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PART 235  
EARLY CHILDHOOD BLOCK GRANT

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

**SOURCE:** Adopted at 16 Ill. Reg. 10181, effective June 10, 1992; expedited correction at 16 Ill. Reg. 15186, effective June 10, 1992; amended at 26 Ill. Reg. 903, effective January 15, 2002; old Part repealed at 30 Ill. Reg. 4618 and new Part adopted at 30 Ill. Reg. 4620, effective February 28, 2006; emergency amendment adopted at 30 Ill. Reg. 11793, effective June 26, 2006, for a maximum of 150 days; emergency expired November 22, 2006; amended at 30 Ill. Reg. 19383, effective November 28, 2006; amended at 32 Ill. Reg. 13357, effective July 25, 2008; amended at 33 Ill. Reg. 4027, effective February 23, 2009; amended at 34 Ill. Reg. 11615, effective July 26, 2010; amended at 35 Ill. Reg. 3742, effective February 17, 2011; amended at 36 Ill. Reg. 6827, effective April 18, 2012; amended at 39 Ill. Reg. 6674, effective April 27, 2015.

## SUBPART A: PRESCHOOL EDUCATION AND PREVENTION INITIATIVE PROGRAMS

**Section 235.10 Purpose; Eligible Applicants**

- a) This Subpart A establishes the procedures and criteria for the approval of proposals submitted to the State Board of Education by eligible applicants for grants to assist in establishing early childhood education programs funded through the Early Childhood Block Grant authorized by Section 1C-2 of the School Code [105 ILCS 5/1C-2]. The Early Childhood Block Grant program shall include:
- 1) preschool education primarily for at-risk and low-income children ages 3 years old to kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12], to include those programs and activities that meet the requirements of Section 2-3.71 of the School Code [105 ILCS 5/2-3.71]; and
  - 2) prevention initiative for at-risk children from birth to age 3 and their families, to include those programs and activities that meet the requirements of Section 2-3.89 of the School Code [105 ILCS 5/2-3.89].
  - 3) For the purposes of this Part, "at risk" is defined as those children *who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures* (to be carried out in conformance with Section 235.20(c)(5) of this Part) *to be at risk of academic failure.* (Section 2-3.71(a)(4.5) of the School Code)
- b) Eligible applicants for Early Childhood Block Grant programs include any public or private not-for-profit or for-profit entity with experience in providing educational, health, social and/or child development services to young children and their families. If the Early Childhood Block Grant program is operated in or by a child care center subject to the licensure requirements of the Illinois Department of Children and Family Services (DCFS), then that child care center must hold the appropriate licensure in accordance with rules promulgated by DCFS (see 89 Ill. Adm. Code 403 (Licensing Standards for Group Homes), 405 (Licensing Standards for Day Care Agencies), 406 (Licensing Standards for Day Care Homes), 407 (Licensing Standards for Day Care Centers) and 408 (Licensing Standards for Group Day Care Homes)).
- c) Joint applications for funds may be submitted by any combination of eligible applicants, as described in subsection (b) of this Section.

- 1) If a joint application is submitted, then an administrative agent shall be designated.
- 2) A school district or other eligible applicant shall only participate in one proposal for a specific program.
- d) Eligible applicants may subcontract with a private school, not-for-profit or for-profit corporation, or other governmental agency that would otherwise be eligible under subsection (b) of this Section to conduct an Early Childhood Block Grant program.

(Source: Amended at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.20 Application Procedure and Content for New or Expanding Programs**

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

- a) Grants for new or expanded programs shall be offered in years in which the level of available funding is such that one or more new or expanded programs can be supported, along with those currently funded programs that seek continuation funding in accordance with Section 235.60.
- b) When sufficient funding is available, the State Superintendent of Education shall issue one or more Requests for Proposals (RFP) specifying the information that applicants shall include in their proposals, informing applicants of any bidders' conferences and requiring that proposals be submitted no later than the date specified in the RFP. The RFP shall provide at least 45 calendar days in which to submit proposals.
  - 1) Proposals for preschool education programs shall be submitted electronically through the State Board of Education's grant management system (see <http://www.isbe.net/egms/>).
  - 2) Proposals for prevention initiative programs shall be submitted in a format specified by the State Board of Education.
- c) All proposals submitted in response to an RFP shall include the following components:
  - 1) A cover page signed by the school district superintendent or official authorized to submit the proposal or, in the case of a joint application, by the superintendent from each of the school districts and each authorized official of other eligible entities participating in the joint proposal.
  - 2) For applicants other than public school districts, a description that includes the following:
    - A) the applicant's mission statement, organizational structure and goals or policies regarding early childhood programs;

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- B) the applicant's existing competencies to provide early childhood education programs, to include a list of any early childhood accreditations that have been achieved, which may include, as applicable, the most current designation the applicant has received through the ExceleRate Illinois: Quality Rating and Improvement System (<http://www.excelerateillinoisproviders.com/>); and
  - C) in the case of a joint application, the goals and objectives of the collaboration and a brief description of each partner's experience in providing services similar to those to be provided under the Early Childhood Block Grant program.
- 3) A description of how the comprehensive services to be provided are aligned with:
- A) as applicable to the program being proposed, the Illinois Early Learning and Development Standards, as set forth in Appendix A or, beginning July 1, 2015, the Illinois Early Learning Guidelines, as set forth in Appendix C;
  - B) the Illinois Birth to Five Program Standards as set forth in Appendix B; and
  - C) for proposed preschool education programs that will serve English learners, the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition" (2013), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at <http://www.wida.us/standards/eeld.aspx>. No later amendments to or editions of these standards are incorporated.
- 4) A description of the need for the program, which shall include:
- A) current demographic or descriptive information regarding the community in which the families and children reside (including information on the prevalence of homelessness); and
  - B) the process that was used to determine the need for the program in the community in relation to other similar services that may be operating in the same geographic area; this description must list, to

the extent known, the other services offered and an estimate of the number of children being served.

- 5) A description of the population to be served, as defined in Section 235.10(a), for each program to be funded under the Early Childhood Block Grant. This description shall include:
  - A) how the eligible population will be recruited;
  - B) the geographic area to be served; and
  - C) the estimated number of children and/or families to be enrolled.
- 6) A description of the procedures to be used to screen children and their families to determine their need for services. Results of the screening shall be made available to the program staff and parents of the children screened. All screening procedures shall include:
  - A) research-based criteria to determine at what point performance on the screening instrument indicates that children are at risk of academic failure as well as to assess other environmental, economic and demographic information that indicates a likelihood that the children would be at risk;
  - B) screening instruments/activities that are:
    - i) related to and able to measure the child's development in at least the following areas (as appropriate for the age of the child): vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and emotional and cognitive development; and
    - ii) formally validated with evidence that the instruments/activities reliably and accurately detect children who are at risk for developmental delays and do not incorrectly identify children disproportionately as being at risk of academic failure;
  - C) written parental permission for the screening;

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- D) parent interview (to be conducted in the parents' home language, if necessary), including at least the following:
    - i) a summary of the child's health history and status, including whether the child has an existing disability, and social development; and
    - ii) information about the parents, such as age, educational achievement and employment history;
  - E) vision and hearing screening, in accordance with 77 Ill. Adm. Code 685 (Vision Screening) and 675 (Hearing Screening); and
  - F) where practicable, provision for the inclusion of program teaching staff in the screening process.
- 7) A description of the parent education and involvement component that will be provided, which shall include activities in each of the following areas:
- A) communication between the home and the preschool education program that is regular, two-way and meaningful;
  - B) parenting skills are promoted and supported;
  - C) recognition that parents play an integral role in assisting student learning;
  - D) parents are welcome in the program, and their support and involvement are sought; and
  - E) parents are full partners in the decisions that affect children and families.
- 8) A description of how the program will coordinate with other programs, as specified in the RFP, that are in operation in the same area and that are concerned with the education, welfare, health and safety needs of young children. A copy of the written agreement between the program and any Head Start program (see <http://www.acf.hhs.gov/programs/ohs>) operating in the same area shall be executed by the date and contain the information specified in Section 2-3.71(a)(4.5) of the School Code. If a Head Start program is either unable or unwilling to enter into a written agreement, the

program shall notify the State Board of Education of this fact no later than December 31 of each fiscal year.

- 9) A description of the full-time and part-time professional and nonprofessional staff to be paid by the program, indicating that program administrators, early childhood teachers, counselors, psychologists, psychiatrists and social workers are appropriately qualified.
  - A) Teachers of children ages 3 to 5 years must hold a professional educator license endorsed in early childhood education or an educator license with stipulations endorsed in early childhood and one of the following endorsements: provisional educator, alternative provisional educator, resident teacher or visiting international educator. (See Section 2-3.71(a)(3) of the School Code and 23 Ill. Adm. Code 1.Appendix A.)
  - B) Paraprofessional staff employed to assist in instruction provided to children ages 3 to 5 years shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(b) (Endorsement for Paraprofessional Educator) or hold an approval for paraprofessional educator received in accordance with Section 25.15(a)(2)(J) (Types of Licenses; Exchange).
  - C) Teachers of children ages 3 to 5 years who are assigned to a transitional bilingual program or a transitional program of instruction that is administered by a school district, either in an attendance center or a non-school-based facility, shall meet the requirements set forth in 23 Ill. Adm. Code 228.35 (Transitional Bilingual Education), as applicable.
  - D) By July 1, 2017, directors of child care centers offering preschool programs funded under Section 2-3.71 of the School Code and this Part shall have either:
    - i) a minimum of a baccalaureate degree in child development or early childhood education or the equivalent (i.e., baccalaureate in any discipline with a minimum of 24 semester hours of credit in child development, early childhood education, or early childhood special education, including relevant field experience) and a Gateways to Opportunity Level II or III Illinois Director Credential issued pursuant to Section 10-70 of the Department of

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Human Services Act [20 ILCS 1305/10-70] (see <http://www.ilgateways.com/en/credentials>); or

- ii) meet the requirements of subsection (c)(9)(E).
- E) By July 1, 2017, directors of preschool programs funded under Section 2-3.71 of the School Code and this Part and administered by school districts shall hold a professional educator license endorsed for principal or general administrative issued under 23 Ill. Adm. Code 25.337 (Principal (2013)) or 25.335 (General Administrative (Through August 31, 2014)), respectively.
- F) Beginning September 1, 2015, an applicant must submit an assurance that each staff member who will provide services to children enrolled in an early childhood classroom funded under this Part and who does not hold a professional educator license issued by the State Board of Education pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B] and 23 Ill. Adm. Code 25 (Educator Licensure) has registered in the Illinois Department of Human Services' "Gateways to Opportunity" registry (see <http://registry.ilgateways.com>).
- 10) A description of staff development assessment procedures and ongoing professional development activities to be conducted, to include a description of how the results of the assessment will be used to inform the program's staff development and, for proposals for expanded programs, the continuous quality improvement plan required under Section 235.67.
- 11) A description of how developmental and/or educational progress will be assessed and documented to ensure that the program meets the needs of the child and provides a system whereby that child's parents are routinely advised of their child's progress.
- A) The procedures to assess progress shall be formally validated with evidence that the procedures reliably and accurately assess a child's progress relative to his or her individual needs and the standards set forth in Appendix A or Appendix C, as applicable.
  - B) The procedures shall address each of the domains of development specified in Section 235.20(c)(6).

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- 12) A description of the required program components, as set forth in either Section 235.30 or 235.40.
- 13) Other information, as specified in the RFP, such as daily schedules (including the number of hours per day and days per week the program will operate, which must provide for at least 12.5 hours a week), an annual calendar of at least 165 days, classroom locations, facility information (e.g., owner's name, terms of lease arrangement, size of classrooms and other areas to be used by the program), if applicable.
- 14) The plan for ensuring that the program provides either a snack, in the case of a half-day program, or a meal, in the case of a full-day program, for participating children.
  - A) Food and beverages provided in programs located in a school district attendance center shall meet the U.S. Department of Agriculture's competitive food standards set forth at 7 CFR 210.11 (2013).
  - B) Food and beverages provided in programs located in a licensed child care center or other community setting shall meet DCFS' standards set forth at 89 Ill. Adm. Code 407.330 (Nutrition and Meal Service).
- 15) A budget summary and payment schedule, as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure. The budget shall specify that no more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation.
- 16) A description of how the applicant will ensure that no fees will be charged of parents or guardians and their children who are enrolled and participate in Early Childhood Block Grant programs.
- 17) A plan for evaluating the proposed programs and activities to be included in the Early Childhood Block Grant, which shall correspond to the applicable specifications set forth in the RFP.

- 18) Such certifications, assurances and program-specific terms of the grant as the State Superintendent of Education may require, to be signed by each applicant that is a party to the application and submitted with the proposal. (Also see Section 235.70.)
- d) Applicants may be requested to clarify various aspects of their proposals. The contents of the approved proposal shall be incorporated into a grant agreement to be signed by the State Superintendent of Education or designee and the school district superintendent or, in the case of an entity that is not the school district, the person legally authorized to submit the proposal and bind the applicant to its contents.

(Source: Amended at 39 Ill. Reg. 6674, effective April 27, 2015)

**Section 235.30 Additional Program Components for Preschool Education Proposals**

- a) In addition to the requirements set forth in Section 235.20, applications for funding for preschool education programs and activities, as defined in Section 235.10(a)(1), must provide:
  - 1) a description of how the proposed educational program is developmentally appropriate for each child, which shall:
    - A) be accepted based upon evidence in the proposal that the results of the individualized assessment profile for each child will be the basis for determining that child's educational program; and
    - B) address the domains of development specified in Section 235.20(c)(6) and how a language and literacy development program shall be implemented for each child based on that child's individual assessment.
  - 2) a description of how the risk factors to determine eligibility reflect the community to be served and will be weighted to ensure that the children most at risk of academic failure are enrolled;
  - 3) the child/staff ratio for each classroom, which shall not exceed a ratio of 10 children to one adult, with no more than 20 children being served in each classroom;
  - 4) a description of the written transition plan to ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program;
  - 5) for school district applicants, a description of the steps to be taken to ensure that the provisions of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) are met;
  - 6) a description of the provisions to be made to allow for the participation of children with disabilities in the program; and
  - 7) a description of the steps to be taken to ensure that a child who is not yet toilet trained is not excluded from the program.

- b) Each applicant also shall describe whether the program qualifies as a program serving primarily at-risk children or a program serving primarily children whose families meet the income guidelines set forth in Section 2-3.71(a)(4.5) of the School Code.
- 1) A program serving "primarily at-risk children" is one that:
    - A) has 80 percent or more of the enrolled children identified as being at risk of academic failure (see Sections 235.10(a)(3) and 235.20(c)(6));
    - B) gives priority for enrollment to academically at-risk students over those students who have not been identified as academically at risk; and
    - C) has taken specific proactive measures to ensure that parents of children who may be at risk of academic failure are aware of the opportunity to enroll in the preschool education program.
  - 2) A program serving "primarily children whose families meet income guidelines" is one that has 80 percent or more of the enrolled children from families meeting the income guidelines and does not qualify under subsection (b)(1) as serving primarily academically at-risk children.
  - 3) Each applicant shall estimate the percentage of children to be enrolled who are considered to be at risk of academic failure or whose families meet income guidelines, as applicable.
- c) Programs serving primarily at-risk children shall describe:
- 1) the process to ensure that, if the program has a waiting list of children to be enrolled, all children identified as being at risk of academic failure are enrolled before other children not identified as being at risk; and
  - 2) the specific proactive measures the program has taken or will take to ensure that parents of children who may be at risk of academic failure are made aware of the opportunity to participate in the preschool education program.

(Source: Amended at 39 Ill. Reg. 6674, effective April 27, 2015)

**Section 235.40 Additional Program Components for Prevention Initiative Proposals**

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

- a) evidence that the program is derived from research on successful prevention services for at-risk families, including specific references to research that discusses the types of services and strategies to be offered by the program as effective in addressing the needs of the families to be served, to include the identification of the program model and research-based curriculum to be implemented;
- b) the steps to be taken to ensure that the program will serve those children and families most in need of prevention initiative activities and services;
- c) a description of the steps to be taken to coordinate services in the area, including a description of how the community will be involved in the development of a system for making referrals and providing follow up, and how case management services will be used;
- d) a description of how services will be targeted to family needs, to include how a research-based family needs assessment will be conducted and used to implement an individual family service plan for each family served in the program;
- e) a description of the intensity of services that will be offered (e.g., the number of hours that are available for families to participate in activities and services);
- f) the steps to be taken to encourage families to attend regularly and remain in the program a sufficient time to make sustainable changes; and
- g) a referral system that ensures that 3-year-old children are placed into other early childhood education programs that meet their specific developmental needs and the services to be provided to ensure a successful transition into those other programs.

(Source: Amended at 39 Ill. Reg. 6674, effective April 27, 2015)

**Section 235.50 Proposal Review and Approval for New or Expanding Programs**

- a) Proposals submitted for funding to establish a new program or expand an existing program shall be evaluated in accordance with the following criteria.
  - 1) Population to be Served (30 points)
    - A) The proposal clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services provided by the Early Childhood Block Grant program, as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency or other need-related indicators, such as the school district's rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect, and that there exists in the area to be served an insufficient number of other programs and services to fully serve all children and families who potentially could be at risk.
    - B) Criteria and indicators for identifying children and families who are eligible for the program are clearly established and likely to target those children and families most in need of services.
    - C) Effective recruitment strategies are proposed that are likely to ensure that the maximum number of eligible children and families are enrolled in the program.
  - 2) Quality of Proposed Program (40 points)
    - A) The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.
    - B) The program proposal provides for effective linkages among parents, education, health and social service agencies, and child care providers and includes a plan for coordination of services with other educational programs serving young children and their families.

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- C) The proposed program is built upon effective research about early childhood education and aligned to the applicable Illinois early learning standards (see Appendix A or C).
  - D) The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.
- 3) Experience and Qualifications (20 points)
- A) Proposed staff hold the appropriate educator and/or professional licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality early childhood program.
  - B) The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities.
  - C) In addition, an eligible applicant other than a school district has presented evidence that it:
    - i) holds the appropriate licensure to operate as a day care facility;
    - ii) holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the Early Childhood Block Grant Program; and
    - iii) has a successful track record with similar grants or contracts.
- 4) The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided. (10 points)

- b) The selection of proposals for funding may be based in part on geographic distribution and/or the need to provide resources to school districts and communities with varying demographic characteristics.
- c) Priority consideration may be given to proposals with specific areas of emphasis, as identified by the State Superintendent of Education in a particular RFP.
- d) For a previously funded applicant, progress toward correcting any deficiencies contained in an unfavorable monitoring report issued under Section 235.67 shall be considered in the review process.
- e) The State Superintendent of Education shall determine the amount of individual grant awards. The final award amounts shall be based upon:
  - 1) the total amount of funds available for the Early Childhood Block Grant; and
  - 2) the resources requested in the top-ranked proposals, as identified pursuant to subsections (a) through (d).

(Source: Amended at 39 Ill. Reg. 6674, effective April 27, 2015)

**Section 235.55 Proposal Review Process and Additional Funding Priorities for Preschool Education Programs**

In order to meet the funding priorities set forth in Section 2-3.71(a)(4.5) of the School Code, each proposal for a preschool education program shall be reviewed using both quantitative and qualitative criteria.

- a) Proposals shall first be screened to identify those proposals that meet the criteria for each funding priority (see Section 235.30(b) of this Part). Proposals shall be separated into the following three categories:
  - 1) proposals serving primarily at-risk children;
  - 2) proposals serving primarily children whose families meet income guidelines; and
  - 3) all other proposals.
- b) Within each of the three categories set forth in subsection (a) of this Section, the proposals shall be reviewed and scored using the qualitative criteria set forth in Section 235.50(a) of this Part to determine which proposals provide evidence of a “qualified program”. “Qualified programs” shall be those scoring at least 60 out of 100 total points.
  - 1) All qualified programs within the category set forth in subsection (a)(1) of this Section shall be funded before funding any qualified programs in the categories set forth in subsection (a)(2) or (a)(3) of this Section.
  - 2) All qualified programs within the category set forth in subsection (a)(2) of this Section shall be funded before funding any qualified programs in the category set forth in subsection (a)(3) of this Section.
  - 3) Within each category, priority for funding will be given to substantially similar proposals that either:
    - A) serve children from a community with limited preschool education programs or an insufficient number of programs to meet the community’s need; or
    - B) have few resources promoting preschool education.

(Source: Added at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.60 Application Content and Approval for Continuation Programs**

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

- a) In order to continue to operate an Early Childhood Block Grant Program, a grantee each year shall electronically submit an application for continuation. The application shall include at least the following:
  - 1) an overview of the program, addressing the program components outlined in Section 235.20 and either Section 235.30 or Section 235.40, as applicable for preschool education or prevention initiative programs;
  - 2) if applicable, a description of progress the applicant has made in remedying any deficiencies identified pursuant to Section 235.67 within the timelines specified for compliance;
  - 3) budget summary and payment schedule as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure; and
  - 4) the certifications and assurances referred to in Section 235.20(c)(18) applicable to the renewal period.
- b) An Early Childhood Education Block Grant Program shall be approved for continuation provided that:
  - 1) a need continues to exist for the program, as evidenced by the number or proportion of children and families to be served;
  - 2) the program components proposed will be effective in assisting at-risk children and families;
  - 3) deficiencies identified pursuant to Section 235.67 have been corrected and/or significant progress is being made within the timelines specified in the continuous quality improvement plan;
  - 4) the proposed budget is cost-effective, as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided; and

- 5) in the year previous to the continuation application, the applicant complied with the terms and conditions of any grant it received pursuant to this Subpart A.

(Source: Amended at 39 Ill. Reg. 6674, effective April 27, 2015)

**Section 235.65 ExceleRate Illinois: Quality Rating and Improvement System**

Beginning in the 2014-15 school year, each grantee that operates a preschool education program funded under this Part shall participate in ExceleRate Illinois (see <http://www.exceletrateillinois.com> and click on "Information for Providers"). ExceleRate Illinois is the State's quality rating and improvement system that emphasizes continuous quality improvement for early learning and development programs and uses a consistent set of standards organized into four domains of teaching and learning; family and community engagement; leadership and management; and qualifications and continuing education.

- a) Based on the results of monitoring conducted pursuant to Section 235.67, grantees shall achieve an ExceleRate Illinois designation based on evidence of meeting the standards for that designation (see <http://www.exceletrateillinoisproviders.com/resources/standard-and-evidence-requirements> for further information).
- b) The physical location of the preschool education program shall inform the designation to be assigned under subsection (a).
  - 1) If the grantee is a school district and administers the preschool education program in multiple attendance centers:
    - A) the individual attendance center in which a program is located shall achieve a designation separate from the school district in situations in which the attendance center has three or more preschool classrooms; or
    - B) the individual attendance center in which a program is located shall achieve the designation of the school district in situations in which the attendance center has fewer than three classrooms.
  - 2) If the grantee is a community-based child care center, the designation achieved by the community-based child care center will be assigned to the preschool classrooms housed at that facility. The requirements of this subsection (b)(2) shall apply to any school district that operates a preschool education program in a community-based child care center.
  - 3) If the grantee is a public or private not-for-profit or for-profit entity other than a school district or a community-based child care center, the designation achieved by the public or private not-for-profit or for-profit entity shall be assigned to the preschool classrooms administered by the grantee regardless of the number of preschool classrooms.

- c) The designation achieved by a program shall not be changed unless the results of ongoing monitoring authorized under Section 235.67 indicate that the program has either:
- 1) met the standards for receipt of a higher designation; or
  - 2) failed to maintain a level of quality necessary to retain the designation currently achieved.
- d) A program that fails to achieve a "Gold Circle of Quality" or "Silver Circle of Quality" designation shall be subject to actions detailed in Section 235.67.

(Source: Added at 39 Ill. Reg. 6674, effective April 27, 2015)

**Section 235.67 Program Monitoring**

- a) Each program shall be monitored on site at least once every four years to determine the extent to which it is complying with all operational requirements and to assess the quality of the developmental and/or educational components offered.
- b) By no later than September 1 of each year, the State Board of Education shall post at <http://www.isbe.net/earlychi/default.htm> the operational compliance checklist and the name of the research-based assessment tool to be used in the monitoring process.
- c) Each program shall receive a monitoring report with the results of the operational compliance checklist and the quality assessment. Using those results, the program shall complete a continuous quality improvement plan addressing operational compliance and a continuous quality improvement plan addressing the quality assessment.
  - 1) Each continuous quality improvement plan shall, at a minimum, address:
    - A) the specific issue or indicator for which a deficiency was noted;
    - B) the actions to be taken to remedy the deficiencies and, as applicable, the resources and professional development that will be targeted towards improvement efforts; and
    - C) The person responsible and the timelines in which the deficiencies are expected to be corrected, provided that no continuous quality improvement plan shall be in effect for more than two school years.
  - 2) The continuous quality improvement plan shall be signed by the person legally authorized to submit the plan, shall bind the applicant to its contents, and shall be electronically submitted to the State Board of Education not later than 30 days after the program's receipt of the monitoring report.
  - 3) By September 1 of each year, the State Board of Education shall post at <http://www.isbe.net/earlychi/default.htm> the templates to be used to develop the continuous quality improvement plan.

- d) For each year in which the continuous quality improvement plan is in effect, the program shall submit a progress report to the State Board of Education that describes the progress the program has made relative to remedying the deficiencies identified. The progress report shall be submitted electronically no later than June 1 of each year.
- e) A program that fails to reach the goals of the continuous quality improvement plan within the timelines specified in the plan shall be subject to additional sanctions, including, but not limited to, removal of grant approval.

(Source: Added at 39 Ill. Reg. 6674, effective April 27, 2015)

**Section 235.70 Terms of the Grant**

- a) Each grantee shall submit evaluation information and other reports containing program-related data in a format specified by the State Board of Education, providing:
  - 1) descriptive statistics on the population served, eligibility, screening procedures and staff qualifications and training, including any social and emotional consultation services provided pursuant to Subpart C;
  - 2) descriptive information, including type and quality of the educational program, amount and extent of interagency collaboration, and parent education and involvement;
  - 3) the extent to which program objectives have been accomplished; and
  - 4) any similar program-related information that the State Superintendent of Education may request upon 30 days' written notice.
- b) At least once every four years, a program review shall be conducted for each project to ensure program quality, to assist in program improvement and to provide technical assistance.
- c) All equipment purchased by the grantee for the program with Early Childhood Block Grant funds must be documented on a form supplied by the State Board of Education and be maintained in the grantee's files.
- d) A time distribution worksheet shall be kept for any staff member in a part-time position.
- e) Grantees shall use funds provided under the Early Childhood Block Grant *to supplement, not supplant, funds received from any other source.* (Sections 2-3.71 and 2-3.89 of the School Code)
- f) Grant funds may not be used to provide religious instruction, conduct worship services or engage in any form of proselytization.
- g) Prior to final funding approval, each grantee shall:
  - 1) present evidence that staff meet the requirements of Section 235.20(c)(9), as applicable; and

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- 2) if subject to licensure requirements of the Illinois Department of Children and Family Services (DCFS), present evidence that it holds the appropriate licensure (also see Section 235.10(b)).
- h) All preschool education program grantees must electronically report the data required under this subsection (h) in the Student Information System (23 Ill. Adm. Code 1.75) no later than October 15 of each year.
- 1) The percentage of children enrolled in the program who have been identified as being at risk of academic failure.
  - 2) The percentage of children enrolled in the program who are from families whose incomes are less than four times the federal poverty level (FPL), established by U.S. Department of Health and Human Services.
  - 3) The percentage of children enrolled in the program who do not qualify under either category.
- i) Each grantee shall enter information and other data relative to the students participating in the preschool education program into the Student Information System.
- j) Failure of a grantee to enroll the required percentage of children (80 percent) in the particular prioritization category for which the proposal was funded (i.e., at-risk status or income levels) shall result in the amount of the grant award being reduced proportionate to the decrease in percentage of children enrolled.
- k) School district grantees with programs serving homeless children must comply with all applicable provisions of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). Non-school district grantees should, to the extent possible, ensure that homeless children enrolled in their programs receive the support necessary for successful and continued participation, including, without limitation, arranging for appropriate transportation when necessary.
- l) No funds may be used to help support or sustain any institution controlled by any church or sectarian denomination (see Article X, Section 3 of the Illinois Constitution).
- m) Each grantee that operates a program in a facility licensed by DCFS shall require all employees and volunteers who are persons subject to background checks, as defined by 89 Ill. Adm. Code 385.20 (Definitions), to authorize DCFS to perform

a Child Abuse and Neglect Tracking System (CANTS) background check. The grantee shall maintain evidence of completion of required CANTS checks for all persons subject to background checks and copies of the evidence of completion shall be provided to the administrator of the DCFS-licensed facility. The requirement applies to any paid or unpaid individual, including any teacher who is holding an educator license pursuant to Article 21B and employed by a school district or other entity but working in the facility, who is used to perform essential staff duties as evidenced by being counted in the staff-child ratio or being allowed to be alone with children in a licensed child care facility outside the visual or auditory supervision of facility staff.

(Source: Amended at 39 Ill. Reg. 6674, effective April 27, 2015)

SUBPART B: PRESCHOOL FOR ALL CHILDREN PROGRAM

**Section 235.100 Purpose; Eligible Applicants (Repealed)**

(Source: Repealed at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.110 Application Procedure and Content for New or Expanding Programs  
(Repealed)**

(Source: Repealed at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.120 Proposal Review and Approval for New or Expanding Programs  
(Repealed)**

(Source: Repealed at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.130 Application Content and Approval for Continuation Programs (Repealed)**

(Source: Repealed at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.140 Terms of the Grant (Repealed)**

(Source: Repealed at 35 Ill. Reg. 3742, effective February 17, 2011)

## SUBPART C: SOCIAL AND EMOTIONAL CONSULTATION SERVICES

**Section 235.200 Implementation and Purpose; Eligible Applicants**

- a) The State Superintendent of Education may annually allocate a portion of the Early Childhood Block Grant to assist preschool education programs funded under Section 2-3.71 of the School Code in providing to teachers in their programs ongoing social and emotional consultation services from mental health professionals.
- b) For the purposes of this Subpart C, social and emotional consultation services shall mean services that help prepare teachers to promote the social and emotional development of their students and to manage inappropriate classroom behaviors that may result from a student's exposure to such challenges as domestic violence, substance abuse, depression or other mental illness, homelessness and other potential concerns.
- c) Eligible applicants are those programs operating a preschool education program funded under Subpart A of this Part during the fiscal year in which funds are made available for social and emotional consultation services.
  - 1) Joint applications may be submitted, in which case one of the programs shall be designated as the administrative agent.
  - 2) A program shall only participate in one proposal for social and emotional consultation services.

(Source: Amended at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.210 Application Procedure and Content**

- a) When an allocation for social and emotional consultation services is made available pursuant to Section 235.200(a) of this Part, the State Superintendent of Education shall issue a Request for Proposals (RFP) specifying the information that applicants shall include in their proposals, informing applicants of any bidders' conferences, and requiring that proposals be submitted no later than the date specified in the RFP. The RFP shall provide at least 30 calendar days in which to submit proposals.
- b) Each proposal submitted in response to an RFP shall include the following components.
  - 1) A description of the need for the services, to include, but not limited to:
    - A) the number or proportion of students who are being served in each State-funded preschool education program included in the proposal who come from families experiencing the type of problems outlined in Section 235.200(b) of this Part;
    - B) the impact that these types of problems have in the classroom (e.g., classroom disruptions, difficulties in learning, lack of positive social interaction);
    - C) the number of teachers likely to use the consultation services on an ongoing basis; and
    - D) other resources that may be available to the program to provide similar services.
  - 2) A description of the types of services to be provided, to include the frequency of each, the person responsible, and how the effectiveness of the service will be measured.
  - 3) A description of the process, measures and data elements to be used to determine the effectiveness of the consultation services on teacher quality and classroom management.
  - 4) The name of each individual to provide the social and emotional consultation services, to include a description of his or her qualifications and experience that at least addresses the person's educational attainment and specialties, experience working with a population similar to that being

served in the State-funded preschool education program, and evidence that he or she possesses any licenses or other credentials required to practice his or her profession.

- 5) A budget summary and payment schedule, as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure.
  - 6) Such certifications, assurances and program-specific terms of the grant as the State Superintendent of Education may require, to be signed by each applicant that is a party to the application and submitted with the proposal.
- c) Applicants may be requested to clarify various aspects of their proposals. The contents of the approved proposal shall be incorporated into a grant agreement to be signed by the State Superintendent of Education or designee and the school district superintendent or, in the case of an entity that is not the school district, the person legally authorized to submit the proposal and bind the applicant to its contents.

(Source: Amended at 35 Ill. Reg. 3742, effective February 17, 2011)

**Section 235.220 Proposal Review and Approval of Proposals**

- a) Proposals shall first be screened to identify those proposals that demonstrate the greatest need for social and emotional consultation services as evidenced by the proportion of students in the program who come from families experiencing the type of problems outlined in Section 235.200(b) of this Part. Proposals shall be separated into the following three categories:
  - 1) proposals that are among the top one-third of all proposals received demonstrating the largest proportion of students who meet the criteria;
  - 2) proposals that are among the middle one-third of all proposals received demonstrating the largest proportion of students who meet the criteria; and
  - 3) all other proposals.
- b) Within each of the three categories set forth in subsection (a) of this Section, the proposals shall be reviewed and scored using the qualitative criteria set forth in subsection (c) of this Section to determine which proposals provide evidence of a “qualified program”. “Qualified programs” shall be those scoring at least 60 out of 100 total points.
  - 1) All qualified programs within the category set forth in subsection (a)(1) of this Section shall be funded before funding any qualified programs in the categories set forth in subsection (a)(2) or (a)(3) of this Section.
  - 2) All qualified programs within the category set forth in subsection (a)(2) of this Section shall be funded before funding any qualified programs in the category set forth in subsection (a)(3) of this Section.
- c) Proposals submitted for funding to offer social and emotional consultation services shall be evaluated in accordance with the following criteria.
  - 1) The proposal presents adequate procedures for assessing the specific needs of teachers for assistance in supporting the social and emotional development of their students and in managing difficult classrooms. (20 points)
  - 2) The proposed activities are comprehensive and sound, offer a varied and full range of staff development experiences, and provide sufficient opportunities for learning so as to allow staff to effectively incorporate the training into their classroom management plans. (30 points)

- 3) The proposed provider of the social and emotional consultation services has the qualifications and experience in early childhood mental health to successfully implement a high-quality training program. The proposed staffing level is sufficient to assure that the proposal's activities and services will be provided in an effective and efficient manner. (30 points)
  - 4) The proposed budget is consistent with the proposal's activities and appears to be cost-effective, as evidenced by the cost in relation to the numbers to be served and the services to be provided. (20 points)
- d) The State Superintendent of Education shall determine the amount of individual grant awards. The final award amounts shall be based upon:
- 1) the total amount of funds available for the social and emotional consultation services; and
  - 2) the resources requested in the top-ranked proposals, as identified pursuant to subsections (b) and (c) of this Section.

(Source: Added at 30 Ill. Reg. 19383, effective November 28, 2006)

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

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

**LANGUAGE ARTS**

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

**Standards:**

Develop an appreciation for language and literacy activities.

Develop basic language skills.

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

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

**Standards:**

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

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

Demonstrate understanding of text organization and basic features of print.

Demonstrate beginning letter and word recognition.

Demonstrate beginning phonological awareness.

State Goal 3: Develop early writing skills and concepts.

**Standards:**

Use writing to represent ideas and information.

Compose information to convey meaning.

Recognize multiple purposes and types of writing.

Explore writing and conveying ideas using digital tools.

State Goal 4: Comprehend the language of others.

Standards:

Demonstrate understanding through age-appropriate responses.

Understand language and information presented in a variety of ways.

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

Standards:

Communicate effectively using language appropriate to the situation and audience.

Demonstrate increasingly complex and varied use of language.

## MATHEMATICS

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

Standards:

Demonstrate beginning understanding of numbers, number names and numerals.

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

Begin to make reasonable estimates of numbers.

Compare quantities using appropriate vocabulary terms.

State Goal 7: Explore measurement of objects and quantities.

Standards:

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

Begin to make estimates of measurements.

Explore tools used for measurement.

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

Standards:

Explore objects and patterns.

Describe and document patterns using symbols.

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

Standards:

Recognize, name and replicate common shapes.

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

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

Standards:

Organize and describe data and information.

Gather information to answer questions.

## SCIENCE

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

Standards:

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

Use tools and technology to assist in scientific inquiry.

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

Standards:

Understand that living things grow and change.

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

Explore the physical properties of objects.

Explore concepts of force and motion.

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

Explore changes related to the weather and seasons.

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

Standard:

Understand rules to follow when investigating and exploring.

## SOCIAL STUDIES

State Goal 14: Understand some concepts related to citizenship.

Standards:

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

Understand ways groups make choices and decisions.

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

State Goal 15: Explore economic systems and human interdependence.

Standards:

Explore roles in the economic system and workforce.

Explore issues of limited resources in the classroom and world.

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

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

Standard:

Explore his or her self and history.

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

Standard:

Explore environments and where people live.

State Goal 18: Explore people and families.

Standards:

Explore people, their similarities and their differences.

Develop an awareness of self within the context of family.

#### PHYSICAL DEVELOPMENT AND HEALTH

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

Standards:

Demonstrate physical competency and control of large and small muscles.

Demonstrate awareness and coordination of body movements.

Demonstrate knowledge of rules and safety during physical activity.

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

Standard:

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

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

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

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

Standard:

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

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

Standards:

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

Identify ways to keep the body healthy.

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

Standard:

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

## THE ARTS

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

Standards:

Investigate, explore and participate in the arts.

Display an awareness of some distinct characteristics of the arts.

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

Standard:

Understand ways to express meaning through the arts.

#### SOCIAL/EMOTIONAL DEVELOPMENT

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

Standards:

Identify and manage one's emotions and behavior.

Recognize one's own uniqueness and personal qualities.

Demonstrate skills related to successful personal and school outcomes.

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

Standards:

Develop positive relationships with peers and adults.

Recognize and appreciate individual and group similarities and differences.

Use communication and social skills to interact effectively with others.

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

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

Standards:

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

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

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

#### ENGLISH LANGUAGE LEARNER HOME LANGUAGE

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

Standard:

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

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

Standard:

Use the home language in order to attain benchmarks across the learning areas and to build upon and develop transferable language and literacy skills.

(Source: Amended at 36 Ill. Reg. 6827, effective April 18, 2012)

**Section 235.Appendix B Illinois Birth to Five Program Standards**

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

Program Goal I:        Organization

Standards:

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

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

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

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

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

The administration promotes and practices informed leadership and supervision.

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

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

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

The program implements effective systems for recording and managing information about the program, its staff, its participants, and learning and developmental outcomes and uses this information to engage in continuous

improvement.

Program Goal II: Curriculum and Service Provision

Standards:

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

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

The program prioritizes family involvement while respecting individual parental choices.

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

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

The program supports children's healthy physical development.

Program Goal III: Developmental Monitoring and Program Accountability

Standards:

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

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

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

Program Goal IV: Personnel

Standards:

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

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

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

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

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

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

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

Program Goal V: Family and Community Partnerships

Standards:

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

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

The program assures that families have access to comprehensive services.

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

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

(Source: Amended at 36 Ill. Reg. 6827, effective April 18, 2012)

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

The Illinois Early Learning Guidelines – Children from Birth to Age 3 are broad statements that provide parents, teachers and caregivers useful information about a child's growth and development.

**Self-Regulation: Foundation of Development**

**Physiological Regulation:** Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

**Emotional Regulation:** Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.

**Attention Regulation:** Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.

**Behavior Regulation:** Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

**Social and Emotional Development**

**Attachment Relationships:** Children form secure attachment relationships with caregivers who are emotionally available, responsive and consistent in meeting the children's needs.

**Emotional Expression:** Children demonstrate an awareness of and the ability to identify and express emotions.

**Relationship with Adults:** Children demonstrate the desire and develop the ability to engage, interact and build relationships with familiar adults.

**Self-Concept:** Children develop identity of self.

**Relationship with Peers:** Children demonstrate the desire and develop the ability to engage and interact with other children.

**Empathy:** Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

### Physical Development and Health

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

Fine Motor: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

Perceptual: Children demonstrate the ability to distinguish, process and respond to sensory stimuli in their environment.

Self-Care: Children demonstrate the desire and ability to participate in and practice self-care routines.

### Language Development, Communication and Literacy

Social Communication: Children demonstrate the ability to engage and maintain communication with others.

Receptive Communication: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Expressive Communication: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Early Literacy: Children demonstrate interest in and comprehension of printed materials.

### Cognitive Development

Concept Development: Children demonstrate the ability to connect pieces of information in understanding objects, ideas and relationships.

Memory: Children demonstrate the ability to acquire, store, recall and apply past experiences.

Spatial Relationships: Children demonstrate an awareness of how objects and people move and fit in space.

Symbolic Thought: Children demonstrate the understanding of concepts, experiences and ideas through symbolic representation.

**Creative Expression:** Children demonstrate the ability to convey ideas and emotions through creative expression.

**Logic and Reasoning:** Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and have an impact on their world.

**Quantity and Numbers:** Children demonstrate awareness of quantity, counting and numeric competencies.

**Science Concepts and Exploration:** Children demonstrate a basic awareness of and use scientific concepts.

**Safety and Well-Being:** Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

#### Approaches to Learning

**Curiosity and Initiative:** Children demonstrate interest and eagerness in learning about their world.

**Problem-Solving:** Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions and challenges.

**Confidence and Risk-Taking:** Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.

**Persistence, Effort and Attentiveness:** Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and the ability to follow through.

**Creativity, Inventiveness and Imagination:** Children demonstrate the ability to use creativity, inventiveness and imagination to increase their understanding and knowledge of the world.

(Source: Added at 39 Ill. Reg. 6674, effective April 27, 2015)