at the Illinois Early Childhood Collaboration Web site, which was established by the HSSCO to provide online resources around community collaborations.⁷ The HSSCO has developed a number of other tools to guide collaborative processes, such as the Illinois Early Childhood Programs and Standards matrices.

In 2005 and 2007, Good Start Grow Smart (described in Appendix A page [7]), sponsored statewide collaboration forums, “Spotlight on Collaboration/Deepening Our Focus,” to: (1) spotlight promising practices and strategies in both program and community-wide partnerships; (2) determine next steps and actions to take away with local team members; and (3) inform the conveners of additional technical assistance needs and issues. Other community collaborations efforts include:

- The All Our Kids (AOK) Network is a community-based collaboration funded by the Illinois Department of Human Services (IDHS) and the Illinois State Board of Education (ISBE) to develop a quality, coordinated, accessible system of care for children, birth to age five, and their families. There are 13 AOK community networks in Illinois consisting of a wide range of local

⁷ www.ilearlychildhoodcollab.org.

service providers, parents and community members partnering to support healthy development outcomes for children;

- Collaborative Support Teams, which are funded by ISBE to provide technical assistance to local early childhood program collaborations;
- The IDHS Child Care Collaboration Program that supports policy changes to the Child Care Assistance Program (CCAP) for approved community collaboration in order to alleviate identified collaboration barriers; and
- The Early Childhood Comprehensive Systems (ECCS) Program, a federally-funded project administered by IDHS to support early childhood system-building in Illinois. The ECCS is part of the Birth to Five Project (described in Appendix A, page [6]).

The Council began to address collaboration barriers, by convening an Early Childhood Community Partnerships Summit: *From Networking to Building an Infrastructure* in 2008, which provided an opportunity for stakeholders to identify challenges and opportunities around the development of local partnerships. In addition, a joint workgroup of the Council and the Birth to Five Project (described in the *Approach* section page [31]) has worked to develop recommendations to develop and strengthen community partnerships in Illinois.

Early Childhood Data System

At present, Illinois does not have a comprehensive, uniform data system to help monitor trends over time and inform early childhood systems-building efforts. Data is currently collected by state and federal agencies for only the programs they administer, and there is no coordination or data sharing across these systems. Many children receive services through early childhood education and care programs offered by multiple funding streams (as detailed in Appendix A pages [2-3]); consequently, Illinois does not have a clear picture of the total, unduplicated number of children,

ages birth to five, who are served by publicly-funded early childhood programs. Without accurate data on the number of children being served and in what types of programs, Illinois lacks critical information needed to inform policies to strengthen both access to and the quality of early childhood education and care.

Two recent legislative mandates require our state to integrate existing systems with burgeoning new systems in order to create one coordinated data system. First, under the Head Start Act Illinois is charged with developing recommendations for the establishment of a unified data collection system for public early childhood education and development programs and services throughout the state. Second, the Illinois General Assembly passed the P-20 Longitudinal Education Data System Act (SB1828), which establishes a longitudinal data system for Illinois that integrates information across birth-to-five, elementary, secondary and higher education.

A key barrier to creating the comprehensive early childhood data system that is required by these legislative mandates is the creation of uniform data collection mechanisms across the multitude of infant and toddler program models in Illinois. There are a variety of publicly-funded, research-based birth-to-three program models in Illinois, each with different reporting requirements; consequently, data collection across programs serving infants and toddlers currently reveals a fragmented picture of data elements, which hinders systems-level efforts to improve the quality of services that children receive. Illinois must develop a comprehensive early childhood data system that provides uniform, consistent information over time on children from birth to age five, families, and early childhood programs and services.

Early Childhood Professional Development System

Gateways to Opportunity is the recognized early childhood professional development system in Illinois. It was created in 2005 by the Professional Development Advisory Council

(PDAC) to increase access to and use of opportunities for professional development. Gateways to Opportunity has been specifically designed to meet the needs of early care and education professionals in Illinois, who work in range of early learning programs across the state including Early Head Start, Head Start, Preschool for All, Child Care (home- and center-based), home visiting programs, Early Intervention and Early Childhood Special Education. Legislation has been passed that will embed Gateways to Opportunity in IDHS, and is awaiting the Governor's signature.

Recognizing that teacher preparation is a significant variable in early childhood program quality, Preschool for All requires those working in preschool classrooms to hold the state's Type 04 Teaching Certificate (early childhood teaching certification), the requirement of which are a bachelor's degree and early childhood specialization. In addition, in February 2009, the Council approved recommendations that will require all teachers working with children ages birth to three in center-based programs funded by the ISBE to hold a bachelor's degree in early childhood and Gateways to Opportunity Level 5 Infant Toddler Credential by 2015.

Over the last several years, the Council has supported a number of efforts to help early childhood professionals overcome barriers and meet these requirements to ensure that our state has a diverse, well-qualified early childhood workforce that can best address the needs of children and families. For example, many early childhood professionals in Illinois who hold associates' degrees faced articulation issues when working towards their bachelor's degrees. Although the Illinois Articulation Initiative was implemented in 1998, many of these practitioners continue to spend personal time and resources pursuing coursework that could advance their careers, only to find that credits would not transfer from two-year colleges to four-year colleges and universities. In 2005, the Council and PDAC helped advance new laws which led the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), and early childhood advocates and stakeholders to develop the Associate of Arts in Teaching in Early Childhood Education (AAT-

ECE) degree to ensure that credits fully articulate from two-year to four-year early childhood programs. As of November 2009, a total of 11 two-year colleges now offer the AAT-ECE, with six others having applications in process with the Illinois Community College Board; 15 four-year institutions – nine public universities and six private colleges – are currently accepting the degree. The AAT-ECE programs are located at colleges across the state, giving early childhood professionals in rural, suburban and urban areas access to the degree.

While the AAT-ECE represents a significant component of a comprehensive early childhood professional development system in Illinois, there is more work needed within higher education to ensure the quality of the early childhood workforce, particularly around developing a workforce that can support linguistically and culturally diverse children and families. Current enrollment data from ISBE shows that over 158,000 children (7.5%) in grades pre-K to 12 receive bilingual education services, and demographic trends indicate that this number is likely to increase in the coming years. Recent findings also indicate that approximately one of every five school children is Latino.⁸ Among younger students, however, the number of English language learners (ELL) is significantly higher. According to the ISBE, in 2006-2007, 27,750 ELL/Limited English Proficiency (LEP) students were enrolled in kindergarten programs, comprising approximately 18.8% of all kindergarteners enrolled. Slightly over one third (36.3%) of all kindergarten ELL students were located within Chicago Public Schools, with the remaining 63.7% located throughout the state.⁹

This growing trend requires that teachers in early childhood education and care programs are prepared to meet the needs of children and families for which English is not their primary language. However, preliminary research from the Erikson Institute indicates that only a small number of two- and four-year institutions of higher education in Illinois include linguistic and cultural diversity coursework in early childhood pedagogy, research or teaching techniques. Further, in January 2009,

⁸ *Transforming Early Learning: Education Equity for Young Latinos*, Latino Policy Forum, March 2009.

⁹ *ELLs in Illinois: FY2007*, a report by the Illinois State Board of Education.

the General Assembly amended the Illinois School Code to include preschool students in the definition of Limited English Proficient students, entitling preschool children to the same bilingual services as children in elementary and secondary school. This new requirement will also increase the demand for coursework to ensure the early childhood workforce is prepared to meet the needs of linguistically and culturally diverse children and families.

Another key strategy to help early childhood professionals obtain their credentials and degrees is the Illinois Gateways to Opportunity Scholarship Program, an individual-based scholarship opportunity for practitioners working in early care and education. The Scholarship Program – which awarded over 625 scholarships last year – indicates Illinois’ commitment to ensuring a highly-qualified early childhood workforce. There was a 30% increase in the demand for Gateways scholarships over the last year.¹⁰ However, there are several barriers in current eligibility criteria that prevent early childhood teachers from accessing the scholarship funds. First, participants are required to enroll in three to five courses per year, even though there are over 150 early childhood teachers in Illinois who are just one or two courses away from obtaining their degrees. Second, teachers in nine-month, school-based programs funded by the Illinois Early Childhood Block Grant (ECBG) – a birth-to-five early childhood education funding stream administered by ISBE consisting entirely of state general revenue funds – are also ineligible for scholarships, because eligibility criteria requires practitioners to work in programs that meet for at least 47 weeks per year. (Over 80% of the ECBG-funded programs are based on an academic, nine-month calendar.) Third, scholarship funds cannot currently be used to help early childhood teachers obtain their Bilingual/English as a Second Language (ESL) Certificate or to take course work in cultural and linguistic diversity unless the course is offered through the early childhood department at an institution of higher education. In order to better meet the needs of all children and families in

¹⁰ Scholarship information provided by the Illinois Department of Human Services; the demand for the Gateways Scholarship Program was provided by the Illinois Network of Child Care Resource and Referral Agencies.

Illinois, the Council must work to address these barriers and expand opportunities to increase the qualifications and competencies of the early childhood workforce.

Early Childhood Needs Assessment

As described in Appendix A, page [6], Illinois implements a number of efforts to collect information on the pressing need for early childhood education and care; results of these assessments help to drive the Council's goals and priorities. Although, Illinois does not currently conduct a periodic, comprehensive statewide needs assessment on the quality, availability and coordination of early childhood education and development programs and services, the state believes that it can use these different evaluations as the foundation to develop and implement such an assessment. For example, the Illinois Early Childhood Asset Map (IECAM), a Web-based database combining information about early childhood services with demographic information, can provide the basis for gaining a comprehensive look at the availability of programs. At this time, IECAM does not provide data on full range of publicly-funded birth-to-five programs and services in Illinois.

Illinois also has a number of different initiatives that the state can use to measure the quality of early childhood programs. For example, IDHS has developed a Quality Rating System to reward Illinois' child care programs for providing higher-quality care for children and families. ISBE also awarded the Erikson Institute a grant to design and implement the Illinois Birth to Five Evaluation for early childhood programs funded by the Early Childhood Block Grant. With regards to collaboration and coordination, the HSSCO has conducted an assessment of coordination efforts across Head Start, Early Head Start, the Child Care Assistance Program and Preschool for All. The *Approach* section on page [56] outlines how we will work to develop a plan to conduct a periodic statewide needs assessment that builds upon current efforts in order to provide a comprehensive

picture of the availability, quality and coordination of programs and services for children from birth to age five. In turn, such an initiative would help to guide the work of the Council and strengthen the early learning experiences of children and families.

Objectives

While the Council will continue to advance the development of a comprehensive early childhood education and care system in the coming three years, it has designated four overarching goals to address the issues as outlined above in the *Needs of Assistance* section:

1. Pinpoint promising practices for **increasing the overall participation of children** in existing federal, state and local child care and early childhood education programs, including outreach to underrepresented or special populations;
2. Continue to identify best approaches for **collaboration and coordination** among federally- and state-funded child development, child care and early childhood education programs and services, including collaboration and coordination among state and federal agencies responsible for administering such programs;
3. Develop a plan for the establishment of a **unified data collection system** for public early childhood programs and services throughout the state; and
4. Develop strategies for increasing opportunities in the **statewide professional development and career advancement plans** for early childhood educators in the state.

To advance these goals, during the next three years the state is requesting funding for Illinois to implement six priority objectives that can strengthen our burgeoning birth-to-five system and ensure its success over the long term:

1. Develop innovative models to **engage isolated families and increase participation of children from underrepresented or special populations** that can inform systems-building efforts.
2. Provide organizations and/or municipalities with **technical assistance on early childhood capital projects** to help them successfully apply for new state funding for the building and renovation of early childhood education and care centers in underserved communities.
3. **Support local community-wide partnerships** in serving young children and their families statewide by raising awareness about the importance of community collaborations and providing local technical assistance to build strong partnerships in Illinois communities.
4. Create a **unified early childhood data system** that links current systems and provides new data on Illinois' birth-to-five programs.
5. Begin to implement a **statewide birth-to-three monitoring system** by having state-funded programs complete their national program model's credentialing process to allow for a more uniform set of data collection.
6. **Strengthen Illinois' professional development system** by increasing opportunities for early childhood practitioners to obtain their credentials as well as implementing two Intensive Faculty Institutes to provide English Language Learner training for early childhood and bilingual higher education faculty.

APPROACH

Council Structure

The Council is composed of 71 gubernatorial and legislative appointees who serve on a voluntary, unpaid basis, and include legislative appointees from the public and private sectors,

representing a broad range of constituencies, such as schools, child care centers and homes, Head Start, higher education, state, local, and federal government agencies, the General Assembly, business, law enforcement, foundations, advocates and parents. In 2008, the Council was reconstituted to meet the membership requirements for the State Advisory Council on Early Childhood Education and Care as outlined in the Head Start Act of 2007; a list of Council members is included in Appendix B. The Council is co-chaired by Julie Smith, Deputy Chief of Staff in the Office of the Governor, and Harriet Meyer, President of the Ounce of Prevention Fund.

Following a Governor's Summit on Early Childhood funded by the National Governor's Association (NGA) in 2006, the Council approved a new Committee structure to better advance its mission and guide its work. The Council is currently comprised of nine standing Committees: the Early Childhood Data Workgroup; the Home Visiting Task Force; the Infant and Toddler Committee; the Linguistic and Cultural Diversity Committee; the Oversight and Coordination Committee; the Public Awareness Committee; the Space Capacity Committee; the Special Populations Committee; and the Workforce Development Committee. The Council also has an Executive Committee, comprised of Council Co-Chairs, Committees Co-Chairs and at-large members who serve at the discretion of the Council Co-Chairs.

In fall 2009, the Governor announced the creation of a new Office of Early Childhood Development (OECD), which will be housed at the Governor's Office. The role of the OECD is to strengthen Illinois' efforts to establish a comprehensive, statewide system of early childhood care and education. OECD will include two staff people – a Director and an Early Learning Project Manager – who will coordinate and guide the comprehensive work of the Council as well as collaborate with state and federal agencies on implementation issues related to Council recommendations. OECD will provide staffing support to the full Council, Executive Committee, and Oversight and Coordination Committee. The other eight Committees of the Council will be

staffed by the following five leading non-profit organizations with specific knowledge related to the Committee work: the Illinois Network of Resource and Referral Agencies, Latino Policy Forum, Learning Points Associates, Ounce of Prevention Fund, and Voices for Illinois Children. Further descriptions about the organizations and staff supporting the Council are provided in the budget narrative and in Appendix C.

Council staff, along with Council Co-Chairs and Committee Co-Chairs, play a critical role in supporting the Council's collaborative efforts and recommendations, and engaging in planning and coordination efforts to establish linkages across programs, divisions and agencies. In the coming three years, the Governor's OECD, the Council, and state and federal agencies will work in partnership to advance Illinois' six priority objectives.

Priority Objectives

This grant will provide critical support to Illinois' efforts to strengthen foundational components of its early childhood and education care system. Provided below is specific information on each of the priority objectives (described in the *Objectives* section on pages [15-16]), including the goals, objectives, activities, timeline, accomplishments, rationale, factors that could accelerate or decelerate this work, relevant unusual features, key partners and sustainability. Further information about the primary collaborating organizations for our proposed work is included in Appendix C.

Priority Objective 1: Engage Vulnerable Children and Families in High-Quality Early Childhood Education

The Council recognizes that many families that are eligible to participate in high-quality, publicly-funded early childhood education and care programs do not currently do so. Children in

these families often meet the criteria of being at risk for school failure, e.g., low-income families, homeless families, families where English is not the primary language, teen parent families, families where the parents have not completed high school, etc. At present, Illinois does not have the program and/or community collaboration models necessary in all communities to successfully engage these underserved children and families in high-quality early childhood programs and services.

To address this issue, in 2008 the Council's Oversight and Coordination Committee created the Hard-to-Reach Children and Families Work Group to develop policy solutions that can increase participation among this particular population. The Work Group was formed in response to a survey conducted by Illinois Action for Children and Community Organizing and Family Issues (COFI) that identified barriers preventing the most at-risk children and families (hereafter referred to as hard-to-reach) from accessing high-quality early education and care services. Findings from the survey indicated that key issues these families face include: (1) transportation; (2) difficult enrollment processes; and (3) a lack of information about the availability of programs.

Based on the survey findings, the Hard-to-Reach Children and Families Work Group has developed recommendations designed to advise the state in its efforts to help programs and communities across Illinois increase program participation for hard-to-reach children and families, which prioritize outreach activities. In order to implement their recommendations, the state is requesting funding for the Hard-to-Reach Pilot Project to **develop a competitive, three-year Request for Proposal (RFP) process for early childhood education and care programs and community organizations to develop and implement innovative models to engage isolated families and increase participation of children from underrepresented or special populations.** The three-year goal of the Hard-to-Reach Pilot Project will be to increase the

participation of high-need, hard-to-reach populations of children in all Illinois state and federal funded quality early care and education programs.

To achieve this goal, under the auspices of the OECD and the Council, the Hard-to-Reach Children and Families Work Group will undertake objectives and activities, a proposed timeline and anticipated accomplishments as described in Table 1.

Table 1: Hard-To-Reach Pilot Project Objectives, Activities, Timeline and Accomplishments

Year 1				
Objectives:				
1. Identify and serve hard-to-reach children that are not currently engaged in any childhood education settings;				
2. Explore and develop solutions that can be implemented by, or involve, more than one type of early childhood program model;				
3. Encourage community-based service providers and collaborations to develop plans and apply for funding to increase participation of hard-to-reach children in their local programs; and				
4. Collect data that will identify current administrative barriers and inform future program or policy development around engaging the most hard-to-reach children and families.				
Activities:				Timeline:
	Q1	Q2	Q3	Q4
1. A Request for Proposal (RFP) will be developed for early childhood programs and local community organizations to apply for and receive a three-year grant to develop and implement innovative strategies to engage Illinois' most at-risk children and families.	X			
2. Early childhood programs and local community organizations will submit applications that identify their target populations of hard-to-reach children, describe current barriers serving identified populations, and outline activities for reaching these children and families.		X		
3. Early childhood programs and local community organizations selected to receive funding (grantees) will identify and create a plan for collaborating with human service providers that serve their target populations in the community, as appropriate.		X		
4. Grantees will create and submit plans for implementing their chosen activities to address the barriers experienced by the target populations in accessing high-quality early childhood education and care programs.		X		
5. Grantees will implement their proposed activities to begin providing services to their target populations.			X	
6. Develop a report to the OECD and the Council and the RFP fiscal agent that includes (but is not limited to): (1) specific activities and strategies employed to engage hard-to-reach children and families; (2) number of children from the target group enrolled and served; (3)				X

<p>success of methods used for finding and collecting information on hard-to-reach children and families; (4) average length of families' stay in the program; (5) reasons as identified by families for leaving the program; (6) cost effectiveness of chosen activities; (7) collaborative relationships created that improved services for hard-to-reach children; and (8) lessons learned and modifications required for continued success in Years 2 and 3 of the grant.</p>				
---	--	--	--	--

Accomplishments: By the end of the first year of the grant period, the following deliverables will be achieved:

- The RFP will be developed and disseminated to potential applicants;
- Six grantees will be selected;
- Grantees will develop and submit plans for data collection;
- Grantees will develop and submit plans for collaborating with other stakeholders to identify and engage hard-to-reach populations of children and families.
- Grantees will develop and submit implementation plans outlining the strategies they have selected and how they will execute their chosen approach;
- Grantees will implement their chosen approach; and
- Grantees will develop and submit a report as described in Activity 6.

Year 2

Objectives:

1. Identify and serve children most at risk for school failure and are not currently engaged in any childhood education settings;
2. Explore and develop solutions that can be implemented by, or involve, more than one type of program model;
3. Encourage community-based service providers and collaborations to develop plans and apply for funding to increase participation of at-risk children in their local programs; and
4. Collect data that will identify current administrative barriers and inform future program or policy development around engaging the most hard-to-reach children and families.

Activities:

Timeline:

	Q1	Q2	Q3	Q4
1. Grantees will continue to implement the chosen activities to address the barriers and provide services to target populations, making any modifications identified by the lessons learned in the first year of funding.	X	X	X	X
2. Grantees will submit a report at the end of the second year that is composed of the same elements detailed above in Year 1 Activities.				X

Accomplishments: By the end of the second year of the grant period, the following deliverables will be achieved:

- Grantees will implement their chosen strategies for increasing participation in early childhood programs for hard-to-reach children and families, making any modifications needed based on lessons learned from the first year of implementation; and
- Grantees will develop and submit a report described in Activity 2.

Year 3

Objectives:

1. Identify and serve children most at risk for school failure and are not currently engaged in any childhood education settings;
2. Explore and develop solutions that can be implemented by, or involve, more than one type of

early childhood program model;				
3. Encourage community-based service providers and collaborations to develop plans and apply for funding to increase participation of at-risk children in their programs; and				
4. Collect data that will identify current administrative barriers and inform future program or policy development around engaging the most hard-to-reach children and families.				
Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. Grantees will continue to implement the chosen activities to address the barriers and provide services to target populations, making any modifications identified by the lessons learned in the first two years of funding.	X	X	X	X
2. Grantees will submit a report at the end of Year 3 that would provide summary information on the lessons learned in all three years of the pilot program, including all elements of the reports submitted in Years 1 and 2, as well as issues that should be considered in replication planning.				X
Accomplishments: By the end of the third year of the grant period, the following deliverables will be achieved:				
<ul style="list-style-type: none"> ▪ Grantees will implement their chosen strategies for increasing participation in early childhood programs for hard-to-reach children and families, making any modifications needed based on lessons learned from the first two years of implementation; and ▪ Grantees will develop and submit a report described in Activity 2. 				

Rationale. Illinois' Preschool for All program mandates that children at risk of school failure are served by the program before other populations of children are eligible to participate. Despite this legislative prioritization, many families who could benefit from Preschool for All are unaware of or unable to access these services. Many families also lack information about Head Start and Early Head Start programs. Oftentimes, these at-risk children and families are also the hardest for programs to reach and require an extra, concentrated engagement effort in order for children and families to receive the full benefits of high-quality early care and education. In many communities with high concentrations of hard-to-reach families, there are unfilled slots, while, in other neighborhoods, some programs may be fully enrolled, but not reaching the most at-risk children and families. The Hard-to-Reach Children and Families Work Group has determined that early childhood programs and community organizations must take a proactive approach to recruiting and engaging hard-to-reach families into their programs. The Hard-to-Reach Pilot Project presents an

important opportunity to develop innovative, sustainable models that can ensure that children most at risk for school failure and their families have the supports they need to enter kindergarten ready to learn and thrive.

Key Partners. Under the auspices of the OECD and the Council, the Hard-to-Reach Children and Families Work Group of the Council's Oversight and Coordination Committee, which represents a wide range of early childhood experts and stakeholders, will be primarily responsible for guiding the activities described above.

Unusual features. To increase the participation of hard-to-reach families in high-quality Illinois early care and education programs, the Hard-to-Reach Children and Families Work Group developed the Engaging Hard to Reach Families Toolkit and the Preschool for All Outreach Toolkit. These tool kits identify strategies to increase at-risk families' access to programs, and assist programs in creating messages about the importance of early childhood education that would resonate with these families. The toolkits encourage early childhood programs and community partnerships to develop cross-sector relationships with social service providers outside the early childhood field. These innovative resources will be incorporated into the RFP process, in order to have programs develop new collaborations and determine the effectiveness of these partnerships.

Factors that might accelerate or decelerate the work. Illinois' challenging state fiscal climate could possibly hinder the progress of the Hard-to-Reach Pilot Project. Specifically, if state early childhood funds are reduced in the coming years, state-funded early care and education programs may be strained to the point where they would find it difficult to implement new outreach activities. Nonetheless, increasing the participation of hard-to-reach children remains a strong priority for the Council.

Sustainability. Illinois intends to fully implement the proposed Hard-to-Reach Pilot Project during the course of the three-year grant period. However, the project is designed such that key

components (i.e. collaborations and referrals with social service providers) may be self-sustaining beyond the course of the grant period. In addition, the Council approved the Hard-to-Reach Recommendations in October 2008 that call for an increased per-child cost for Preschool for All programs serving hard-to-reach families. The Council will work to ensure that public funds are available to support this recommendation, which will maintain and further key aspects of the Hard-to-Reach Pilot Project beyond the grant period.

Priority Objective 2: Increase Early Childhood Facilities in Underserved Communities

Although early childhood leadership has long been committed to the space capacity issue, many communities in Illinois where children most at risk for school failure live still do not have sufficient facilities to offer high-quality early childhood programming. In these high-need communities, new facilities or renovations to existing early childhood centers are required to support the demand for early childhood education. To begin addressing this issue, in 2003 the Illinois Facilities Fund's (IFF) Building Blocks for Community Planning program, a collaboratively funded endeavor that created new and renovated early childhood and family resource center spaces in 11 Illinois communities.

The Council established the Space Capacity Committee to further this work of increasing the capacity of communities to serve children in high-quality birth-to-five settings, especially where there are current shortages. Over the past two years, the Committee has helped to secure a dedicated funding stream for early childhood capital through the Illinois State Capital Plan, which set aside \$45 million for the Early Childhood Capital Program – an unprecedented effort in our state and nationally. The program will fund the new construction or renovation of existing early childhood facilities, with priority given to projects located in communities with the greatest underserved population of young children.

However, many early childhood programs still do not have the expertise or resources needed to develop a proposal for capital funding. To address this need, the state is requesting funding to **provide organizations and/or municipalities with technical assistance on early childhood capital projects to help them successfully apply for new state funding for the building and renovation of early childhood education and care centers in underserved communities.** The **goal** for this work in the coming year is to implement an RFP process that will provide selected grantees (i.e. early childhood organizations and/or municipalities in need of early childhood capital projects) with technical assistance for needs assessment and planning purposes.

To advance this work, under the auspices of the OECD and the Council, the Space Capacity Committee has outlined specific objectives, activities, timelines and accomplishments as described in Table 2.

Table 2: Early Childhood Facilities Goals, Objectives, Activities, Timeline and Accomplishments

Year 1				
Objectives:				
1. Conduct broad, inclusive outreach to raise awareness among <i>all</i> early childhood organizations and their communities across Illinois about the Early Childhood Capital Program and engage them in planning to access this funding; and				
2. Early childhood entities (organizations, community-wide collaborations and/or municipalities) in prioritized high-need communities will be targeted to apply for facilities planning and technical assistance support funding through an RFP process.				
Activities:			Timeline:	
	Q1	Q2	Q3	Q4
1. An organization or consultant with capital development expertise will be hired to develop a work plan for the project and create resource materials (i.e. a facilities planning toolkit that outlines how to begin facilities planning, and local resources to consider in the planning process, as well as DVDs with key facilities planning information).	X	X		
2. Electronic notifications will be sent out to an inclusive list of early childhood entities across the state to encourage their participation in eight to ten regional early childhood capital workshops as well as a series of follow-up Webinars.	X	X		
3. The organization and/or consultant will provide outreach and technical assistance to early childhood entities, including the dissemination of the	X	X		

facilities planning toolkit and facilities planning DVDs.					
4. Current early childhood services will be assessed and gaps identified to determine the Illinois communities that are considered highest need and should be targeted to apply for technical assistance through the RFP.	X	X			
5. An RFP will be developed and disseminated to solicit applications among early childhood entities in targeted high-need communities for technical assistance around facilities planning and capital proposal development.	X	X			
6. One to two grantees will be identified and work with a consultant to develop a strategic planning process that includes (but is not limited to) the following components for a capital grant proposal: (1) a needs assessment to identify capacity and demand of current early childhood programs and services; (2) determine the community need for facilities; (3) identify and assess potential sites to house new early childhood centers, working with additional technical consultants (i.e. architects, engineers, etc.) as necessary; (4) develop construction and operation budgets for new or renovated facilities; and (5) develop a final facilities plan for each community that includes information on the number, size, location, financing plan and required capital for each proposed new or renovated facility.			X	X	
Accomplishments: By the end of the first year of the grant period, the following deliverables will be achieved:					
<ul style="list-style-type: none"> ▪ An organization and/or consultant will be identified to lead this effort; ▪ A work plan will be developed, outlining the outreach strategies, activities and timelines; ▪ Materials developed will include a facilities planning toolkit, brochures, resource guide and DVDs; ▪ Electronic notifications of identified strategies will be issued to an inclusive list of early childhood entities across the state; ▪ Eight to ten workshops will be held in regions across the state and materials will be discussed and distributed; ▪ Based on the interest in the workshops, three to six follow-up Webinars will be convened; ▪ High-need communities and early childhood entities will be identified and prioritized for the RFP; ▪ An RFP will be developed and disseminated to identified high-need communities; ▪ RFPs will be reviewed and one to two grantees will be identified to receive the technical assistance; and ▪ Grantees will complete their strategic plan that can serve as the basis for a competitive application for renovation and construction grants through the Early Childhood Capital Program or other capital funding opportunities. 					
Year 2					
Objective: Target early childhood entities (organizations, community-wide collaborations and/or municipalities) in prioritized high-need communities to apply for facilities planning and technical assistance support funding through an RFP process.					
Activities:		Timeline:			
		Q1	Q2	Q3	Q4

1. An RFP will be disseminated to solicit applications from early childhood entities in established targeted high-need communities for technical assistance around facilities planning and capital proposal development.	X	X		
2. Two to three grantees will be identified and work with a consultant to develop a strategic planning process that includes (but is not limited to) the following components for a capital grant proposal: (1) a needs assessment to identify capacity and demand of current early childhood programs and services; (2) determine the community need for facilities; (3) identify and assess potential sites to house new early childhood centers, working with additional technical consultants (i.e. architects, engineers, etc.) as necessary; (4) develop construction and operation budgets for new facilities; and (5) develop a final facilities plan for each community that includes information on the number, size, location, financing plan and required capital for each proposed new facility.			X	X
<p>Accomplishments: By the end of the second year of the grant period, the following deliverables will be achieved:</p> <ul style="list-style-type: none"> ▪ An RFP will be disseminated to identified high-need communities; ▪ RFPs will be reviewed and two to three grantees will be identified to receive the technical assistance; and ▪ Grantees will complete their strategic plan that can serve as the basis for a competitive application for renovation and construction grants through the Early Childhood Capital Program or other capital funding opportunities. 				
Year 3				
<p>Objective: Target early childhood entities (organizations, community-wide collaborations and/or municipalities) in prioritized high-need communities to apply for facilities planning and technical assistance support funding through an RFP process.</p>				
Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. An RFP will be disseminated to solicit applications among early childhood entities in established targeted high-need communities for technical assistance around facilities planning and capital proposal development.	X	X		
2. Two to three grantees will be identified and work with a consultant to develop a strategic planning process that includes (but is not limited to) the following components for a capital grant proposal: (1) a needs assessment to identify capacity and demand of current early childhood programs and services; (2) determine the community need for facilities; (3) identify and assess potential sites to house new early childhood centers, working with additional technical consultants (i.e. architects, engineers, etc.) as necessary; (4) develop construction and operation budgets for new facilities; and (5) develop a final facilities plan for each community that includes information on the number, size, location, financing plan and required capital for each proposed new facility.			X	X
<p>Accomplishments: By the end of the three-year grant period, the following deliverables will be achieved:</p> <ul style="list-style-type: none"> ▪ An RFP will be disseminated to identified high-need communities; ▪ RFPs will be reviewed and two to three grantees will be identified to receive the technical assistance; and 				

- Grantees will complete their strategic plan that can serve as the basis for a competitive application for renovation and construction grants through the Early Childhood Capital Program or other capital funding opportunities.

Rationale. The Early Childhood Capital Program presents an exciting opportunity to increase participation in high-quality early education and care for at-risk children in underserved communities. However, many programs in Illinois do not yet know about the Capital Program. Initial outreach is needed to raise awareness to early childhood entities across the state about this dedicated, new funding stream for early childhood facilities and engage them in facilities planning. Technical assistance is also required to ensure that early childhood entities in the high-need communities successfully access these funds. The Early Childhood Capital Program does not support or provide technical assistance to its applicants, and many early childhood entities lack the resources and experience in facilities planning necessary to develop a viable facilities plan and compete for capital funding. In particular, programs, organizations and/or municipalities need support in developing a construction program that contains a well-researched, credible needs assessment, and that is executed in accordance with myriad regulations and requirements such as early childhood licensing regulations, zoning ordinances, building codes, permit processing, contracting and construction supervising. The Illinois Early Childhood Facilities Project will address these issues by providing these early childhood entities with the tools and resources necessary to assess their facility needs and, ultimately, expand facilities to serve more children at risk for school failure.

Key Partners. The Early Childhood Facilities Project will require significant collaboration among the following primary stakeholders: OECD, the Council's Space Capacity Committee, the Illinois Capital Development Board (CDB), ISBE, the Chicago Department of Family and Support Services (DFSS) and an organization/consultant not yet identified to provide outreach and technical

assistance to early childhood entities. The Committee envisions that this organization/consultant will have extensive expertise in strategic facilities planning, development and financing in the early education and child care sector, as well as capacity building experience in early childhood communities.

The CDB, which serves as the construction management agency for Illinois state government, oversees the construction of new facilities and works with ISBE to administer grants for school construction and renovation. The Council's Space Capacity Committee has developed strong relationships with CDB and ISBE in recent years through discussions about the development of the Early Childhood Capital Program and the Program's administration and implementation, which they will continue to maintain to ensure the success of their outreach and technical assistance efforts. The ISBE Early Childhood Division Administrator is also a member of the Space Capacity Committee. DFSS supports a continuum of coordinated services to enhance the lives of Chicago residents, and its division of Children's Services is responsible for the administration of Early Head Start, Head Start, and Child Care to approximately 20,000 young children across the city each year as well as thousands more through the Summer Nutrition Program. The DFSS Deputy Commissioner of Policy serves as Co-Chair of the Space Capacity Committee and will be critical in helping to identify communities most in need of early childhood facilities.

Unusual features. As one of the nation's first dedicated early childhood construction grants programs, the Early Childhood Capital Program makes Illinois a national leader on early childhood capital funding. With this opportunity, the early childhood field will be looking to Illinois to develop successful models that can be replicated in other states. The Space Capacity Committee has designed the Early Childhood Facilities Project to build a comprehensive, accessible facilities planning system that can guide other states in helping early childhood organizations and/or

municipalities obtain capital funding to increase at-risk children and families' access to high-quality early learning programs and services.

Factors that might accelerate or decelerate the work. Due to the state bonding required to support approved capital projects, it is uncertain when the \$45 million in funding for early childhood capital through the Early Childhood Capital Program will be allocated, although the Governor's Office has indicated that this is one of their priority issues. Moving forward with the outreach and the initial technical assistance and support to early childhood organizations in targeted high-need communities is a proactive approach to assisting organizations in planning for potential future funding, and will ultimately accelerate the successful implementation of this funding to build early childhood centers that can support the development and learning needs of young children and families.

Sustainability. The Illinois Early Childhood Facilities Project will provide the OECD and the Council with information on how to establish a technical assistance and planning system that most effectively supports early childhood entities in meeting their facility needs. These lessons learned will inform the Council's efforts to advocate for additional public and private funding opportunities to support the construction and renovation of early childhood education and care centers.

Priority Objective 3: Increase Community Collaborations and Partnerships

Illinois is fortunate to have multiple early childhood education and care programs and services to provide children, especially those identified as at risk for school failure, and their families with the supports they need to ensure children's healthy growth and development. However, a range of state and federal agencies funds these programs and services and there is not always collaboration at the local level across various early childhood programs, organizations and stakeholders. As a result, children and families often do not experience seamless, coordinated services.

Some local communities have developed cross-system strategies (herein referred to as community partnerships) to better serve families, including: sharing information and resources; coordinating a system to screen and refer families to programs and services; and developing strategies to engage hard-to-reach families in high-quality early learning programs. By creating these local community partnerships, early childhood programs and services are better able to maximize available resources, reduce duplication of services, and expedite referrals. In spite of prior efforts, described in the *Needs for Assistance* [pages 7-9], there are still Illinois communities that need assistance in developing successful community partnership models, which are critical to ensuring that children and families have access to comprehensive, quality services that best meet their needs.

To address this issue, the Council's Oversight and Coordination Committee, Infant and Toddler Committee and Home Visiting Task Force partnered with the Government Interagency Team of the Birth to Five Project (described in more detail in the *Key Partners* section on page [36]) to establish the Community Partnership Joint Work Group. This Work Group is charged with creating a structure to provide technical assistance to build sustainable models of local community partnerships, including identifying potential designated funding streams to support this work. Over the last year, the Work Group has developed a series of recommendations around this goal, and the Council is requesting funding to implement one of its key recommendations. Specifically, over the next three years, the Community Partnership Joint Work Group will **support local community partnerships in serving young children and their families statewide by raising awareness about the importance of community partnerships as well as providing local technical assistance to build strong partnerships in Illinois communities.** The expansion of local community partnerships will more effectively support efforts to ensure the healthy growth and optimal development of young children in the context of their families and provide enhanced models for future community partnership work. The federally-funded Strong Foundations project

is also funding this work in Illinois, and execution of this priority objective will build on these efforts and other prior work in this area.

Under the auspices of the OECD and the Council, the Work Group will achieve this priority objective through the following three **goals** in the coming three years: (1) develop and maintain a technical assistance support system to establish new and strengthen existing local community partnerships; (2) establish designated public funds to support local community partnership efforts; and (3) build on the network of community level partnership systems across Illinois. To advance this work, the Council has outlined specific objectives, activities, timelines and accomplishments as described in Table 3.

Table 3: Community Partnerships Goals, Objectives, Activities, Timeline and Accomplishments

Year 1
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Ensure that a cadre of consultants is created to provide a system of technical assistance to new and existing local community partnerships; 2. Consultants will work with the Council’s Community Partnership Joint Work Group to learn from and build upon existing local networks to create a model for local systems development that focuses on flexibility and local replication; 3. Conduct community outreach that: (a) builds awareness and engages all Illinois communities in the concept of community partnerships; and (b) provides local, individualized technical assistance to build and strengthen community partnerships; 4. Convene an Annual Summit to bring together community partnerships to share their models and identify further barriers around local collaboration; 5. Create a multi-level electronic system for ongoing technical support and networking across communities and from the state to the local level; 6. Collaborate with key stakeholders from state agencies to analyze funding streams and identify potential funding models that are dedicated to assisting local partnerships in their work; and 7. Identify and collaborate with other statewide early childhood initiatives as appropriate.

Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. Research and develop a consultation model that includes how consultants will be trained, consultation deliverables, and evaluation tools to assess the efficacy of outreach strategies.	X	X		
2. Recruit and train consultants, including the creation of an ongoing training and networking support structure for the group of consultants, in collaboration with Illinois' existing training networks.	X	X		
3. Research and develop a responsive, flexible local community partnership systems model that draws upon national expertise.	X	X		
4. Issue electronic invitations for early childhood organizations to attend regional meetings about community partnerships.	X	X		
5. Convene 10 regional meetings.	X	X		
6. Five communities will be identified to receive implementation-level technical assistance around the development of new or improvement of existing local collaborations.	X	X		
7. Explore and identify electronic technical assistance resources that can provide ongoing support and networking opportunities for communities and relevant other stakeholders.	X	X	X	X
8. Convene key stakeholders from state agencies to discuss funding for community partnerships, including models that contain an accountability structure.	X	X		
9. Develop recommendations on designated funding streams to support local community partnerships.			X	X
10. Consultants work with identified communities to develop the mission, goals, structure and action plan with specific next steps for developing and strengthening their community partnerships.			X	X
11. Convene an Annual Summit that brings members of local community partnerships together to share their experiences.				X
<p>Accomplishments: By the end of the first year of the grant period, the following deliverables will be achieved:</p> <ul style="list-style-type: none"> ▪ A community partnerships consultation model will be created; ▪ Consultants will be identified; ▪ Four consultant trainings will be convened; ▪ A local community partnership systems model will be developed; ▪ Over 200 early childhood organizations, entities and stakeholders will receive electronic notifications about awareness level outreach regional meetings; ▪ Ten awareness level outreach regional meetings held across Illinois; ▪ Each of the five communities selected to receive technical assistance have developed an action plan for establishing/strengthening local collaborations; ▪ Action plans submitted by each of these five communities reviewed to receive on average \$15,000 in funding to support their implementation of the plan locally. Funding decisions made by independent reviewers; ▪ A pilot electronic technical assistance and network system developed; ▪ An Annual Summit convened; and ▪ Recommendations developed on funding models to support local community partnerships. 				

Year 2

- Objective:**
1. Maintain the community partnerships consultation model developed in Year 1;
 2. Conduct community outreach that: (a) builds awareness and engages all Illinois communities in the concept of community partnerships; and (b) provides local, individualized technical assistance to build and strengthen community partnerships;
 3. Maintain a network of community level partnership systems across the state by convening an Annual Summit to bring together community partnerships to share their models and identify further barriers around local collaboration;
 4. Collaborate with key stakeholders from state agencies to analyze funding streams and identify potential funding models that are dedicated to assisting local partnerships in their work; and
 5. Identify and collaborate with other statewide early childhood initiatives as appropriate.

Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. Finalize recommendations to the Council on designated funding streams to support local community partnerships.	X			
2. Recruit and train consultants, making modifications to trainings based on an evaluation conducted in Year 1.	X	X	X	X
3. Issue electronic invitations for early childhood organizations to attend regional meetings about community partnerships.	X	X	X	X
4. Convene four awareness level outreach regional meetings.	X	X	X	X
5. Seven communities will be identified to receive technical assistance around the development of new or improvement of existing local collaborations.	X	X		
6. Consultants will work with identified communities to develop the mission, goals, structure and action plan with specific next steps for developing and strengthening their community partnerships.			X	X
7. Convene an Annual Summit that brings members of local community partnerships together to share their experiences.				X
8. Maintain electronic technical assistance resources that provide ongoing support and networking opportunities for communities and relevant other stakeholders.	X	X	X	X
9. Support communities to access designated funding streams, and evaluate the success of the funding model.		X	X	X

- Accomplishments:** By the end of the second year of the grant period, the following deliverables will be achieved:
- A community partnerships consultation model will be implemented and enhanced using Year 1 evaluation data;
 - New consultants will be identified and trained;
 - Over 100 early childhood organizations, entities and stakeholders will receive electronic notifications about community partnership regional meetings;
 - Four awareness level outreach regional meetings will be held across Illinois;
 - Each of the seven communities selected to receive technical assistance will have developed an action plan for establishing/strengthening local collaborations;
 - Action plans will be submitted by each of these seven communities reviewed to receive up to \$15,000 in funding to support their implementation of the plan locally. Funding decisions will

be made by independent reviewers;

- An Annual Summit will be convened;
- Electronic technical assistance and network system will be maintained;
- Recommendations for designating funding to support community-based partnerships will be implemented in seven communities in Illinois; and
- Evaluation data from communities accessing dedicated funding streams for community-based partnerships will be gathered and analyzed.

Year 3

Objectives:

1. Maintain the community partnerships consultation model developed in Years 1 and 2;
2. Provide local, individualized technical assistance to build and strengthen community partnerships;
3. Maintain a network of community level partnership systems across state by convening an Annual Summit to bring together community partnerships to share their models and identify further barriers around local collaboration;
6. Implement a multi-level electronic system for ongoing technical support and networking across communities and from the state to the local level; and
4. Identify and collaborate with other statewide early childhood initiatives as appropriate.

Activities:

	Timeline:			
	Q1	Q2	Q3	Q4
1. Recruit and train consultants, making modifications to trainings based on evaluation conducted in Year 1 and 2.	X	X	X	X
2. Seven communities will be identified to receive technical assistance around the development of new or improvement of existing local collaborations.	X	X		
3. Consultants will work with identified communities to develop the mission, goals, structure and action plan with specific next steps for developing and strengthening their community partnerships.			X	X
4. Convene an Annual Summit that brings members of local community partnerships together to share their experiences.	X	X	X	X
5. Maintain a network of local community systems and a network of trained consultants to offer ongoing support and technical assistance to existing and new community partnerships.	X	X	X	X
6. Refine an electronic system of technical assistance and networking opportunities for communities and relevant other stakeholders.	X	X	X	X

Accomplishments: By the end of the third year of the grant period, the following deliverables will be achieved:

- A community partnerships consultation model will be implemented and enhanced using Year 1 and Year 2 evaluation data;
- New consultants will be identified and trained;
- Support network structure for local community partnerships and the expert consultants will exist, including networking opportunities via phone, conferences and meetings.
- Each of the seven communities selected to receive technical assistance will have developed an action plan for establishing/strengthening local collaborations;
- Action plans will be submitted by each of these seven communities reviewed to receive up to \$15,000 in funding to support their implementation of the plan locally. Funding decisions will be made by independent reviewers;

- An Annual Summit will be convened; and
- An electronic technical assistance and network system will be launched.

Rationale. Early childhood development systems are supported best at the community level, through community building and partnerships.¹¹ Many communities are not aware of the importance of these local models, nor do they have the resources or the skills to successfully develop and implement such models. As a result, children and families do not experience a seamless set of supports. The establishment of a community partnership model that builds on existing, successful community partnership systems raises awareness, works with resource and referral networks where they exist and provides technical assistance that supports and strengthens resource and referral networks to communities working to develop local partnerships will increase the alignment of services and programs, thereby better meeting the needs of the children and families served. This objective focuses on raising awareness about the importance of developing community partnerships in all three years of the grant period and concentrates more intently on providing individualized technical assistance in the second and third years.

Key Partners. Under the auspices of the OECD and the Council, the Community Partnership Joint Work Group will be responsible for guiding the activities outlined in Table 3. As mentioned previously [*Approach* page 31], the Work Group is comprised of members of the Council's Oversight and Coordination Committee, Infant and Toddler Committee, and Home Visiting Task Force, along with members of the Government Interagency Team of the Birth to Five Project. The Birth to Five Project is a collaborative effort to link state-level systems planning bodies in Illinois, to identify system gaps and barriers that prevent families from accessing the information and programs they need and to develop solutions to resolve those gaps and barriers. The Project has brought together over 400 early childhood practitioners, government agency staff, health care providers, advocates

¹¹ Build Initiative Thirst to Learn Dialogue Paper: *Building an Early Childhood Development System for America's Future*, Charles Bruner, 2009.

and researchers to address new and emerging systems issues facing the early childhood field. Within the Birth to Five Project, the Government Interagency Team is a regular working team of senior-level representatives from city, state and federal government agencies and divisions that engage in cross-agency joint planning of programs and services for expectant families, and families with children under five.

Many members of the Community Partnership Joint Work Group represent key state early childhood agencies – IDHS Bureau of Child Care and Development, IDHS Division of Community Health and Prevention, ISBE Early Childhood Division, and HSSCO – many of which have worked in this area for a decade as well as other publicly- and privately-funded early childhood organizations across the state. In addition, participation in the Build Initiative – a project to help states create comprehensive early childhood systems that promote children’s well-being from birth to age five – and the HSSCO provide access to collaborative relationships with other states to gather lessons learned from their efforts to establish community partnerships.

Unusual features. There are two primary features of this priority objective which can be considered unusual: (1) the design of the proposed community partnership model to provide flexibility in the development of local collaborative models; and (2) a technical assistance support system which uses technology – including Webinars, electronic resource coordination and Web-based supports – to sustain and enhance local community partnerships over the long term.

Factors that might accelerate or decelerate the work. The Community Partnerships Joint Work Group has extensively researched barriers around local community partnerships in Illinois over the past few years. This expertise and experience, in addition to the extensive work that has been done in this area over the past decade, strongly position Illinois to move the work forward efficiently during the course of the grant period.

At the same time, these efforts will be community-based and driven, and local communities must be willing to put forth the effort that goes into building a collaborative structure of systems. The commitment required of this work will take longer in some communities than in others. As part of this objective, the OECD and Council will outline the timeline for building the technical support system and carrying out the outreach in local communities, but cannot guarantee the impetus of local communities to implement these plans. Helping to secure a dedicated public funding stream for community partnerships will most likely incentivize communities to carry forward the timelines they set forth with their technical support consultant. The work to identify, coordinate with and build on current successful community partnerships and state system efforts in this area should also facilitate moving this objective forward.

Sustainability. The goal of Illinois' community partnerships model is to create a sustainable system for ensuring local collaboration across early childhood programs and services, which will ensure the quality of programs and services that children and families experience over the long term. Key components of our sustainability strategy include the following:

- Build on the network of community-level systems that enables communities across Illinois to share lessons learned and provide feedback on approaches;
- Develop an electronic technical assistance system that will provide ongoing support local community partnerships;
- Build the capacity of local community partnerships to educate and raise the awareness of policy makers and elected officials on early childhood needs and issues; and
- Develop a designated, public funding stream to support local community partnerships.

Many community partnerships in Illinois currently rely on private funding and volunteers to support their work, both of which are often inconsistent. At the same time, most state- and federally-funded early childhood education and care programs require some level of community

collaboration of their grantees. With adequate funding and technical assistance, community partnerships can become more stable and provide the vision of a seamless system for children and families.

Priority Objective 4: Early Childhood Data System

With new state and federal mandates to create a unified, statewide data collection system, Illinois must integrate existing and develop new systems for early childhood education and care programs funded in Illinois. The OECD and Council envision this system as linking to other education and human services data systems, providing a comprehensive and complete picture of publicly-funded programs and services for young children and families in Illinois. In addition, uniform data collection across early childhood systems would allow the state to monitor trends over time and make informed policy decisions to enhance access to and the quality of programs serving children, ages birth to five, and their families.

To ensure Illinois meets these federal and state requirements, the Council created the Early Childhood Data Work Group that is charged with creating recommendations for a birth-to-five data system. To support these efforts, Illinois will develop and begin to implement a plan to **create a unified early childhood data system that integrates current systems and provides new data on Illinois' birth-to-five programs.** The three-year **goal** is to design an early childhood data system that would enable:

- Data collection on children from birth to age five who are receiving state- or federally-funded early childhood services;
- Data collection on programs serving children, ages birth to five, that receive state or federal funds, including data on practitioners working in these programs;
- Varying levels of user access to system information; and

- The integration of current data systems (e.g. early childhood care and education, health, child welfare, etc.).

To achieve this goal, under the auspices of the OECD and the Council, the Work Group will undertake the objectives and activities along the proposed timeline with anticipated accomplishments as described in Table 4.

Table 4: Early Childhood Data System Objectives, Activities, Timeline and Accomplishments

Year 1				
Objective: To begin to develop the framework for an early childhood data system that provides better information to providers, parents, policymakers, advocates and the public about the operation of Illinois' early childhood system, with the ultimate objective of improving child outcomes.				
Activities: Hire a consultant to:			Timeline:	
	Q1	Q2	Q3	Q4
1. Conduct interviews with key state and federal agencies around their current systems of data collection (i.e. use of data, limitations of data collection processes, system design information, etc.).	X	X		
2. Create "maps" of systems to illustrate data flow, use and access levels for users.	X	X	X	
3. Identify areas of potential improvement in the ways that data can be linked.			X	X
4. Develop a comprehensive data architecture of systems to be linked or integrated.			X	X
5. Identify the legal, administrative and political obstacles that may arise during system integration.			X	X
6. Design training and technical assistance plans for agencies that will be contributing data to the system.				X
7. Develop a cost estimate for implementing the data systems integration plan and training and technical assistance.				X
8. Provide recommendations for necessary interagency agreements to successfully implement the pilot study in Year 2.				X
Accomplishments: By the end of the first year of the grant period, the following deliverables will be achieved:				
<ul style="list-style-type: none"> ▪ Interviews will be completed; ▪ A report will be created depicting current early childhood data collection processes; ▪ Areas of potential data improvement will be identified; ▪ A plan and cost estimate for data sharing agreements and training and technical will be developed; and ▪ Recommendations to implement a pilot study will be established. 				

Year 2

Objective: A consultant will begin to implement the data integration plan, including conducting a pilot test of the system.

Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. Implement the system design, working with agencies to ensure that data collection and integration are functioning, troubleshoot and make adjustments as necessary.	X	X	X	X
2. Design and implement a pilot study to gather information about systems sharing, reveal issues, test the effectiveness of the system, and ensure the quality of data inputs. The pilot will also review data in the system for a “point in time” analysis and identify challenges in data transfer, cleaning, restructuring, and linking data to child or program records.	X	X	X	
3. Prepare a report with findings from the pilot study and a detailed summary of needed revisions to the data system.				X
4. Recommend data collection strategies for systems that should be included in an integrated early childhood data system, but that may not have the electronic systems in place that would enable data integration.				X
5. Use findings from the pilot study to identify mechanisms for timely updates of the data once the system is fully implemented.				X

Accomplishments: By the end of the second year of the grant period, the following deliverables will be achieved:

- The pilot study will be created and implemented; and
- A report with detailed summary of revisions to the system will be created.

Year 3

Objectives: Address the findings of the pilot study undertaken in Year 2 in order to make the improvements to early childhood data systems and create mechanisms for awarding future funding for the implementation of this work.

Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. Create a plan for redesigning parts of the system to capture any elements that may be missing from the initial design, while avoiding duplication in systems.	X			
2. Provide an updated cost estimate for implementing the data systems integration plan, including outlining how costs will vary depending on use by differing audiences and access levels (e.g. researcher, program, advocate, parent, and/or agency staff).	X			
3. Determine a fiscal agent for the data system work.	X			
4. Create an RFP for contractors who will be responsible for the implementation and maintenance of the data system, as well as for Web hosting costs, and site and user interface design (both technical and aesthetic).	X			
5. The consultant and Early Childhood Data Work Group advise and recommend ways to address any legal barriers to data sharing and use.	X	X		

6. Create recommendations that inform the user interface to be employed at final implementation.	X	X		
7. Revise the technical assistance and training plans based on the findings of the pilot study to address data quality issues.		X		
8. Agencies work to create or enhance their electronic data collection systems to ready them for integration into the early childhood data system.	X	X	X	
9. The Governor's Office works with agencies to address the legal and administrative barriers that were identified in Years 1 and 2.	X	X	X	
<p>Accomplishments: By the end of the third year of the grant period, the following deliverables will be achieved:</p> <ul style="list-style-type: none"> ▪ A plan will be articulated to address barriers to data sharing and allow for user interface across systems; ▪ Technical assistance and training plans and the cost estimate will be revised, as necessary; ▪ A fiscal agent will be determined; ▪ An RFP will be created and contractors will be selected to implement/maintain the data system; ▪ Modifications will be made to data systems based on the pilot study findings; and ▪ Barriers preventing the establishment of a unified data system will be resolved. 				

Rationale. Before Illinois can develop a comprehensive early childhood data system, in-depth technical analyses are needed about what data Illinois presently collects, current data collection gaps, and how those gaps can be addressed to provide the foundation for a unified birth-to-five data system. A pilot study will be a key step in the development of a data system by helping to identify gaps in data and where data collection is not of sufficient quality necessary to inform a comprehensive data system. This testing of a data system during the grant period will also provide actual statistics on the potential comprehensiveness of an early childhood data system, as well as an analysis of the proposed design, including improvements needed before full-scale implementation.

Key Partners. Members of the Council's Early Childhood Data Work Group have already established goals for the early childhood data system as well as contributed information to begin informing the survey of current systems and the data being collected. State and municipal agencies and other organizations in Illinois – such as ISBE, IDHS, Head Start and the Illinois Early Childhood Asset Map (IECAM) – are represented on the Work Group. In addition, a consultant or

multiple consultants, who have yet to be identified, will work closely with members of the Work Group, under the auspices of the OECD and the Council, to achieve the stated goals, objectives and activities.

Unusual features. The project is intended to provide access to empirical data about early learning services that have never previously been available in Illinois. Further, Illinois intends to make the data collected in this system useful to a wide audience – including parents, educators and policymakers.

Factors that might accelerate the work. Recently, there has been a great deal of attention given to the development and use of data systems, both on the federal and state levels, yielding much shared interest by key stakeholders in the development of a comprehensive, integrated data system in Illinois. SB 1828, the P-20 Longitudinal Education Data System Act recently passed by the Illinois General Assembly, provides the legislative mandate for work on an early childhood data system as part of the longitudinal system. This requirement will encourage agencies to participate in the project. The availability of additional funding from the private and public sectors may also help to accelerate the work of linking the early childhood data systems.

Sustainability. Illinois already allocates significant resources to maintaining its existing data systems. Our recommendations might involve some initial, additional costs, but – once established – the early childhood data system will more effectively use state funds to improve child outcomes.

Priority Objective 5: Birth-to-Three Monitoring System

A key focus of the Council is to advocate for the improvement of the quality of early childhood education and care programs serving children, ages birth to three, and their families, which includes a monitoring system to assess and improve the quality of publicly-funded programs serving at-risk infants and toddlers. In 2007, with the support of the ISBE Early Childhood

Division, the Council launched the Birth-to-Three Monitoring Work Group to guide the design of a birth-to-three quality monitoring system, which is essential if the state is to improve the quality of programs, and, ultimately, ensure positive child outcomes. The Council recently approved recommendations, based on the work of the Work Group, to guide the development of this system.

A key recommendation of the Work Group, developed in partnership with the Council's Early Childhood Data Work Group, is to ensure that birth-to-three programs collect a more uniform set of data elements that can inform a comprehensive educational data system in Illinois, from birth through higher education. There is currently little coordination of data collected by publicly-funded infant and toddler program models in Illinois. Without uniform data collection, there is no foundation from which to build a comprehensive birth-to-three monitoring system. Furthermore, current disparate sets of data in infant and toddler programs hinder the Council's efforts to develop a comprehensive early childhood data system described in Priority Objective 4 on page [39].

To address this need, the state is requesting funds to **support state-funded programs in completing their respective national program model's credentialing process. This will form the basis of a statewide birth-to-three monitoring system by enabling programs to collect a uniform set of data.** There are three primary national program models implemented in publicly-funded home visiting programs: Healthy Families America, Nurse Family Partnership, and Parents As Teachers. Helping state-funded programs obtain their national certification will align the data collected by birth-to-three programs, which can inform a statewide birth-to-three monitoring system by ensuring that these models collect quality data that will fuel program improvement efforts.

The specific three-year **goal** of this work will be to improve quality and enhance data collected from infant-toddler programs in Illinois through the certification or credentialing process of the national, research-based program model. To achieve this goal, the Birth-to-Three Monitoring

Work Group will undertake the objectives and activities along the proposed timeline with anticipated accomplishments as described in Table 5.

Table 5: Birth-to-Three Monitoring System Objectives, Activities, Timeline and Accomplishments

Year 1				
Objectives: Hire a consultant to: (1) support programs in obtaining certification or credentialing process of the national program model; and (2) engage programs in a continual cycle of program improvement by working with them to conduct a thorough baseline self-assessment, create program improvement plans, and implement program improvements with ongoing technical assistance.				
Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. Hire and train a consultant for all three years of the grant.	X			
2. The consultant will become familiar with birth-to-three programs and identify programs interested and positioned to complete the credential process to participate in the first-year cohort of the Project.	X			
3. The consultant will help the first cohort of approximately 20 programs complete baseline self-assessments as part of the credentialing process.	X			
4. The consultant will work with programs to develop improvement plans for identified programs as needed.		X		
5. Programs will begin the credential process of their national model.			X	X
Accomplishments: By the end of the first year of the grant period, the following deliverables will be achieved:				
<ul style="list-style-type: none"> ▪ The consultant will be hired and trained; ▪ The consultant will have created a process and identified the first cohort of approximately 20 programs for completing the credentialing process; ▪ Programs in the first cohort will have completed a program self-assessment as part of the credentialing process; ▪ Programs will have developed improvement plans as part of the credentialing process; ▪ Programs will have begun the credentialing process; and ▪ The consultant will have compiled a baseline of basic information on evidence-based infant-toddler programs in Illinois. 				
Year 2				
Objectives: The consultant hired in Year 1 will: (1) support programs in obtaining certification or credentialing process of the national program model; and (2) engage programs in a continual cycle of program improvement by working with them to conduct a thorough baseline self-assessment, create program improvement plans, and implement program improvements with ongoing technical assistance.				
Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. The consultant will become familiar with birth-to-three programs and identify programs interested and positioned to complete the credential process to participate in the second-year cohort of the Project.	X			

2. The consultant will help the second cohort of approximately 25 programs complete baseline self-assessments as part of the credentialing process.	X			
3. The consultant will work with programs to develop improvement plans for identified programs as needed.		X		
4. Programs will begin the credential process of their national model.			X	X
5. The consultant will expand data collected on all programs based on the first cohort of programs going through the process, and identifying and assessing other programs.	X	X	X	X
Accomplishments: By the end of the second year of the grant period, the following deliverables will be achieved:				
<ul style="list-style-type: none"> ▪ The consultant will have identified the second cohort of approximately 25 programs for completing the credentialing process; ▪ Programs in the second cohort will have completed a program self-assessment as part of the credentialing process; ▪ Programs will have developed improvement plans as part of the credentialing process; ▪ Programs in the second cohort will have begun the credentialing process; ▪ Programs in the first cohort will have completed the credentialing process; and ▪ Data collection on programs will be expanded. 				
Year 3				
Objectives: The consultant hired in Year 1 will: (1) support programs in obtaining certification or credentialing process of the national program model; and (2) engage programs in a continual cycle of program improvement by working with them to conduct a thorough baseline self-assessment, create program improvement plans and implement program improvements with ongoing technical assistance.				
Activities:		Timeline:		
		Q1	Q2	Q3
1. The consultant will become familiar with birth-to-three programs and identify programs interested and positioned to complete the credential process to participate in the third-year cohort of the Project.	X			
2. The consultant will help third cohort of approximately 25 programs complete baseline self-assessments as part of the credentialing process.	X			
3. The consultant will develop improvement plans for identified programs.			X	
4. Programs will begin the credential process of their national model.			X	X
Accomplishments: By the end of the third year of the grant period, the following deliverables will be achieved:				
<ul style="list-style-type: none"> ▪ The consultant will have selected the third cohort of approximately 25 programs for completing the credentialing process; ▪ Programs in the third cohort will have completed a program self-assessment as part of the credentialing process; ▪ Programs will have developed improvement plans as part of the credentialing process; ▪ Programs in the third cohort will have begun the credentialing process; and ▪ Programs in the second cohort will have completed the credentialing process. 				

Rationale. The Council selected this strategy developed by the Birth-to-Three Monitoring Work Group as the credentialing process is a foundational component of comprehensive recommendations for a birth-to-three monitoring system in Illinois. National credentials and certification help early childhood education and care programs improve their quality by requiring that they complete a self-assessment on a number of key quality criteria (e.g. family-to-home visitor ratios, curricula, parent-child relationships, etc.). The self-assessments serve as a baseline from which programs then develop improvement plans to enhance the quality of the services they provide, thereby better supporting the development and learning of young children at risk for school failure. Having a consultant work with programs will help build their capacity for monitoring and continual program improvement.

Key Partners. Members of the Council's Birth-to-Three Monitoring Work Group, which represent a wide variety of early childhood stakeholders and key state leaders, will guide the proposed objectives and activities in the coming three years. A consultant, who has yet to be identified, will work closely with the OECD Director and Project Manager along with the Work Group members to achieve the stated goals, objectives and activities, including guiding programs through the self-assessment and credentialing processes. The consultant and programs will both collaborate with the national offices of Healthy Families America, Nurse Family Partnership and Parents As Teachers to complete the credentialing process.

Factors that might accelerate the work. The efforts of the Early Childhood Data Work Group to develop a comprehensive birth-to-five data system in Illinois as described in Priority Objective 4 on page [39] will help to accelerate the efforts outlined above. Specifically, the Early Childhood Data Work Group's efforts to link and align current data systems as well as identify and develop new systems, including systems for birth-to-three programs, would complement and enhance the efforts

of the Birth-to-Three Monitoring System Work Group, thereby accelerating efforts to develop a comprehensive birth-to-three monitoring system in Illinois.

Sustainability. The credentialing or certification process is a one-time cost for birth-to-three programs; programs will subsequently only be required to support costs of recertification every three years. In addition, helping programs obtain their credentials will support the development of a birth-to-three monitoring system; the Birth-to-Three Monitoring Workgroup is actively monitoring opportunities for additional state and federal funding to resource additional components of their recommended monitoring system. Programs will receive one-on-one technical assistance from the consultant during this process, which will help to build their own capacity for continual program assessment and improvement.

Priority Objective 6: Strengthen Illinois' Professional Development System

The Council's Workforce Development Committee is charged with ensuring that an adequate and stable cadre of highly-qualified and diverse early childhood professionals is available to provide quality early childhood services. As mentioned above in the *Needs for Assistance* section on page [10], the Council and its partners have made significant progress toward achieving this vision, including expanding the Illinois Gateways to Opportunity Scholarship Program and creating the AAT-ECE degree. However, even with this progress to date, significant barriers remain that prevent early childhood practitioners from obtaining their credentials and degrees. One primary challenge is the current eligibility criteria of the Illinois Gateways to Opportunity Scholarship Program, which do not allow early childhood teachers to enroll in fewer than three courses or obtain their Bilingual/ESL Certificate. Current eligibility also excludes teachers working in programs that run for fewer than 47 weeks a year to access scholarship funds. This restriction affects teachers who work in over 80% of Preschool for All programs. A second challenge is the lack of expertise among

early childhood higher education faculty and, consequently, a shortage of higher education coursework that is designed to prepare early childhood professionals to successfully meet the needs of children and families from linguistically and culturally diverse families.

To address these two issues, the state requests funds to **strengthen Illinois' professional development system in two important ways: increasing opportunities for early childhood practitioners to obtain their credentials, and implementing two Intensive Faculty Institutes to better prepare teachers to meet the needs of all Illinois children.** By addressing these key barriers, the Council will further Illinois' professional development system to prepare a well-qualified workforce. The specific, three-year **goals** of this priority objective are to: (1) provide additional funding to the Illinois Gateways to Opportunity Scholarship Program to increase opportunities for practitioners who are working to increase their expertise in early childhood education; and (2) provide Intensive Faculty Institutes for early childhood and bilingual higher education faculty members to develop strategies for effectively preparing the early childhood workforce. The Workforce Development Committee has outlined specific objectives, activities, timelines and accomplishments as described in Table 6.

Table 6: Workforce Development Objectives, Activities, Timeline and Accomplishments

Year 1
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Broaden the criteria of practitioners eligible to access Illinois Gateways to Opportunity Scholarship Program funding to include early childhood staff who: <ul style="list-style-type: none"> ▪ Work in early childhood programs that meet for fewer than the currently required 47 weeks per year; ▪ Apply to enroll in one or two courses per year, as opposed to the currently required three to five courses annually (9-15 credit hours); and ▪ Apply for tuition and book subsidies for coursework designed to obtain their Bilingual/ESL Certificate and increase their knowledge and skills for ensuring the optimal educational and development outcomes for young children from diverse cultural or linguistic backgrounds. 2. Increase the skills and abilities of practitioners working with young English Language

Learners by implementing an Intensive Faculty Institute designed to enhance the pedagogical knowledge and teaching techniques of college and university faculty members around culturally and linguistically diversity.				
Activities:	Timeline:			
	Q1	Q2	Q3	Q4
1. Recommend modifications to the Illinois Gateways to Opportunity Scholarship Program eligibility criteria described in the Year 1 Objectives section.	X			
2. Post new eligibility criteria on the Gateways to Opportunity website.	X			
3. Target marketing of the Scholarship Program to early childhood teachers who will be eligible for funding based on changes made to eligibility criteria.	X			
4. Award Gateways scholarships to early childhood professionals.	X	X	X	X
5. Monitor funding available for the Illinois Gateways to Opportunity Scholarship Program.	X	X	X	X
6. Partner with two- and four-year higher education institutions that are participating in the Scholarship Program to track their coursework and activities.	X	X	X	X
7. Actively promote involvement by higher education institutions not currently participating in the Illinois Gateways to Opportunity Scholarship Program.	X	X	X	X
8. Create a planning body to plan a two-day Intensive Faculty Institute to determine the location, topics, presenters, marketing approaches, etc.	X	X	X	X
9. Identify local and national experts to serve as speakers and workshop facilitators for the first Intensive Faculty Institute.	X	X		
10. Use electronic notifications and other media to notify faculty at two- and four-year higher education institutions about the Institute.		X	X	
11. Convene the first Intensive Faculty Institute that gives two- and four-year higher education institutions opportunities to: (1) hear national experts on early learning and cultural diversity; (2) become knowledgeable about current research and best practices when working with young English language learners and second language acquisition; and (3) develop skills and techniques for supporting acquisition of a second language to incorporate into teacher preparation programs.				X
12. Evaluate outcomes from the Intensive Faculty Institute.				X
Accomplishments: By the end of the first year of the grant period, the following deliverables will be achieved:				
<ul style="list-style-type: none"> ▪ Eligibility criteria will be modified to allow more early childhood practitioners to access the Illinois Gateways to Opportunity Scholarship Program and increase their credentials and degrees; ▪ Early childhood professionals will be aware of new eligibility criteria for the Illinois Gateways to Opportunity Scholarship Program; ▪ Scholarships will be awarded, and the number of students who receive scholarship funds will be measured; ▪ Key components of the Intensive Faculty Institutes – topics, presenters, location, marketing 				

approaches – will be identified; and

- Over 100 early childhood higher education faculty will attend the Intensive Faculty Institute and will receive information about strategies they can incorporate into coursework to better prepare current and future professionals for working more successfully with children from culturally and linguistically diverse backgrounds.

Year 2

Objectives:

- Continue to implement the Illinois Gateways to Opportunity Scholarship Program with the eligibility criteria modifications made in Year 1.
- Increase the skills and abilities of practitioners working with young English Language Learners by implementing an Intensive Faculty Institute designed to enhance the pedagogical knowledge and teaching techniques of college and university faculty members around culturally and linguistically diversity.

Activities:

Timeline:

	Q1	Q2	Q3	Q4
1. Target marketing of the Scholarship Program to early childhood teachers who will be eligible for funding based on changes made to eligibility criteria.	X			
2. Award Gateways scholarships to early childhood professionals.	X	X	X	X
3. Monitor funding available for the Illinois Gateways to Opportunity Scholarship Program.	X	X	X	X
4. Partner with two- and four-year higher education institutions that are participating in the Scholarship Program to track their coursework and activities.	X	X	X	X
5. Actively promote involvement by higher education institutions not currently participating in the Illinois Gateways to Opportunity Scholarship Program.		X	X	X
6. Planning body to plan the Institute will use evaluations from the Institute convened in Year 1 to make any necessary adjustments.	X	X		
7. Identify and secure local and national experts to serve as speakers and workshop facilitators for the second Intensive Faculty Institute.	X	X		
8. Use electronic notifications and other media to notify faculty at two- and four-year higher education institutions about the Institute.		X	X	
9. Convene the second Intensive Faculty Institute that gives two- and four-year higher education institutions opportunities to: (1) hear national experts on early learning and cultural diversity; (2) become knowledgeable about current research and best practices when working with young English language learners and second language acquisition; and (3) develop skills and techniques for supporting acquisition of a second language to incorporate into teacher preparation programs.				X

Accomplishments: By the end of the second year of the grant period, the following deliverables will be achieved:

- Eligibility criteria will be modified to allow more early childhood practitioners to access the Illinois Gateways to Opportunity Scholarship Program and increase their credentials and degrees;
- Early childhood professionals will be aware of new eligibility criteria for the Illinois Gateways

<p>to Opportunity Scholarship Program;</p> <ul style="list-style-type: none"> ▪ Scholarships will be awarded, and the number of students who receive scholarship funds will be measured; and ▪ Over 100 early childhood higher education faculty will attend a two-day Intensive Faculty Institute and will receive information about strategies they can incorporate into coursework to better prepare future and current professionals for working more successfully with children from culturally and linguistically diverse backgrounds. 					
Year 3					
Objective:					
1. Continue to implement the Illinois Gateways to Opportunity Scholarship Program with the eligibility criteria modifications made in Year 1.					
Activities:		Timeline:			
		Q1	Q2	Q3	Q4
1. Target marketing of the Scholarship Program to early childhood teachers who will be eligible for funding based on changes made to eligibility criteria.		X			
2. Award Illinois Gateways to Opportunity Scholarship Program scholarships to early childhood professionals.		X	X	X	X
3. Monitor funding available for the Illinois Gateways to Opportunity Scholarship Program.		X	X	X	X
4. Partner with two- and four-year higher education institutions that are participating in the Scholarship Program to track their coursework and activities.		X	X	X	X
5. Actively promote involvement by higher education institutions not currently participating in the Illinois Gateways to Opportunity Scholarship Program.		X	X	X	X
Accomplishments: By the end of the third year of the grant period, the following deliverables will be achieved:					
<ul style="list-style-type: none"> ▪ Eligibility criteria will be modified to allow more early childhood practitioners to access the Illinois Gateways to Opportunity Scholarship Program and increase their credentials and degrees; ▪ Early childhood professionals will be aware of new eligibility criteria for the Illinois Gateways to Opportunity Scholarship Program; and ▪ Scholarships will be awarded, and the number of students who receive scholarship funds will be measured. 					

Rationale. Increasing the quality of Illinois' early childhood workforce will enhance the early learning environments for children from birth to age five. The strategies outlined above will create new opportunities for early childhood practitioners to obtain their credentials and degrees by broadening the eligibility requirements for the Illinois Gateways to Opportunity Scholarship Program. The Illinois Network for Child Care Resource and Referral Agencies (INCCRRA), which

administers the scholarship program, has documented a 30% increase in the number of practitioners receiving scholarships in fiscal year 2010 over fiscal year 2009. Further, INCCRRA has received a number of applications that are not eligible for funding because applicants have: (1) requested to enroll in only one or two courses per year (instead of the required three to five courses); and (2) applications from teachers in school-based, ECBG-funded preschool programs that meet only during the academic year (fewer than the required 47 weeks per year).

At the same time, as described in the *Needs for Assistance* section on page [10], there is a growing demand for early childhood practitioners to increase their skills for working with children and families from diverse cultural and linguistic backgrounds. In particular, the proposed statutory change in ISBE Administrative Rules to include preschool-aged children in the definition of children with limited English-speaking ability will likely create significant interest in coursework related to cultural and linguistic diversity at all degree levels. However, there is a current shortage of coursework in institutions of higher education that can prepare early childhood professionals to meet this demand. Ensuring positive learning opportunities for each child is the responsibility of all teachers who currently have or may have students who are English language learners. Both strategies outlined above are designed to ensure Illinois' workforce is well prepared to address the increasing diverse linguistic and cultural needs of our youngest children and their families. Providing early childhood faculty members with intensive professional learning opportunities will support their skills in training new teachers for years to come.

Key Partners. The Workforce Development Committee will partner with IDHS and INCCRRA in these efforts. INCCRRA administers the Illinois Gateways to Opportunity Scholarship Program and will support efforts to broaden eligibility criteria, distribute scholarship funds, and monitor and track the number of students who access these funds. The Committee and INCCRRA will also partner with PDAC, which developed the Gateways to Opportunity

Professional Development System, and will continue to review and update credentials. Finally, Illinois is currently in year two of a three-year technical assistance grant with the University of North Carolina's Frank Porter Graham Child Development Institute's National Professional Development Center on Inclusion (NPDCI). NPDCI works with grantee states to ensure that early childhood teachers are prepared to care for and educate young children with disabilities in settings with their typically developing peers. The focus of Illinois' technical assistance includes children with disabilities and those who are culturally and linguistically diverse. NPDCI will provide assistance to the Council's Workforce Development Committee in planning Intensive Faculty Institutes by helping to identify national experts and providing research support.

Factors that might accelerate or decelerate the work. The activities in this grant will build upon INCCRRA's existing infrastructure to oversee and market the Illinois Gateways to Opportunity Scholarship funding. Their partnership and support in our work will allow for a short turn-around time to both expand current Gateways Scholarship Program eligibility criteria and distribute funding. Further, Illinois' collaboration with NPDCI will give the Committee access to national experts on cultural and linguistic diversity, which will aid in the planning of the Intensive Faculty Institutes as well as ensure their overall quality.

Sustainability. Illinois is committed to ensuring a strong professional development system for teachers and staff working with young children and families to have the skills they need to ensure children's optimal learning and development. Our state has funded scholarships leading to an early childhood degree or credential since 1995, first through the T.E.A.C.H. Early Childhood® Illinois Scholarship program and – beginning July 1, 2008 – through the Illinois Gateways to Opportunity Scholarship Program. Illinois will track utilization and the impact of expanded eligibility criteria for scholarships to determine whether the new criteria should be integrated into ongoing scholarship guidelines. In addition, the Intensive Faculty Institutes will share current research and best practice

information on working with young English language learners from culturally and linguistically diverse backgrounds available with faculty from college and university teacher preparation programs. By the end of the grant period, we expect that the pedagogy and practice skills will have been incorporated into coursework to better prepare current and future professionals for working more successfully with children from culturally and linguistically diverse backgrounds over the long term.

Council Meetings and Public Hearings

The Governor's Office held a public hearing on the *Illinois Early Learning Council Strategic Report* (Appendix A) on November 13, 2009 in Chicago. The report was posted on the Office of Governor's Web site, and electronic invitations were distributed to the Council. Comments from the public hearing were incorporated into the final version of the report included with this application.

Currently, the Council is required to report annually to the Governor and the General Assembly on the Council's progress toward its goals. With the creation of the OECD, Council leadership will develop communication and reporting protocols that appropriately address this new connection between the Council and the Governor's Office. The full Council meets three times per year to approve any recommendations brought before the Council Committees. The Executive Committee meets at least three times per year; the standing Council Committees and their work groups meet more frequently (usually monthly). During the grant period, the three annual Council meetings will be used to review the status of the grant activities and make modifications to the implementation plan. One of the three annual Council meetings will also be used to hold a public hearing on the grant activities during each year of the grant period. Public comments will be taken under consideration by the OECD and the Council's Executive Committee and they will modify the grant activities as appropriate.

Needs Assessment

As described in the *Needs for Assistance* section on page [14], Illinois uses a number of different measures to assess the quality, availability and coordination of early childhood education and care programs and services. While Illinois does not yet conduct a comprehensive, periodic statewide needs assessment, these initiatives provide the foundation to develop such an effort. During the course of the grant period, the OECD and the Council will collaborate to develop a plan for conducting a periodic and comprehensive statewide needs assessment.

As part of this process, we will review current data available on the quality, availability and coordination of birth-to-five programs and services in Illinois. Some of this work will come as a result of efforts to build an early childhood data system described in Priority Objective 4 (*Approach* section page [39]). Data collected through the new data system will bring together information from various state agencies serving young children, and pilot-study reports could help inform the assessment of the quality and availability of services. Furthermore, information gathered through the evaluation of state-funded birth-to-five education programs will be included and considered in the assessment. In addition, the Council will undergo a new strategic planning process during the course of the grant period, and the data gathered through these efforts will be critical to shaping the Council's future priorities, goals and objectives.

Once collected, the Council and the OECD will review this data and identify gaps in current collection, which can inform the development of a plan to gather currently uncollected data. By the end of the grant period, this plan will position us to build upon current needs assessment efforts and collect the data necessary to have a comprehensive picture of the availability, quality and coordination of early childhood education and care programs and services. Once a plan is developed, it will be the responsibility of the new OECD to oversee the implementation of a periodic

needs assessment. We believe this statewide needs assessment will significantly inform the work of the Council, and, ultimately, strengthen Illinois' early learning system.

Sustainability

As indicated in the sustainability sections listed under each of Illinois' six priority objectives, the Council's proposal is designed to use one-time funds in a high-impact manner that catalyzes long-term change. We accomplish this in several ways. First, one of the most notable efforts is around training that will lead to a greater impact from existing appropriated funds. For example, developing improved community planning mechanisms (Priority Objective 3) and supporting scholarships for early childhood personnel (Priority Objective 6) will ensure the quality of Illinois' birth-to-five system over the long term. In addition, as a result of Objective 1, in future years, hard-to-reach children will be the first to receive services from existing state appropriations. Illinois hopes that the lessons learned from this work can be applied more universally using ongoing program funds. In addition, Illinois' proposals for planning grants, such as technical assistance on supporting plans for the construction of early childhood facilities in high-need areas (Priority Objective 2) and for the design of a unified early learning data system (Priority Objective 4,) will further the comprehensiveness of our state's early care and education system. These plans will ultimately require new federal or state funding to implement; however, no young children or programs will suffer a direct adverse impact if there is a delay in obtaining new funding.

For over two decades, there has been strong, bi-partisan support from the Office of the Governor and the Illinois General Assembly for early childhood education and care, with an annual investment of over \$1 billion in funding for early childhood programs and services. Since its inception in 2003, the Council has been a driving force in helping to establish a system of high-quality education and care. Council members, who volunteer their time, are deeply committed to

ensuring this work over the long term. The new OECD, housed in the Governor's Office, will also help sustain this work.

Illinois also has a longstanding commitment from the private sector to developing an early childhood system. The non-profit organizations that staff the Council's Committees use private funding from foundations, corporations and individual donors to support these efforts. There is a growing awareness from the private sector, including among key members of Illinois' business community, about the importance of early childhood education. A combined commitment from the state and private sectors will sustain the Council's progress. The OECD, Council members and staff will monitor new federal funding opportunities, such as the Early Learning Challenge Fund, to capitalize on those that could be used to build Illinois' early childhood education and care system.

Conclusion

Illinois' vision is that *all* children in Illinois start school safe, healthy, eager to learn and ready to succeed. Our proposed objectives and activities detailed in the application fully support this vision. Thank you for your consideration of our proposal.

Illinois Office of the Governor
 State Advisory Council on Early Childhood Education and Care Grant
 Year 1 Budget

		OECD	INCCRRA	Latino Policy Forum	Learning Points Associates	Ounce of Prevention Fund	Voices for Illinois Children	TOTAL
a.	Personnel	\$140,000	\$11,700	\$11,027	\$9,679	\$24,457	\$12,500	\$209,363
b.	Fringe Benefits	0	2,800	2,205	3,581	5,626	2,950	17,162
c.	Travel	14,500	1,000	669	750	0	250	17,169
d.	Equipment	5,000	0	0	0	0	0	5,000
e.	Supplies	14,000	500	1,202	400	1,500	500	18,102
f.	Contractual	718,300	0	0	0	0	0	718,300
g.	Other	247,700	700	1,604	808	2,500	500	253,812
	<i>g1. Printing/ copying</i>	<i>47,450</i>	<i>0</i>	<i>1,604</i>		<i>2,500</i>	<i>0</i>	<i>51,554</i>
	<i>g2. Meetings</i>	<i>2,000</i>	<i>700</i>	<i>0</i>	<i>808</i>	<i>0</i>	<i>500</i>	<i>4,008</i>
	<i>g3. Food</i>	<i>22,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>22,000</i>
	<i>g4. Postage/ Shipping</i>	<i>1,250</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1,250</i>
	<i>g5. Credential Fees</i>	<i>100,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>100,000</i>
	<i>g6. Scholarships</i>	<i>75,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>75,000</i>
h.	Indirect	0	0	0	1,522	3,408	0	4,930
	Total Project	\$1,139,500	\$16,700	\$16,707	\$16,740	\$37,491	\$16,700	\$1,243,838

Illinois Office of the Governor
State Advisory Council on Early Childhood Education and Care Grant
Year 2 Budget

		OECD	INCCRRA	Latino Policy Forum	Learning Points Associates	Ounce of Prevention Fund	Voices for Illinois Children	TOTAL
a.	Personnel	\$144,200	\$12,000	\$11,303	\$9,818	\$25,191	\$12,750	\$215,262
b.	Fringe Benefits	0	2,900	2,261	3,633	5,794	3,125	17,713
c.	Travel	14,750	1,000	685	750	0	250	17,435
d.	Equipment	5,000	0	0	0	0	0	5,000
e.	Supplies	11,250	500	1,232	400	1,500	500	15,382
f.	Contractual	754,500	0	0	0	0	0	754,500
g.	Other	235,000	700	1,644	718	2,500	500	241,062
	<i>g1. Printing/copying</i>	<i>10,585</i>	<i>0</i>	<i>1,644</i>		<i>2,500</i>	<i>0</i>	<i>14,729</i>
	<i>g2. Meetings</i>	<i>2,000</i>	<i>700</i>	<i>0</i>	<i>718</i>	<i>0</i>	<i>500</i>	<i>3,918</i>
	<i>g3. Food</i>	<i>22,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>22,000</i>
	<i>g4. Postage/ Shipping</i>	<i>415</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>415</i>
	<i>g5. Credential Fees</i>	<i>125,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>125,000</i>
	<i>g6. Scholarships</i>	<i>75,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>75,000</i>
h.	Indirect	0	0	0	1,532	3,499	0	5,031
	Total Project	\$1,164,700	\$17,100	\$17,125	\$16,851	\$38,484	\$17,125	\$1,271,385

Illinois Office of the Governor
 State Advisory Council on Early Childhood Education and Care Grant
 Year 3 Budget

		OECD	INCCRRA	Latino Policy Forum	Learning Points Associates	Ounce of Prevention Fund	Voices for Illinois Children	TOTAL
a.	Personnel	\$148,550	\$12,350	\$11,587	\$11,085	\$25,947	\$13,000	\$222,519
b.	Fringe Benefits	0	3,000	2,317	2,905	5,958	3,306	17,486
c.	Travel	2,000	1,000	702	750	0	250	4,702
d.	Equipment	0	0	0	0	0	0	0
e.	Supplies	6,249	500	1,269	400	1,500	500	10,418
f.	Contractual	600,000	0	0	0	0	0	600,000
g.	Other	202,500	700	1,691	669	2,500	500	208,560
	<i>g1. Printing/ copying</i>	<i>2,500</i>		<i>1,691</i>	<i>0</i>	<i>2,500</i>	<i>0</i>	<i>6,691</i>
	<i>g2. Meetings</i>	<i>0</i>	<i>700</i>	<i>0</i>	<i>669</i>	<i>0</i>	<i>500</i>	<i>1,869</i>
	<i>g3. Food</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
	<i>g4. Postage/ Shipping</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
	<i>g5. Credential Fees</i>	<i>125,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>125,000</i>
	<i>g6. Scholarships</i>	<i>75,000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>75,000</i>
h.	Indirect	0	0	0	1,581	3,591	0	5,172
	Total Project	\$959,299	\$17,550	\$17,566	\$17,390	\$39,496	\$17,556	\$1,068,857

Illinois Office of the Governor
 State Advisory Council on Early Childhood Education and Care Grant
 Source of Non Federal Match - Year 1

		State	In-Kind Contributions									TOTAL
		ISBE (Early Childhood Block Grant)*	Chicago Coalition for Site-Administered Programs	Education Counsel LLC	Illinois Action for Children	Illinois Federation of Teachers	INCCRRA	McCormick Center for Early Childhood Leadership	Ounce of Prevention Fund	Positive Parenting DuPage	Voices for Illinois Children	
a.	Personnel	\$0	\$0	\$0	\$215,500	\$0	\$55,000	\$4,800	\$120,261	\$4,201	\$57,250	\$457,012
b.	Fringe	0	0	0	64,650	0	13,000	1,344	27,660	1,050	19,250	126,954
c.	Travel	0	0	0	0	30	3,500	400	1,500	1,768	1,000	8,198
d.	Equipment	0	0	0	0	0	0	0	0	0	0	0
e.	Supplies	0	0	0	0	0	1,500	0	0	0	0	1,500
f.	Contractual	0	21,000	42,000	45,000	8,624	0	0	0	0	0	116,624
g.	Other	1,945,087	0	0	22,400	0	8,000	0	6,713	960	173,200	2,156,360
	<i>g1.Program</i>	<i>1,945,087</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1,945,087</i>
	<i>g2.Occupancy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>22,400</i>	<i>0</i>	<i>8,000</i>	<i>0</i>	<i>6,713</i>	<i>960</i>	<i>23,200</i>	<i>61,273</i>
	<i>g3.Media Campaign</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>150,000</i>	<i>150,000</i>
h.	Indirect	0	0	0	0	0	9,000	0	15,613	957	10,070	35,640
	TOTAL	\$1,945,087	\$21,000	\$42,000	\$347,550	\$8,654	\$90,000	\$6,544	\$171,747	\$8,936	\$260,770	\$2,902,288

* Illinois' Early Childhood Block Grant (ECBG) is a birth-to-five early childhood education funding stream administered by ISBE consisting entirely of state general revenue funds. The Block Grant's purpose is to provide early, continuous, intensive and comprehensive evidence-based child development and family support services to help families prepare their young children under age five for later school success. The ECBG funds Preschool for All and birth-to-three programs. In FY10, funding for state funding for the Block Grant totals \$342,235,300.

Illinois Office of the Governor
 State Advisory Council on Early Childhood Education and Care Grant
 Source of Non Federal Match - Year 2

		State	In-Kind Contributions									TOTAL
		ISBE (Early Childhood Block Grant)*	Chicago Coalition for Site-Administered Programs	Education Counsel LLC	Illinois Action for Children	Illinois Federation of Teachers	INCCRRA	McCormick Center for Early Childhood Leadership	Ounce of Prevention Fund	Positive Parenting DuPage	Voices for Illinois Children	
a.	Personnel	\$0	\$0	\$0	\$215,500	\$0	\$55,000	\$4,800	\$123,869	\$4,327	\$58,968	\$462,464
b.	Fringe	0	0	0	64,650	0	13,000	1,344	28,490	1,050	19,250	127,784
c.	Travel	0	0	0	0	30	3,500	400	1,500	1,768	1,000	8,198
d.	Equipment	0	0	0	0	0	0	0	0	0	0	0
e.	Supplies	0	0	0	0	0	1,500	0	0	0	0	1,500
f.	Contractual	0	21,000	42,000	45,000	8,624	0	0	0	0	0	116,624
g.	Other	2,151,635	0	0	22,400	0	8,000	0	6,713	960	24,360	2,214,068
	<i>g1. Program</i>	<i>2,151,635</i>			<i>0</i>	<i>0</i>						<i>2,151,635</i>
	<i>g2. Occupancy</i>				<i>22,400</i>	<i>0</i>	<i>8,000</i>	<i>0</i>	<i>6,713</i>	<i>960</i>	<i>24,360</i>	<i>62,433</i>
	<i>g3. Media Campaign</i>				<i>0</i>	<i>0</i>						<i>0</i>
h.	Indirect	0	0	0	0	0	9,000	0	15,613	957	10,357	35,927
	TOTAL	\$2,151,635	\$21,000	\$42,000	\$347,550	\$8,654	\$90,000	\$6,544	\$176,185	\$9,062	\$113,935	\$2,966,565

* Illinois' Early Childhood Block Grant (ECBG) is a birth-to-five early childhood education funding stream administered by ISBE consisting entirely of state general revenue funds. The Block Grant's purpose is to provide early, continuous, intensive and comprehensive evidence-based child development and family support services to help families prepare their young children under age five for later school success. The ECBG funds Preschool for All and birth-to-three programs. In FY10, funding for state funding for the Block Grant totals \$342,235,300.

Illinois Office of the Governor
 State Advisory Council on Early Childhood Education and Care Grant
 Source of Non Federal Match - Year 3

		State	In-Kind Contributions									
		ISBE (Early Childhood Block Grant)*	Chicago Coalition for Site-Administered Programs	Education Counsel LLC	Illinois Action for Children	Illinois Federation of Teachers	INCCRRRA	McCormick Center for Early Childhood Leadership	Ounce of Prevention Fund	Positive Parenting DuPage	Voices for Illinois Children	TOTAL
a.	Personnel	\$0	\$0	\$0	\$215,500	\$0	\$55,000	\$4,800	\$127,585	\$4,457	\$60,737	\$468,079
b.	Fringe	0	0	0	64,650	0	13,000	1,344	29,345	1,050	19,250	128,639
c.	Travel	0	0	0	0	30	3,500	400	1,500	1,768	1,000	8,198
d.	Equipment	0	0	0	0	0	0	0	0	0	0	0
e.	Supplies	0	0	0	0	0	1,500	0	0	0	0	1,500
f.	Contractual	0	21,000	42,000	45,000	8,624	0	0	0	0	0	116,624
g.	Other	1,671,083	0	0	22,400	0	8,000	0	6,713	960	25,578	1,734,734
	<i>g1.Program</i>	<i>1,671,083</i>			<i>0</i>	<i>0</i>						<i>1,671,083</i>
	<i>g2.Occupancy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>22,400</i>	<i>0</i>	<i>8,000</i>	<i>0</i>	<i>6,713</i>	<i>960</i>	<i>25,578</i>	<i>63,651</i>
	<i>g3.Media Campaign</i>				<i>0</i>	<i>0</i>						<i>0</i>
h.	Indirect	0	0	0	0	0	9,000	0	15,613	957	10,656	36,226
	TOTAL	\$1,671,083	\$21,000	\$42,000	\$347,550	\$8,654	\$90,000	\$6,544	\$180,756	\$9,192	\$117,221	\$2,494,000

* Illinois' Early Childhood Block Grant (ECBG) is a birth-to-five early childhood education funding stream administered by ISBE consisting entirely of state general revenue funds. The Block Grant's purpose is to provide early, continuous, intensive and comprehensive evidence-based child development and family support services to help families prepare their young children under age five for later school success. The ECBG funds Preschool for All and birth-to-three programs. In FY10, funding for state funding for the Block Grant totals \$342,235,300.

**ILLINOIS OFFICE OF THE GOVERNOR
STATE ADVISORY COUNCIL ON EARLY CHILDHOOD EDUCATION AND CARE
BUDGET NARRATIVE**

The Illinois Office of the Governor is requesting \$3,584,080 to support the Illinois Early Learning Council, the state's advisory council on early childhood education and care. The state, along with in-kind contributions from our early childhood advocacy partners, will commit non-federal match funding in the amount of \$8,362,853. Please refer to the *Budget* section on pages [59-64] for detailed, line-item budgets for each of the three years of the grant period, including both project expenses and the sources of the non-federal match.

We believe our budget is both reasonable and appropriate to develop Illinois' early childhood education and care system. Our proposed activities are designed to strategically address key barriers in current programming and services in order to better meet the needs of vulnerable young children and families in our state. For over two decades, there has been strong, bi-partisan support from the Office of the Governor and the Illinois General Assembly for early childhood education and care. The creation of the Illinois Early Learning Council (Council) in 2003 and subsequent establishment of the Office of Early Childhood Development (OECD) in 2009 indicate our state's commitment to building a strong system of programs and services for children from birth to age five and their families.

Provided below is a justification of the total project budget. Additional detail is available upon request.

a. PERSONNEL. Personnel costs total \$647,417 (\$209,636 in Year 1, \$215,262 in Year 2 and \$222,519 in Year 3). \$432,750 of these costs include expenses to hire a Director and Project Manager for the OECD, which will support the Council's work and provide staffing to the full Council, Executive Committee, and Oversight and Coordination Committee. An additional \$214,667 in personnel costs will support the efforts of the five non-profits that staff five Committees and two Task Forces of the Council:

the Illinois Network of Child Care Resource and Referral Agencies (Workforce Development Committee); Latino Policy Forum (Linguistic and Culturally Diversity Committee); Learning Points Associates (Special Populations Committee); the Ounce of Prevention Fund (Early Childhood Data Work Group, Home Visiting Task Force, Infant and Toddler Committee, and Space Capacity Committee); and Voices of Illinois Children (Public Awareness Committee). These non-profit organizations have budgeted – on average – 40% of a mid-level staff person to support this work.

b. FRINGE BENEFITS. Fringe benefits total \$52,361 (\$17,162 in Year 1, \$17,713 and \$17,486 in Year 3). Each agency has applied its own standard fringe benefit rate, ranging from 20% to 37%. Each agency's rate includes some or all of the following: employee co-pay medical insurance; employer contributions to social security and unemployment insurance; long-term disability; workers compensation; life insurance; a retirement plan; and tuition and book reimbursement. Fringe benefits are allocated to the funding source that pays for each salaried position.

c. TRAVEL. Travel costs total \$39,306 (\$17,169 in Year 1, \$17,435 and \$4,702 in Year 3). Travel costs of \$13,306 are included to cover the expenses for staff in the OECD and the other five non-profits providing staffing support to the Council to travel to Council and Committee meetings (i.e. parking, mileage reimbursements, cab fare, etc.). These expenses also include for lodging for higher education faculty members who will attend the two-day Intensive Faculty Institutes in Year 1 (\$13,000) and in Year 2 (\$13,000) of the grant period. We have included costs for 200 faculty members to have one-night hotel accommodations (\$130 per night) during the two Intensive Faculty Institutes convened in Year 1 and Year 2 of the grant period (100 attendees x 2 Institutes x \$130 = \$26,000), as described in the *Approach* section on page [48].

d. EQUIPMENT. Equipment costs total \$10,000 (\$5,000 in Year 1, and \$5,000 in Year 2), which will support the rental of audiovisual equipment – laptop, projector, sound system, etc. – as part of the two Intensive Faculty Institutes that will be held in Years 1 and 2.

e. SUPPLIES. Costs associated with supplies total \$43,823 (\$18,102 in Year 1, \$15,382 in Year 2, and \$10,418 in Year 3). Expenses totaling \$20,823 are included for materials – such as binders, pens, paper, and other stationery – to support the Council’s activities across all three years of the grant. \$3,000 is also included in Year 1 expenses to support the purchase of DVDs that will be used to provide information and resources to communities around facilities planning and the Early Childhood Capital Program (see the *Approach* section on page [24]): 4,000 DVDs x \$0.75 = \$3,000. \$20,000 of the total costs will support binders and other materials for the 200 participants attending the two Intensive Faculty Institutes in Years 1 and 2.

f. CONTRACTUAL. Contractual costs total \$2,072,850 (\$718,300 in Year 1, \$754,500 and \$600,000 in Year 3). Of this, \$540,000 is budgeted for contracts for six early childhood education programs to develop innovative models for increasing participation of the most at-risk children and families over the three-year grant period as described in the *Approach* section on page [18] (6 programs x \$30,000 per year x 3 years). \$371,850 will be used to hire a consultant, to be identified, over the three-year grant period, who will provide support to communities on the Early Childhood Capital Program. As described in the *Approach* section on page [24], in Year 1, the consultant will provide outreach about the Capital Program (310 hours x \$130 per hour = \$40,300). The consultant will also provide technical assistance to targeted communities in developing a Request for Proposal to access funding through the Capital Program in all three years of the grant period. We anticipate the consultant will spend 385 hours in Year 1 at the rate of \$130 per hour (\$50,050); approximately 1,000 hours in Year 2 at the rate of \$136.50 (\$136,500); and approximately 1,000 hours in Year 3 at a rate of \$145 (\$145,000).

Expenses totaling \$435,000 will also be used to implement the activities described in Priority Objective 3 (*Approach*, page [30]). Specifically, we have budgeted costs for a consultant, to be identified, to develop a training model and curriculum to build a cadre of consultants who will provide training and technical assistance to community partnerships (\$75 x 60 hours = \$4,500); implement trainings for

consultants ($\$2,000 \times 4 \text{ trainings} \times 3 \text{ years} = \$24,000$); develop and monitor an ongoing, electronic community partnership technical assistance system in Years 1, 2 and 3 ($\$8,300$); conduct 14 regional awareness-level outreach sessions for community partnerships in Years 1 and 2 ($\$1,600 \text{ per session} \times 14 \text{ sessions} = \$22,400$); plan and convene an annual summit ($\$35,000$); and implement two regional consultant network meetings ($\$1,600 \times 2 \text{ meetings} = \$3,200$) in Year 3. In addition, a cadre of training consultants will provide individualized technical assistance to 19 communities through telephone calls (70 technical assistance calls \times $\$100$ for telephone expenses per call = $\$7,000$) and one-day meetings (19 communities \times $\$2,400 = \$45,600$) during the grant period. These 19 communities will also each receive a contract of $\$15,000$ to support the planning and implementation of a plan to develop or strengthen local partnerships (19 communities \times $\$15,000 = \$285,000$).

In addition, $\$600,000$ will support a consultant, not yet identified, to carry out the activities related to creating a comprehensive early childhood data system in Illinois (*Approach*, page [39]). Costs of $\$450,000$ will support a consultant, yet to be identified, who will assist birth-to-three programs obtain their national certification ($\$100,000$) as described in Priority Objective 5 (*Approach*, page [43]). We anticipate the consultant will spend 800 hours at the rate of $\$125$ per hour on this work. Finally, consultants will be hired to present at the two Intensive Faculty Institutes in Years 1 and 2 of the grant period; we have budgeted $\$26,000$ to retain these presenters and support their travel costs.

g. OTHER. Additional expenses for the Council's efforts to strengthen Illinois' early learning system total $\$703,434$ ($\$253,812$ in Year 1, $\$241,062$ in Year 2, and $\$208,560$ in Year 3). These expenses have been broken down into the following subcategories:

(g1.) Printing and Copying. Costs associated with printing total $\$72,974$ ($\$51,554$ in Year 1, $\$14,729$ in Year 2, and $\$6,691$ in Year 3). $\$53,535$ of these costs will support the printing of brochures (4,486 brochures \times $\$1.05 = \$4,710$) and toolkits (4,650 toolkits \times $\$10.5 = 48,825$) to support technical assistance efforts to communities and programs around the Early Childhood Capital Program in Years 1

and 2 of the grant period. \$19,439 will also support copying and printing costs for the Office of Early Childhood Development and the five non-profit organizations providing staffing support to the Council and its Committees.

(g2.) Meetings. Meeting costs total \$9,795 (\$4,008 in Year 1, \$3,918 in Year 2, and \$1,869 in Year 3). \$4,000 of these costs include expenses related to renting facilities to convene the Intensive Faculty Institutes in Years 1 and 2 (\$2,000 per facility x 2 Institutes = \$4,000). The remaining \$5,795 will support costs incurred by the Office of Early Childhood Development and the five non-profit organizations for convening meetings of the Council and its Committees.

(g3.) Food. Food costs totaling \$44,000 (\$22,000 in Year 1 and \$22,000 in Year 2) will cover meals for the 100 participants, 4 presenters and 8 staff attending the Intensive Faculty Institutes in Years 1 and 2 ($\$166.67 \times 132 \text{ people} \times 2 \text{ Institutes} = \$44,000$).

(g4.) Postage and Shipping. \$1,665 (\$1,250 in Year 1 and \$415 in Year 2) will support postage and shipping for the toolkits about the Early Childhood Capital Program (*Budget Narrative*, page [67]). We anticipate mailing about 333 toolkits at the rate of \$5 each ($333 \times \$5 = \$1,665$).

(g5.) Credentialing Fees. \$350,000 (\$100,000 in Year 1, \$125,000 in Year 2, and \$125,000 in Year 3) are included to support costs associated with helping birth-to-three programs complete the certification process of their national model. Over the three-year grant period, we expect that approximately 70 programs will obtain their national certification at a cost of \$5,000 per program ($\$5,000 \times 70 = \$350,000$).

(g6.) Scholarships – \$225,000 (\$75,000 in each of Years 1, 2 and 3) is included to provide additional funding to the Illinois Gateways to Opportunity Scholarship Program to increase opportunities for practitioners who are working to improve their expertise in early childhood education, as described on page [48] of the *Approach* section.

h. INDIRECT. Indirect expenses for the grant total \$15,133 (\$4,930 in Year 1, \$5,031 in Year 2, and \$5,172 in Year 3). For the Ounce of Prevention Fund, \$10,448 in indirect expenses over the three-year grant period are calculated using the Ounce's federally approved indirect cost rate of 10%, except on construction and Ounce equipment (where no indirect is charged). For Learning Points Associates, \$4,685 in indirect expenses are incurred to support common business functions across support departments within the company, such as accounting, human resources, administration, and bid and proposal costs. Indirect costs are equitably calculated and distributed to all projects. Learning Point Associates' current provisional indirect cost rate with the U.S. Department of Education is 30%. In this proposal, we have used an indirect rate of 10%.

NON-FEDERAL RESOURCE MATCH. Non-federal match funding from state and in-kind revenue sources totals \$8,362,853 (\$2,902,288 in Year 1, \$2,966,565 in Year 2, and \$2,494,000 in Year 3). A non-federal match funding budget for each year of the grant period, including detail on commitments, is found in the *Budget* section on pages [62-64]. Additional documentation is available upon request. The proposed project has the potential to leverage new and existing funds, including federal and non-federal sources, to ensure the development of a comprehensive, high-quality early childhood education and care system in Illinois.

**ILLINOIS OFFICE OF THE GOVERNOR
SUPPORTING DOCUMENTATION**

TABLE OF CONTENTS

1. Appendix A: Illinois Early Learning Council Strategic Report.....	2
2. Appendix B: List of Illinois Early Learning Council Members.....	8
3. Appendix C: Description of Cooperating Organizations.....	10
4. Appendix D: Qualifications and Job Descriptions	
• Illinois Early Learning Council Co-Chair Biographical Sketches.....	12
• Job Position for Office of Early Childhood Development Director.....	13
• Job Position for Early Learning Project Manager.....	14
5. Appendix E: Illinois Early Learning Council Designation Letter.....	15
6. Appendix F: Organization Profile Information	
• Illinois Early Learning Council Organizational Chart.....	16
• State of Illinois Employee Identification Number and List of Bond Carriers.....	17
• State of Illinois FY2008 Audited Financial Statement Summary.....	18
7. Appendix G: Partnership Agreement	20

APPENDIX A: ILLINOIS EARLY LEARNING COUNCIL STRATEGIC REPORT¹

Illinois children ages birth through five and their families are served by a wide range of federal and state programs. Members of the General Assembly took a major step toward establishing a statewide high-quality early childhood system by approving legislation in 2003 that created the Illinois Early Learning Council. In 2009, the Governor designated the Illinois Early Learning Council (Council) as the State Advisory Council on Early Childhood Education and Care. The Council is comprised of 71 gubernatorial and legislative appointees who serve on a voluntary, unpaid basis. Council members represent a broad range of constituencies, including schools, child care centers and homes, Head Start, higher education, state, local, and federal government agencies, the General Assembly, business, law enforcement, foundations, advocates and parents.

This report describes the current early education and care programs in Illinois; the enrollment of children, ages birth to five, in these programs; and the efforts of the Illinois Early Learning Council to build upon current programming to establish a comprehensive, statewide early learning system.

I. EARLY EDUCATION AND CARE PROGRAMMING

The state of Illinois supports many early learning programs for children from birth to age five and their families, and includes the following programs:

Preschool for All: Illinois' PreKindergarten program for at-risk, 3-and 4-year-old children began in 1985, and Illinois State Board of Education's (ISBE) birth-to-three programs were implemented a few years later. In 2006, Illinois enacted historic Preschool for All legislation, making ours the first state in the nation to offer all three-and four-year-olds the opportunity to participate in voluntary, state-funded high-quality preschool, while, at the same time, expanding high-quality educational opportunities for at-risk infants and toddlers. Key aspects of Preschool for All include:

- Voluntary, high-quality preschool for all three- and four-year-olds whose parents choose it;
- Priority services for at-risk children, with gradual expansion to all children;
- Expanded support for at-risk infants and toddlers; and
- Quality standards, research-based curricula and high staff qualifications are provided in a variety of early learning settings (schools, child care, and other community-based providers).

Head Start: Head Start provides comprehensive education, health, nutrition and social services to low-income children and their families. The goal of this federally funded and administered program is to "break the cycle of poverty" and improve children's chances for success in school and later life.

Early Head Start: Early Head Start promotes healthy prenatal outcomes for pregnant women, enhances the development of very young children, and promotes healthy family functioning. Early Head Start is a federally-funded program serving low-income families with infants and toddlers and pregnant women.

Early Childhood Special Education: Early Childhood Special Education serves three- and four-year-olds with disabilities or significant delays who have Individualized Education Plans. The Early Intervention Program serves children birth through three years of age and their families, providing a broad array of services to those infants and toddlers with diagnosed disabilities, developmental delays or substantial risk of significant delays. Services are funded through federal, state and local sources.

Home visiting: Home visiting provides families with supportive health and social services directly in their homes. Home visiting offers parents a personalized approach to enhancing their children's readiness to learn in the ways that matter for later success. In these state-funded programs, in-home

¹ On November 5, 2009, the Governor's Office held a public hearing on the Strategic Report. Notice of the hearing was posted online: <http://www.illinois.gov/publicincludes/statehome/gov/documents/ARRA%20ELC%20grant%20open%20meeting%20notice.pdf>

parent coaches work with families on a voluntary basis – starting in pregnancy – to build strong parent-child relationships and connecting families to critical services that promote children’s healthy development and early learning from the earliest opportunity.

Child Care Assistance Program: Illinois’ Child Care Assistance Program is funded by the federal Child Care Development Block Grant and state resources through the Illinois Department of Human Services (IDHS) to provide low-income, working families with access to quality, affordable child care that allows them to continue working and contributes to the healthy, emotional and social development of the child. Families are required to cost-share on a sliding scale based on family size, income and number of children in care.

II. EARLY EDUCATION AND CARE PROGRAM ENROLLMENT

Through state and federal sources, Illinois is already serving a large number of young children in early care and education settings. In fiscal year 2009 (FY09), 53 percent of three- and four-year-olds (190,000 out of 358,000 preschoolers) were enrolled in government-supported early education and child care programs – including Preschool for All, Early Childhood Special Education, Head Start, and/or the Child Care Assistance Program. In addition, some 76,000 infants and toddlers who are at risk of poor outcomes (14 percent of the state’s 540,000 children under age three) received services through government-funded child care, home visiting, and family support programs.

How Are We Serving Infants and Toddlers?

Program	Children served (birth to age three)
Early Head Start	2,699
Healthy Families Illinois ^a	5,273
Preschool for All Birth-to-Three Programs	17,680 ^b
Child Care Assistance Program	51,164
Total	76,816 ^c
^a Includes Healthy Families and Parents Too Soon programs	
^b Prevention Initiative only	
^c The total includes children who are enrolled in more than one program.	

How Are We Serving Preschoolers?

Program	Children served (ages three to five)
Preschool for All	95,312
Head Start	38,991
Early Childhood Special Education	17,866
Child Care Assistance Program	38,067
Total	190,236 ^a
^a The total includes children who are enrolled in more than one program.	

IV. ILLINOIS EARLY LEARNING COUNCIL

In order to coordinate our current early childhood education and care programs into a statewide high-quality early childhood system in Illinois, the Illinois Early Learning Council (the Council) was created in 2003. The Council is governed by Public Act 93-380 (the Illinois Early Learning Council Act), which was co-sponsored by all four legislative leaders and signed into law in 2003. In 2009, the Governor created the Office of Early Childhood Development, which will be housed at the Governor’s Office and will guide the efforts of the Council in its efforts to advance a comprehensive, statewide early childhood system.

Vision

The vision of the Illinois Early Learning Council is that all children in Illinois start school safe, healthy, eager to learn and ready to succeed.

Mission

The mission of the Council is to advocate on the behalf of the early learning needs of children from birth to age five and their families by recommending the elements of a high-quality, accessible, and comprehensive statewide early learning system. This will be accomplished by working on the following goals:

1. Guiding collaborative efforts and making recommendations to coordinate, improve and expand upon existing early childhood programs and services; and
2. Engaging in planning, coordination and linkages across programs, divisions and agencies at the state level as well as making use of existing reports, research, and planning efforts.

Membership

The Council is currently comprised of 71 gubernatorial and legislative appointees who serve on a voluntary, unpaid basis. Council members represent a broad range of constituencies, including schools, child care centers and homes, Head Start, higher education, state, local, and federal government agencies, the General Assembly, business, law enforcement, foundations, advocates and parents. The Council includes representation from both public and private organizations, and its membership reflects regional, racial, and cultural diversity to ensure representation of the needs of all Illinois children. The Council is co-chaired by Harriet Meyer, President of the Ounce of Prevention Fund, and Julie Smith, Deputy Chief of Staff for Governor Patrick Quinn. In 2008, the Council was reconstituted to meet the membership requirements for the State Advisory Council on Early Childhood Education and Care as outlined in the Head Start Act of 2007.

Council Structure

The Council as a whole meets a minimum of three times a year. Following a Governor's Summit on Early Childhood sponsored by the National Governor's Association (NGA) in 2006, the Council approved a new committee structure to guide its work and to accomplish its priority goals, which currently includes the following committees and workgroups: the Infants and Toddlers Committee; the Linguistic and Cultural Diversity Committee; the Oversight & Coordination Committee; the Public Awareness Committee; the Space Capacity Committee; the Special Populations Committee; the Workforce Development Committee; the Early Childhood Data Workgroup; and the Home Visiting Task Force. The Council also has an Executive Committee, comprised of Council Co-chairs, Co-chairs of Council Committees, and at-large members who serve at the discretion of the Council Co-chairs. The Executive Committee sets the direction of the Council, coordinates work across committees, approves all formal recommendations for consideration by the Council, and coordinates efforts with relevant ongoing planning entities. The Council Co-chairs, with input from the Executive Committee, designate Council Committee Co-chairs.

Council members are encouraged to participate on at least one committee of the Council, and committees also recruit other key early childhood stakeholders who represent a diverse array of constituency groups, as well as the regional, cultural and linguistic diversity in the state. Both members who are formally appointed to the Council and early childhood stakeholders who serve on individual committees act as a collective advisory body, working collaboratively to develop advisory recommendations in keeping with the Council's vision, mission, and goals.

Accomplishments

Since its inception six years ago, the Council – in partnership with the Illinois General Assembly, the Governor's Office and key state agencies – has made significant contributions to raising the profile of Illinois as a national leader in the field of early childhood. The Preschool for All program, based on a blueprint created by the Illinois Early Learning Council, makes Illinois the first state in the nation with the goal of offering high-quality preschool to all three- and four-year-olds while expanding child development and family support services to at-risk infants and toddlers. The Council has also made recommendations that have strengthened the quality of all of Illinois' early

childhood programs for children from birth to age five, continued to build a well-qualified workforce, and enhanced accountability through investments in quality assurance.

Council Goals

Building on its successes and various needs assessment implemented in Illinois (see page 6), the Council has developed the following three-year goals to further its vision to design an early education and care system to improve the school readiness of young children in Illinois by recommending the shape of such a system and advising the Governor's Office.

- Recommend strategies to improve collaboration, coordination and integration across early childhood programs and systems to address the comprehensive nature of children's healthy development and readiness for school and supports to families.
- Increase participation to high-quality early learning programs to underrepresented populations and children who face the greatest challenges and their families, such as children with disabilities, children who are homeless, children involved in the child welfare system, children in domestic violence shelters, etc.
- Increase the space capacity in communities to serve children in high-quality preschool classrooms and infant-toddler care and education settings, focusing especially on underrepresented communities.
- Develop strategies for meeting the varied needs of culturally and linguistically diverse families and young children to ensure that they are well-prepared for school.
- Develop recommendations for the establishment of an integrated data collection system on children birth to five who are receiving state- or federally-funded early childhood services.
- Assess the capacity and promote the effectiveness of institutes of higher education supporting the development of early childhood educators.
- Advance a professional development system to support the education and training of early childhood practitioners to promote the attainment of degrees and credentials in order to ensure an adequate and stable supply of highly-qualified and diverse early childhood professionals to provide high-quality early childhood services.
- Ensure the ongoing implementation of high-quality birth-to-five services by recommending systems focusing on quality components and assurances that support both individual children's learning and development and programs' continuous improvement.
- Expand access and enhance the quality of early childhood development programs and services for all at-risk children under three years of age and their families.
- Continue to develop the infrastructure to support a high-quality system of evidence-based home visiting and center-based services for at-risk infants and toddlers.
- Increase participation in high-quality early learning programs by providing consistent, reliable information and outreach to families, early childhood providers, and other stakeholders.
- Nurture and support community-level early childhood collaborations.

Illinois Early Learning Standards

The *Illinois Early Learning Standards* reflect what preschool and kindergarten aged children should know and be able to do. They were developed to provide teachers and caregivers in any early childhood care and education setting useful information that will be helpful in their work with young children. The Early Learning Kindergarten Standards aid in the transition of children from preschool to kindergarten. A companion document for parents is also available. The standards are organized to parallel in content the Illinois Learning Standards for K-12 education. Included are benchmarks for learning in Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, Foreign Language, and Social/Emotional Development. Principles of the *Illinois Early Learning Standards* include:

- Early learning and development are multidimensional and interrelated.
- Young children are capable and competent.

- Children are individuals who develop at different rates.
- Children possess a range of skills and competencies in any domain of development.
- Children need clear, developmentally-appropriate educational expectations.
- Young children learn through active exploration of their environment in child-initiated and teacher-selected activities.
- Families are the primary caregivers and educators of young children.

The standards have received national recognition, thus improving the quality and comprehensiveness of the standards is not an immediate priority for the Council over the coming three years. However, the state is likely to revise its K-12 learning standards in the next few years and the Council intends to take a leadership role in ensuring that this overhaul is aligned with the early learning standards in order to benefit early learners. In addition, the Council will also explore the revising the social and emotional early learning standards based on a national study conducted by the Early Childhood Committee of the Illinois Children's Mental Health Partnership. (The *Illinois Early Learning Standards* can be found at: http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf.)

Needs Assessment

Currently, there is not a comprehensive, statewide needs assessment that is regularly conducted in Illinois. However, there are a number of tools and activities that are assessing aspects of Illinois' early childhood landscape:

- The Illinois Early Childhood Asset Map (IECAM), a web-based database combining information about early childhood services with demographic information; however, IECAM does not provide data on the full range of early childhood programs in Illinois.
- ISBE is working with the Erikson Institute on a grant to design and implement a Preschool for All program evaluation for birth-to-five programs funded by the Early Childhood Block Grant, which will include information on child and program demographics.
- The Head Start State Collaboration Office recently produced the *Collaboration Needs Assessment Results Report* that identifies opportunities to improve state and local coordination as part of efforts to advance a more integrated early education and care system.
- The Council annually collects and reviews the goals and objectives of the major state-level systems planning bodies in Illinois to help the Council assess the key issues and needs across different early childhood entities as well as advance mutual priorities.

These tools and activities directly inform the goals of the Council, as described on page 4 of this report. In the next three years, the Council plans to undergo a strategic planning process. As part of this process, the Council will build on the tools listed above to conduct a statewide needs assessment on the quality and availability of early childhood education and development programs and services for children, ages birth to five.

Collaboration

Other early childhood system entities that the Council regularly collaborates with include:

- ABCD III (Assuring Better Child Health and Development) seeks to improve developmental outcomes and children's readiness to learn and to prevent the need for more intensive and expensive care at a later age. ABCD III is a three-year project to improve state capacity to strengthen linkages between pediatric primary care and providers of assessment and treatment services that address developmental needs.
- The Birth to Five Project is a public-private collaborative effort which links state-level systems planning bodies in Illinois; identifies system gaps and barriers that prevent families from accessing the information and programs they need; and develops solutions to these issues.
- Early Learning Illinois is a campaign that works to make the improvement and expansion of early learning opportunities for all children a top priority. The campaign is led by Illinois Action for Children, the Ounce of Prevention Fund and Voices for Illinois Children, along with Fight

Crime: Invest in Kids Illinois, the Latino Policy Forum and Chicago Metropolis 2020, and is endorsed by more than 125 organizations and associations in Illinois.

- Enhancing Developmentally Oriented Primary Care (EDOPC) is a partnership of the Advocate Health Care Healthy Steps Program, the Illinois Academy of Family Physicians, the Illinois Chapter of the American Academy of Pediatrics, and the Illinois Department of Healthcare and Family Services. EDOPC works to improve the delivery and financing of preventative health and developmental services for children birth to three.
- Gateways to Opportunity Professional Development Advisory Council is a group of over 75 representatives from early childhood programs, state agencies, advocacy groups, foundations, and higher education institutions. It is focused on designing a comprehensive professional development system for the early childhood field.
- Good Start, Grow Smart is a state-federal partnership working to improve early childhood education; strengthen Head Start; and provide information based on scientific research to teachers, caregivers, and parents.
- IFLOSS Coalition is a public-private partnership focused on improving the oral health of all Illinois residents focusing on access to oral health care including: prevention, education and awareness, and treatment, especially for high risk or underserved families.
- Illinois Children's Mental Health Partnership was mandated in 2003 in the Children's Mental Health Act to as a group of 25 members appointed by the governor and, in addition, including representatives from the legislature and a number of state agencies. The Act called for the Partnership to develop and monitor the implementation of a statewide children's mental health strategic plan promoting healthy social and emotional development for all children from birth to adulthood. Illinois also became the first state in the nation to establish social and emotional learning standards beginning with early childhood.
- IDHS Child Care and Development Advisory Council advises IDHS on issues related to its child care program.
- IDHS Maternal and Child Health Advisory Board advises IDHS on assessments and advice regarding rate structure and implementation of activities related to maternal and child health mortality reduction programs in Illinois.
- Illinois Interagency Council on Early Intervention is a Governor-appointed council that advises IDHS regarding the Early Intervention system Part C of the federal Individuals with Disabilities Education Act.
- Interagency Nutrition Council promotes health and wellness through nutrition education, coordination of services, and access to nutrition programs in order that Illinois residents achieve food security.
- Project LAUNCH is a new grant program of the federal Substance Abuse and Mental Health Services Administration, is designed to promote the wellness of young children ages birth to 8 years of age by addressing the physical, emotional, social and behavioral aspects of their development.
- Strengthening Families Illinois strives to keep children safe from abuse and neglect by working with children and families at early childhood centers. This initiative has expanded to include a parent leadership development component and a training curriculum for a variety of early childhood providers working with children exposed to trauma and violence.
- Strong Foundations aims to create an integrated state infrastructure to support evidence-based home visiting in Illinois by coordinating resource allocation, community-capacity building, training, data collection, monitoring, and technical assistance across state agency partners and an existing network of more than 150 home visitation programs. The Home Visiting Task Force of the Council serves as an advisory body to the Strong Foundations Project.

APPENDIX B: LIST OF ILLINOIS EARLY LEARNING COUNCIL MEMBERS

Carol Adams

Illinois Department of Human Services

Awilda Adorno

School District 21

Ann Alvarez

Casa Central

Damon Arnold

Illinois Department of Public Health

Martha Arntson

Childcare Network of Evanston

Carol J. Auer

Keeneyville School District #20

Lori A. Baas

Christopher House

Barbara Bowman

Chicago Public Schools

Jeanna Capito

Positive Parenting Dupage

Mary Ellen Caron

Chicago Department of Family and Support Services

Tim Carpenter

Fight Crime: Invest in Kids

Martina Casey

Service Employees International Union

Elizabeth Coulson

Illinois General Assembly

George Davis

City of Rockford Human Services Department

Judy Erwin

Illinois Board of Higher Education

Ric Estrada

Erie Neighborhood House

Daniel Fitzgerald

Illinois Department of Children and Family Services

Jana Fleming

City Colleges of Chicago

Maricela Garcia

National Council of La Raza

Gaylord Gieseke

Voices for Illinois Children

Phyllis Glink

Irving Harris Foundation

Deborah Graham

Illinois General Assembly

Vinni Hall

Illinois State Board of Education

Don Harmon

Illinois General Assembly

Gloria Harris

Community Organizing and Family Issues

Ava Harston

Illinois Federation of Teachers

Kay Henderson

Illinois State Board of Education

Grace Hou

Illinois Department of Human Services

Michael Johnson

Illinois Association of School Boards

Colleen Jones

Metropolitan Family Services

Christopher Koch

Illinois State Board of Education

Terri Lawrence

Illinois Head Start Association

Candace Lewis

Yellow Brick Road Learning Center

Suzanne Logan

PSO Illinois Child Care Association

Trinita Logue

IFF

Barry Maram

Illinois Healthcare and Family Services

Teresa Martin

Illinois Principals Association

Janet Maruna

Illinois Network of Child Care Resource and Referral Agencies

Erwin McEwen

Illinois Department of Children and Family Services

Mark McHugh

Kids Hope United

Vacant

Illinois Board of Higher Education

Cordelia Meyer
Civic Committee of the
Commercial Club of Chicago

Harriet Meyer
Ounce of Prevention Fund

Janice Moenster
Children's Home + Aid

Lauri Morrison-Frichtl
Illinois Head Start Association

Geoffrey Obrzut
Illinois Community College
Board

Sylvia Puente
Latino Policy Forum

Claudia Quigg
Baby TALK

Barbara Quinn
Illinois Congress of Parents and
Teachers

Anthony Raden
Chicago Department of Family
and Support Services

Diana Rauner
Ounce of Prevention Fund

Elliot Regenstein
EducationCounsel, LLC

Angela Rudolph
Joyce Foundation

Gina Ruther
Head Start Collaboration Office

Kathy Ryg
Illinois General Assembly

Linda Saterfield
Illinois Department of Human
Services

Carolyn Schwartz
The Oak Park Collaboration for
Early Childhood Care and
Education

Jodi Scott
ROE 27

Adele Simmons
Chicago Metropolis 2020

Unita Sims
CEDA

Sara Slaughter
McCormick Foundation

Julie Smith
Office of the Governor

Luz Maria B. Solis
Chicago Public Schools

Jerry Stermer
Office of the Governor

Teri Talan
National Louis University

Sheridan Turner
Kohl Children's Museum

Mark Valentine
Ounce of Prevention Fund

Kathleen Villano
ECDEC, Schaumburg, Palatine
and Wheeling Townships

Judith Walker-Kendrick
Chicago Coalition of Site-
Administered Child Care
Programs

Maria Whelan
Illinois Action for Children

Cass Wolfe
Infant Welfare Society of
Evanston

Kay Willmoth
U.S. Department of Health and
Human Services

Josie Yanguas
Illinois Resource Center

APPENDIX C: DESCRIPTION OF COOPERATING ORGANIZATIONS

The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA)

The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) is a statewide organization which – in partnership with its 16 partner Child Care Resources and Referral (CCR&R) agencies – works to make high quality, affordable early care and education options available for children and families in Illinois. INCCRRA provides Illinois early childhood practitioners with professional development support through the Gateways to Opportunity system designed to provide guidance, encouragement and recognition to individuals and programs who serve young children and their families. Additionally, INCCRRA collects, maintains and reports statistical information related to child care supply, demand and quality across the state. Information is provided to state government, community planners, policy makers and human service organizations to help identify and address the child care needs of Illinois children and families.

INCCRRA staffs the Workforce Development Committee of the Illinois Early Learning Council.

Latino Policy Forum

The Latino Policy Forum's mission is to build the power, influence, and leadership of the Latino community through collective action to transform public policies that ensure the well-being of the Latino community and society as a whole. They provide analysis with a Latino Perspective and convenes sectors of the community to engage in the policy debate and advocacy activities on issues critical to the Illinois region. Their work currently focuses on early childhood education, housing issues that address affordability, accessibility and equity, and immigration reform which supports the integration of immigrants into the social, economic, and political fabric of the United States.

The Latino Policy Forum staffs the Linguistic and Cultural Diversity Committee of the Illinois Early Learning Council.

Learning Point Associates

Learning Point Associates began as the North Central Regional Educational Laboratory (NCREL), a single-contract regional organization created by the U.S. Department of Education to provide states with research-based information, best practices and the technical assistance they need to bridge the gap between education research and education practice. For 20 years, NCREL – now known as Regional Educational Laboratory Midwest (REL Midwest) – has provided policy makers and educators with the tools they needed to create change in the classroom and influence decisions made at the regional, state and national levels. In 2004, NCREL became Learning Point Associates, a nonprofit consulting organization with clients of all sizes across the country, serving entities from state education agencies and single-school districts to private foundations and for-profit corporations. Learning Point Associates is known nationally for leadership in the areas of afterschool services, literacy, district and school improvement, and educator effectiveness. Learning Point Associates staffs the Special Populations Committee of the Illinois Early Learning Council.

The Ounce of Prevention Fund

Since its founding in 1982 by the late corporate visionary and philanthropist, Irving B. Harris, the Ounce of Prevention Fund (Ounce) has advanced its mission to invest in the healthy development and school readiness of at-risk infants, toddlers and preschool children. As a public-private partnership, the Ounce uses private dollars to launch innovative programs and to encourage and leverage the wisest investment of available public funding resources. The Ounce partners with

parents, communities, and policy makers to implement a network of programs that are based on research and best practices for promoting the healthy development of young children. Specifically, they *provide family-focused direct services* to more than 11,000 Illinois children birth to 5 and their families through Early Head Start and Head Start programs in Chicago's Grand Boulevard community and throughout the city, as well as across our statewide network of voluntary home visiting programs; *conduct specialized training* for 700 early childhood professionals working in community agencies throughout Illinois; *research and evaluate* what works (and what does not) when helping children and families; *promote best practices and disseminate lessons learned* to inform the early childhood field; *advocate for public policy changes* that better serve the needs of children and families in Illinois; and *provide consultation* on early childhood programs and policy to states across the country.

The Ounce of Prevention Fund staffs the following committees of the Illinois Early Learning Council: Infant Toddler Committee, Space Capacity Committee, Data Work Group and Home Visiting Task Force.

Voices for Illinois Children

Voices for Illinois Children champions the full development of every child in Illinois to assure the future well-being of everyone in the state. They work with families, communities and policymakers on all issues to help children grow up healthy, happy, safe, loved, and well educated, by helping them to understand and respond to the issues facing children and families. Since 1987, Voices has grown into a statewide network helping to establish new policies and implementing innovative programs to improve education, health care and family economics. Voices for Illinois Children is a member of Voices for America's Children, a nonpartisan and nonprofit organization that coordinates a nationwide network of state and local child advocacy organizations to speak out for the well-being of children at the federal, state and local levels of government.

Voices for Illinois Children staffs the Public Awareness Committee of the Illinois Early Learning Council.

APPENDIX D: ILLINOIS EARLY LEARNING COUNCIL CO-CHAIR BIOGRAPHICAL SKETCHES

Julie Smith, Deputy Chief of Staff, Office of the Governor

Julie Smith currently serves as the Deputy Chief of Staff for Governor Pat Quinn. Julie joined the Governor's Office in March, 2009 and serves as the primary staff person on matters related to Education. Julie came to the Governor's office from the University of Illinois at Chicago (UIC) where she served in several administrative positions for more than 25 years. She served in the Office of the Provost at UIC and worked extensively with the academic colleges on budgeting, academic program development, and enrollment planning. She served on two of the University self-study committees for NCA accreditation and was a member of the master planning committee that proposed the development of the south campus at UIC.

During her tenure at UIC, Julie represented the University on two multi-year projects that examined issues related to student engagement and articulation initiatives in urban universities. The project on student engagement was funded by the Pew Foundation and developed the Urban Universities Portfolio Project which encouraged students and institutions to develop and profile civic and community engagement. The portfolio project included an emphasis on assessment and accountability along with the development of metrics that are specific to student engagement.

Julie is currently representing the Office of the Governor on the P-20 council, the Illinois Education Research Council and the Early Learning Council. These councils bring together stakeholders from a wide spectrum of organizations and groups to share information and discuss ideas that will help develop integrated strategies for all levels of education and will help improve teaching and learning from early childhood through graduate programs. Julie serves as the liaison to the state education agencies and works with the agencies on budget and operating issues.

Julie resides in Chicago and has Masters' degrees from the University of Chicago and Loyola University in Chicago. She has served on several parent and school committees and local community boards in recent years. She was a member of several higher education associations during her career at UIC.

Harriet Meyer, M.A., President, Ounce of Prevention Fund

Harriet is the President of the Ounce of Prevention Fund, a position she has held since 1991. At the local and national levels, she is recognized for her work shaping public policies and creating innovative programs that help young, at-risk children and their families. Harriet co-chairs the Illinois Early Learning Council, the first coordinating council for young children to be housed in an Illinois Governor's office. On the national level, Harriet served on the U.S. Department of Health and Human Services Advisory Committee that created our country's Early Head Start program. Harriet received her B.A. from Syracuse University and her M.A. from Middlebury College after completing most of her studies in Paris. She currently serves on the Boards of Directors of a variety of civic, academic and early childhood institutions at the local and national level.

APPENDIX D: DIRECTOR OF THE OFFICE OF EARLY CHILDHOOD DEVELOPMENT JOB DESCRIPTION

Major Responsibilities and Key Tasks:

Provide Leadership

- Develop and implement Office of Early Childhood Development (OECD) in the Governor's Office.
- Communicate with and nurture shared responsibility among agency heads, agency staff, and private partners to promote improvements in early childhood policy and programming.
- With agency leadership, develop, implement, and monitor plans related to Illinois Early Learning Council (ELC) recommendations.
- Envision and develop initiatives that address and promote access, quality, and accountability of early childhood and school readiness services.
- Provide leadership and strategic direction in recommending efforts identified as critical for school readiness success
- Cultivate and nurture partnerships with public and private leaders to promote shared responsibility and accountability for the school readiness of Illinois' children.
- Identify barriers to streamline services and seek collaborative ways to overcome these barriers.
- Leverage resources to improve coordination and reduce duplication of services to young children.
- Facilitate communication and collaboration among partners, both public and private.
- Develop a strong partnership with the non-profit and corporate sectors.
- Represent the Governor's Office as relevant in local, state, and national level events, conferences, and training or planning activities.
- With advice from agency heads and in consultation with partners, develop plans, goals, and objectives for the OECD.
- Serve as key contact for technical assistance and/ or monetary grants from foundations and national organizations.

Facilitate Policy Development

- Serve as an expert with a comprehensive understanding of issues related to early childhood development.
- Analyze and discern policy challenges and opportunities and provide recommendations and briefings for agency heads, cabinet secretaries, Governor's policy staff, and the Governor as needed.
- Provide input to agency leadership for the development and/ or revision of policies, regulations, guidelines.

Provide Technical Expertise

- Assure timely responses to action requests.
- Communicate critical developments to the Governor's staff and agency heads.
- Provide thorough and timely assistance to both external and internal customers that reflects current best practices and comprehensive knowledge; refer customers to resources both within the state and nationally; identify areas where future issues and emerging trends may occur.
- Provide assistance and guidance on policy strategies to communities within Illinois and to other states as requested.

Educational Requirements

- Master's degree in education, early education, public policy, or a related field preferred.
- Five years of administration experience and/ or any combination of knowledge, skills, and experience that is substantially equivalent

Required Work Experience, Skills and Abilities

- Knowledge of early childhood
- Public policy administration and political sensitivity
- Strong partnering techniques to build community awareness and support
- Skill in directing research, writing, oral presentation; analyzing complex childhood development issues
- Displays and maintains a high level of professional knowledge and capability
- Ability to translate strategic direction into concrete plans and activities
- Ability to establish methods and approaches to achieve objectives and exceed goals successfully
- Motivated toward execution and anticipates opportunities to excel
- Skilled in utilizing multiple strategies simultaneously and solving problems
- Ability to work well within a team structure and with diverse groups.
- Knowledge of early childhood issues related to school readiness.
- Skilled in facilitating groups, communicating effectively (written and verbal) and skilled in working collaboratively.

APPENDIX D: EARLY LEARNING PROJECT MANAGER JOB DESCRIPTION

Major Responsibilities and Key Tasks:

Project Management

- Direct internal planning related to Illinois Early Learning Council (ELC) work including the development of annual goals, work plans, and timelines for supporting the Governor's Early Learning Council.
- Manage the work of and provide guidance and coordination to staff, consultants, administrative staff and subcontracted agencies involved in the ELC work in carrying out their assigned areas of specialization.
- Coordinate and monitor research that needs to be done by staff and outside consultants
- In partnership with key stakeholders and staff, monitor timelines and accomplishment of ELC objectives.
- Connect all pieces of the Early Learning Council work and coordinate overall sequencing and timelines.
- Plan and lead internal meetings of the ELC staff team.
- Oversee/coordinate with administrative staff who assist with meeting preparation and logistics (minutes, meeting rooms, materials, communication).
- Help coordinate the ELC with other policy, systems and advocacy efforts related to young children.

Early Learning Council support

- Develop ELC and Executive Committee meeting materials including agendas, minutes, handouts, etc.
- Prepare written reports and other updates related to the ELC.
- Work with co-chairs of council to plan Executive Committee and full Council meetings.
- Staff the Oversight and Coordination Committee of the ELC.

Communications and External Relations

- Develop and sustain relationships with senior-level key constituencies, including ELC participants and committee chairs, Governor's Office staff, other government officials, local communities, funders, national and statewide organizations.
- Assist in coordinating development and implementation of key communication strategies related to the ELC to reach a wide audience of local, state and national organizations and individuals, funders and other relevant parties. Includes newsletter articles, web site, periodic publications and reports, informational materials, and conference and other presentations.
- Field questions and information requests from ELC and Committee members, interested constituencies in Illinois, and national organizations.
- Coordinate communication among key constituencies in Illinois, including ELC participants and committee chairs, government officials, local communities, and non-profit organization staff.
- Develop and deliver public presentations on key issues related to the ELC.

Educational Requirements

- Masters degree with 5 years of experience **OR**
- Bachelors degree with 10 years of experience in social work, public policy, early childhood, public health, health, child development or related field.

Required Work Experience, Skills and Abilities

- Advanced written and verbal communication skills
- Strong public speaking skills
- Advanced organizational, managerial and planning skills
- Minimum of 3 years of managerial and supervisory experience in nonprofit, health or government setting
- Ability to work under tight timelines
- Ability to think conceptually
- Ability to take a proactive and/or leadership role in executing and completing projects
- Ability to work with diverse staff and community members
- Ability to work well in groups, coalitions and within teams
- Working knowledge of government programs and systems
- Knowledge and experience in the field of early childhood development and education

Essential Job Functions

- Moderate statewide and national travel required
- Must have excellent command of English language and grammar, both verbal and written and be able to speak in public
- Must be able to manually operate and use a computer and other office equipment

Appendix E: Illinois Early Learning Council Designation Letter



OFFICE OF THE GOVERNOR

JRTC, 100 W. RANDOLPH, SUITE 16-100
CHICAGO, ILLINOIS 60601

PAT QUINN
GOVERNOR

November 24, 2009

Patricia Brown
Acting Director, Office of Head Start
Administration for Children and Families
8th Floor, Portals Building
1250 Maryland Avenue, S.W.
Washington, DC 20024

Dear Ms. Brown,

Pursuant to 42 U.S.C. 9837b(b)(1)(A)(i) and (B) of Public Law 110-134, I hereby designate the Illinois Early Learning Council (created pursuant to 20 ILCS 3933/1 et seq.) as the State Advisory Council on Early Childhood Education and Care for the State of Illinois.

Sincerely,

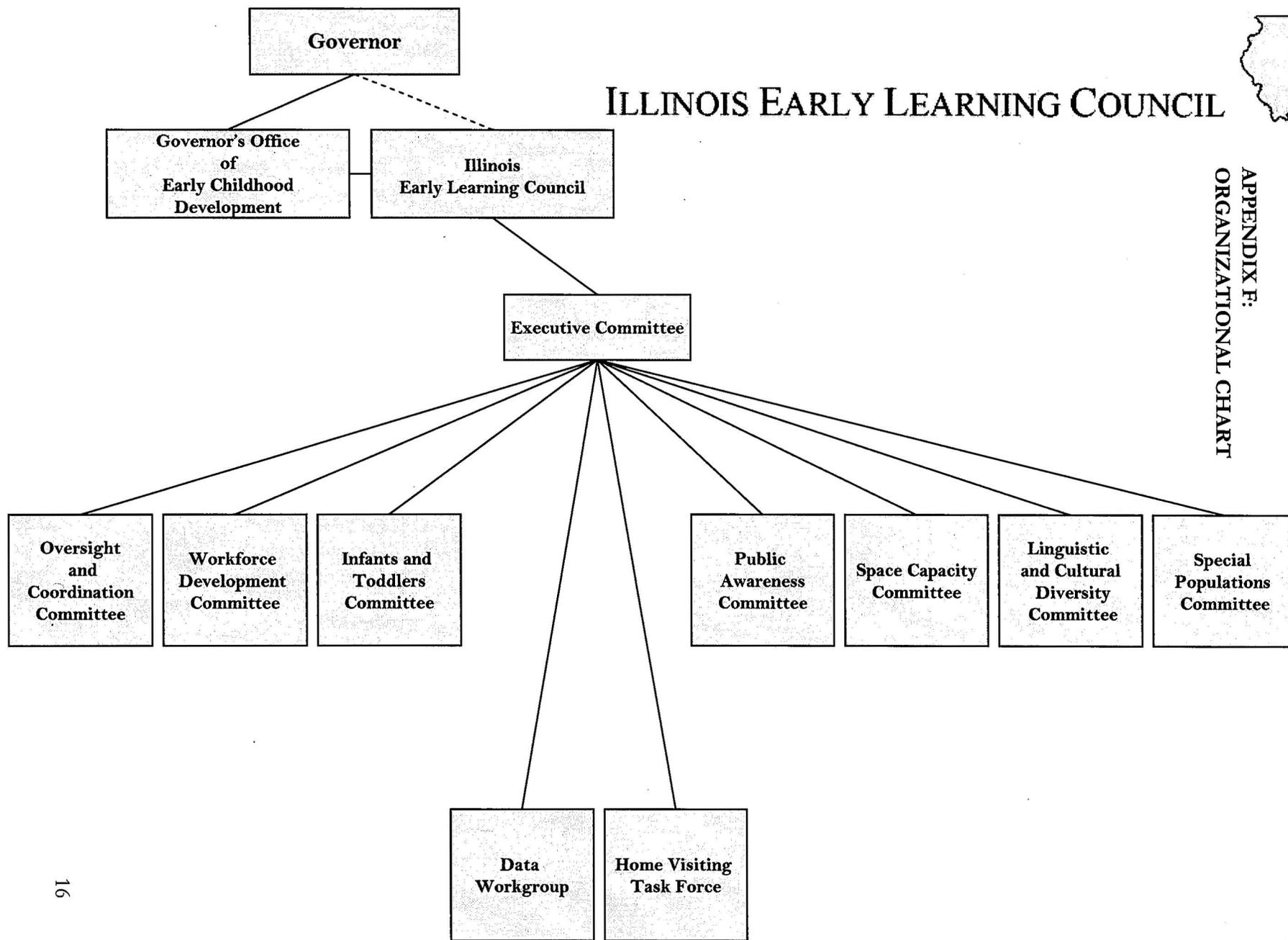


Pat Quinn
Governor, State of Illinois



ILLINOIS EARLY LEARNING COUNCIL

APPENDIX F:
ORGANIZATIONAL CHART



APPENDIX F: STATE OF ILLINOIS EMPLOYEE INFORMATION NUMBER & BOND CARRIERS

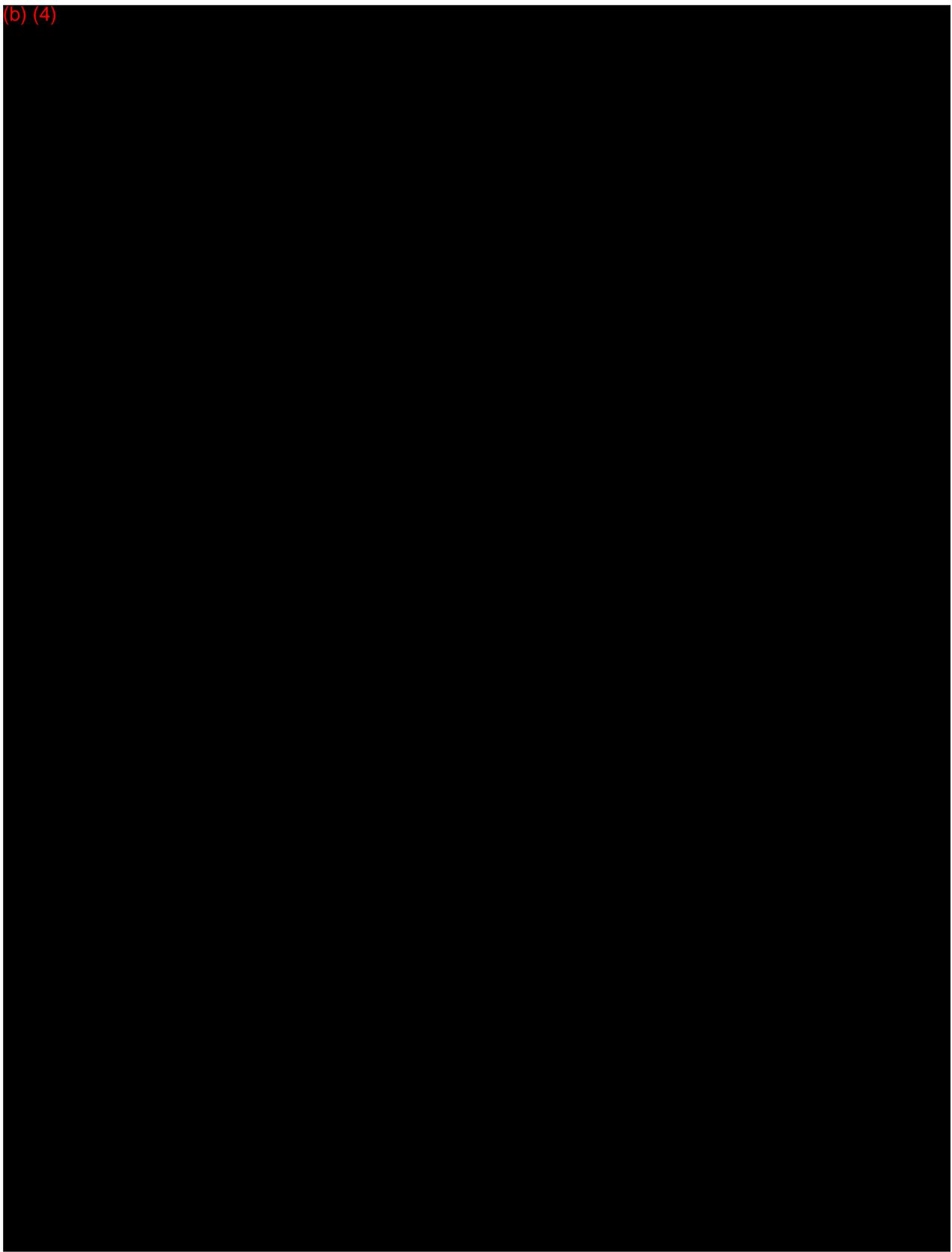
Employer/Taxpayer Identification Number (EIN): (b) (4)

Bond Carriers – Financial Institutions:

- | | |
|--|------------------------------------|
| Robert W. Baird & Co. | Siebert Brandford Shank & Co., LLC |
| Rice Financial Products Company | Jefferies & Company |
| Melvin Securities LLC | Stifel, Nicolaus & Company, Inc. |
| Grigsby & Associates, Inc. | Morgan Keegan & Company, Inc. |
| SBK Brooks Investment Corp. | The Northern Trust Company |
| Samuel A. Ramirez & Co., Inc. | Edward D. Jones & Co., L.P. |
| Ross, Sinclair & Associates, LLC | BMO Capital Markets |
| M. R. Beal & Company | Citigroup Global Markets Inc. |
| Podesto & Co. | Cabrera Capital Markets, LLC |
| Stern Brothers & Co. | Loop Capital Markets, LLC |
| Duncan-Williams Inc. | William Blair & Company |
| RBC Capital Markets Corporation | Goldman, Sachs & Co. |
| George K. Baum & Company | Mesirow Financial, Inc. |
| Fidelity Capital Markets | Morgan Stanley |
| Estrada Hinojosa & Company, Inc. | J.P. Morgan Securities Inc. |
| Wachovia Bank, N.A. | Barclays Capital Inc. |
| Merrill Lynch, Pierce, Fenner & Smith Inc. | |
| The PNC Financial Services Group, Inc. | |

(b) (4)

(b) (4)



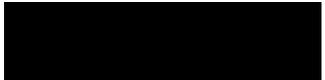
**APPENDIX G: ILLINOIS EARLY LEARNING COUNCIL STAFFING
PARTNERSHIP AGREEMENT**

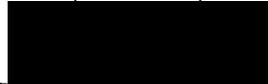
This agreement is by and between the Illinois Office of the Governor (herein referred to as the Grantee Agency), with its principal offices at 100 West Randolph Street, Chicago, IL 60601, and each nonprofit organization listed below (herein referred to as Partner Agencies). This agreement is between the Grantee Agency and each Partner Agency individually; it is not between individual Partner Agencies.

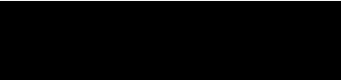
- Purpose. The Partner Agencies agree to provide staffing support to the committees and other sub-bodies of the Illinois Early Learning Council in the three years of the intended grant period (January 1, 2010 – December 31, 2012). INCCRRA agrees to provide staffing support to the Workforce Development Committee; Latino Policy Forum agrees to staff the Linguistic and Cultural Diversity Committee; Learning Points Associates agrees to staff the Special Populations Committee; the Ounce of Prevention Fund agrees to staff the Early Childhood Data Work Group, the Home Visiting Task Force, the Infant and Toddler Committee, and the Space Capacity Committee; and Voices for Illinois Children agrees to staff the Public Awareness Committee.
- Scope of Work. The Partner Agencies will provide staffing support to their respective committees, task forces, and work groups, which will include the following activities: help develop and monitor the committee work plan, gather research and support issue analyses, assimilate presentation materials to share the committee’s work, maintain committee member lists, schedule meetings, coordinate all meeting correspondence, prepare meeting agendas in conjunction with the Co-Chairs, and record and disseminate meeting minutes. In addition, the Partner Agencies will provide staff support to advance the goals and objectives identified by each committee, work group and task force, as outlined in the proposal.
- Budget. The Partner Agencies verify that the budget included in the proposal accurately represents their staffing and non-personnel costs for each year of the three-year grant period to provide the services as outlined in Item 2, “Scope of Work.”


11/23/09
 Date
 Jahét Maruna
 Executive Director
 INCCRRA


11/23/09
 Date
 Diana Rauner, Ph.D.
 Executive Director
 Ounce of Prevention Fund


11/24/09
 Date
 Sylvia Puente
 Executive Director
 Latino Policy Forum


11/23/09
 Date
 Kathy Ryg
 President
 Voices for Illinois Children


11/25/09
 Date
 Gina Burkhardt
 Chief Executive Officer
 Learning Points Associates


11/24/09
 Date
 Julie Smith
 Deputy Chief of Staff
 Office of the Governor