

## Appendix I

# Early Childhood Program Matrix

### Program Design

	<b>Core Services</b>
<b>Head Start Early Head Start</b>	Comprehensive child development, family-focused program with the overall goal of increasing the social competence of young children from low-income families
<b>IDCFS Child Care</b>	Child care services for children at-risk of abuse and/or neglect served by DCFS
<b>IDHS Child Care</b>	Child care services for children from low-income families working and/or participating in an approved education/training program
<b>IDHS Early Intervention</b>	Services for children under 36 months of age with diagnosed disabilities, developmental delays, or at substantial risk of significant delays
<b>ISBE Preschool for All</b>	An early childhood program expansion to provide voluntary preschool to all 3- and 4-year old children and voluntary prevention initiative services for at-risk children (birth to 3) and their families
<b>ISBE Early Childhood Special Education</b>	Program to enhance the growth and development of preschool-age children with disabilities
<b>ISBE Title 1</b>	Program to improve educational achievement of children from low-income families in school districts receiving Title I funds
<b>ISBE Even Start</b>	Program to improve educational achievement for low-income families and break the cycle of poverty and illiteracy

	<b>Funding Sources</b>
<b>Head Start Early Head Start</b>	Federal Administration for Children and Families (ACF), Head Start Bureau; 25% non-federal share requirement
<b>IDCFS Child Care</b>	State general revenue and federal Title IV-E
<b>IDHS Child Care</b>	Federal Child Care and Development Fund; state general revenue
<b>IDHS Early Intervention</b>	Federal Department of Education, Office of Special Education; Medicaid Title XIX and Title XXI; state general revenue
<b>ISBE Preschool for All</b>	State Early Childhood Block Grant
<b>ISBE Early Childhood Special Education</b>	State general revenue
<b>ISBE Title 1</b>	Federal funding under No Child Left Behind Act
<b>ISBE Even Start</b>	Federal funding, local match requirement

	<b>Current Funding Level</b>
<b>Head Start Early Head Start</b>	Head Start: \$243,301,011 to serve 39,137 children FY07 Early Head Start: \$23,524,243 serves 2,699 children and pregnant women
<b>IDCFS Child Care</b>	Foster day care: \$9.8 million Adoption Assistance/Subsidized Day Care-birth to 3 years: \$600,000
<b>IDHS Child Care</b>	\$763,729,958 to serve 192,476 children, 6 weeks to age 12
<b>IDHS Early Intervention</b>	FY08: \$136,750,314 to serve 20,000 families
<b>ISBE Preschool for All</b>	FY08: \$347 million dollars to serve 90,000 children
<b>ISBE Early Childhood Special Education</b>	Amount not available
<b>ISBE Title 1</b>	Funding level not set by law but available as a local district option
<b>ISBE Even Start</b>	FY07: \$3.7 million to serve 1,292 families, including 1,352 adults and 1,939 children

	<b>Payment Process</b>
<b>Head Start Early Head Start</b>	Federal grants to local agencies from ACF Regional Office
<b>IDCFS Child Care</b>	Reimbursement to providers
<b>IDHS Child Care</b>	Reimbursement to providers
<b>IDHS Early Intervention</b>	IDHS grants for service coordination; all other services fee-based
<b>ISBE Preschool for All</b>	Grants to eligible entities including: public school districts, university lab schools, preschools, child care centers, regional offices of education, charter schools, community colleges, community agencies, park districts, faith-based organizations, and home-based child care networks
<b>ISBE Early Childhood Special Education</b>	Grants to local school districts
<b>ISBE Title 1</b>	Grants to local school districts
<b>ISBE Even Start</b>	Grants to local partnerships composed of both a local education agency and a community-based organization or institution of higher education

	<b>Eligibility Requirements</b>
<b>Head Start Early Head Start</b>	Federal poverty guidelines are used to determine eligibility based on the age of child and family income. Children remain eligible for 2 years. Ninety percent or more of those found eligible must be from income eligible families.
<b>IDCFS Child Care</b>	Children must have an open IDCFS case or be identified as at-risk of becoming an open case. Redetermination of eligibility is done every 6 months.
<b>IDHS Child Care</b>	Parents must be employed and/or engaged in an approved education or training program and have combined income of less than 200% of the federal poverty level. Redetermination of eligibility is every 6 months.
<b>IDHS Early Intervention</b>	Children, birth to three, who have disabilities caused by developmental delay, medically diagnosed physical or mental conditions that typically result in developmental delay, or children who are at-risk of substantial developmental delay are eligible.
<b>ISBE Preschool for All</b>	All children, 3- and 4-years of age (during build-up, those who meet at-risk criteria are given first priority followed by children whose families earn up to four times the federal poverty level) and at-risk children, birth to 3 years of age, and their families.
<b>ISBE Early Childhood Special Education</b>	Children, 3 through 5 years of age, with diagnosed/identified disabilities are eligible.
<b>ISBE Title 1</b>	District must be eligible to receive Title I funding.
<b>ISBE Even Start</b>	Eligible families with child under 7 years of age and at least one parent who is eligible for adult education services or who is attending secondary school.

	<b>Parent Co-Pay</b>
<b>Head Start Early Head Start</b>	None
<b>IDCFS Child Care</b>	None
<b>IDHS Child Care</b>	Based on income and sliding fee scale
<b>IDHS Early Intervention</b>	Based on a sliding fee scale
<b>ISBE Preschool for All</b>	None
<b>ISBE Early Childhood Special Education</b>	None
<b>ISBE Title 1</b>	None
<b>ISBE Even Start</b>	None

	<b>Child Age Range</b>
<b>Head Start Early Head Start</b>	Head Start: Age 3 to mandatory school age Early Head Start: Birth to age 3 and pregnant women
<b>IDCFS Child Care</b>	Birth to age 13; to age 21 if developmentally disabled or otherwise in need of care
<b>IDHS Child Care</b>	6 weeks to age 13; ages 13-19 if child is physically or mentally incapable of self-care or under court supervision requiring child care
<b>IDHS Early Intervention</b>	Birth to 3
<b>ISBE Preschool for All</b>	Birth to 5
<b>ISBE Early Childhood Special Education</b>	Ages 3 to 5
<b>ISBE Title 1</b>	Ages 3 to 5
<b>ISBE Even Start</b>	Birth through age 7; programs must serve at least a 3-year age range

	<b>Child-Staff Ratio</b>
<b>Head Start Early Head Start</b>	Head Start, ages 3 to 5 years – 8:1 Early Head Start, birth to age 3 – 4:1
<b>IDCFS Child Care</b>	Infants – 4:1, toddlers – 5:1, age 2 – 8:1, ages 3 and 4 – 10:1, Age 5 and up – 20:1
<b>IDHS Child Care</b>	Infants – 4:1, toddlers – 5:1, age 2 – 8:1, ages 3 and 4 – 10:1, ages 5 and up – 20:1
<b>IDHS Early Intervention</b>	Not applicable
<b>ISBE Preschool for All</b>	For classroom activities, 1 teacher and 1 teacher assistant; ages 3 to 5 – 1:10
<b>ISBE Early Childhood Special Education</b>	1:5 – Certified teacher 1:10 – Certified teacher and aide in an instructional ECSE classroom
<b>ISBE Title 1</b>	Varies by type of program being operated but normally not over 5 at one time
<b>ISBE Even Start</b>	Varies by program and child education service provider

	<b>Group Size</b>
<b>Head Start Early Head Start</b>	Head Start, age 3: 15-17; Head Start, age 4: 15-17 (half day), 17-20 (full day) Early Head Start, birth to 3: 8
<b>IDCFS Child Care</b>	Infants:12, toddlers:15, age 2: 16, age 3 and up: 20
<b>IDHS Child Care</b>	Infants:12, toddlers:15, age 2:16, age 3 and up: 20
<b>IDHS Early Intervention</b>	Not applicable
<b>ISBE Preschool for All</b>	For classroom activities, 1 teacher and 1 teacher assistant; Ages 3 to 5 – 1:10
<b>ISBE Early Childhood Special Education</b>	In an instructional ECSE classroom, certified teacher – 1:5; certified teacher plus an aide – 1:10
<b>ISBE Title 1</b>	Varies but normally not over 5
<b>ISBE Even Start</b>	Varies by program and child education service provider

	<b>Length Day/Year</b>
<b>Head Start Early Head Start</b>	4 days/week:128 days minimum or 5 days/week:160 days minimum Half day: 3.5 to 6 hours; Full day: more than 6 hours Migrant Seasonal Head Start: N.A.
<b>IDCFS Child Care</b>	No requirement; five or more hours is considered full day
<b>IDHS Child Care</b>	No requirement; five or more hours is considered full day
<b>IDHS Early Intervention</b>	Full year
<b>ISBE Preschool for All</b>	Half day (minimum of 2 ½ hours); school year or 180 days per year
<b>ISBE Early Childhood Special Education</b>	Based on the individual needs of the child

<b>ISBE Title 1</b>	Based upon the type of program being operated
<b>ISBE Even Start</b>	Must be of sufficient duration and intensity to make a significant change in the literacy level of the family; programming provided year-round

	<b>Child Screening</b>
<b>Head Start Early Head Start</b>	Within 45 days of child's entry, screening must be completed in the areas of sensory, behavioral, motor, social, language, cognitive, perceptual, and emotional development. Within 90 days, a professional determination must be obtained as to whether or not a child is up to date with preventive and primary health care, oral health care, and mental health care.
<b>IDCFS Child Care</b>	The requirements include a physical exam and immunizations prior to entry
<b>IDHS Child Care</b>	The requirements include a physical exam and immunizations prior to entry
<b>IDHS Early Intervention</b>	Community-based screening to assess a child's developmental status prior to eligibility determination
<b>ISBE Preschool for All</b>	Children/families are required to participate in a screening before program entry
<b>ISBE Early Childhood Special Education</b>	Local school districts are required to do annual "mass" screening and ongoing screening.
<b>ISBE Title 1</b>	Local school districts are required to do annual "mass" screening and ongoing screening.

	<b>Services for Children with Disabilities/Special Needs</b>
<b>Head Start Early Head Start</b>	Inclusive services are provided; at least 10% of each program's enrollment must be made available for children with disabilities/special needs.
<b>IDCFS Child Care</b>	Depends on provider
<b>IDHS Child Care</b>	Depends on provider
<b>IDHS Early Intervention</b>	Services are based on individual needs of child and family.
<b>ISBE Preschool for All</b>	Serve children with disabilities based on the decision of the IEP team
<b>ISBE Early Childhood Special Education</b>	All children must be determined eligible for special education and related services by the school district
<b>ISBE Title 1</b>	Children with special needs served based on appropriateness of services
<b>ISBE Even Start</b>	Services are provided and children with special needs are also referred to other programs and services.

	<b>Curriculum</b>
<b>Head Start Early Head Start</b>	Programs must have a curriculum that is consistent with philosophy and goals of the Head Start Program. Head Start Performance Standards are based on sound child development principles about how children grow and learn. Curriculum means a written plan that includes goals for children's development and learning, experiences through which they will achieve these goals, what staff and parents do, and materials needed.
<b>IDCFS Child Care</b>	Programs shall provide a variety of activities geared to the age level and developmental needs of children served.
<b>IDHS Child Care</b>	Programs shall provide a variety of activities geared to the age level and developmental needs of children served.
<b>IDHS Early Intervention</b>	Not applicable
<b>ISBE Preschool for All</b>	Preschool for All curricula must be aligned with the Illinois Early Learning Standards, have a basis in research, consider a child's linguistic and cultural background, and consider a wide range of children's abilities, including those with IEPs.
<b>ISBE Early Childhood Special Education</b>	Not applicable
<b>ISBE Title 1</b>	Not applicable
<b>ISBE Even Start</b>	Instructional programs must be based on scientifically based reading research for children and adults to the extent such research is available.

	<b>Transition</b>
<b>Head Start Early Head Start</b>	Programs must establish and maintain policies and procedures to support successful transitions for enrolled children/families. Early Head Start transition planning must begin 6 months prior to child's 3rd birthday.
<b>IDCFS Child Care</b>	Programs should develop plans with parental input that address the individual transitions for children enrolled. Development of this plan shall involve both sending and receiving staff.
<b>IDHS Child Care</b>	Programs should develop plans with parental input that address the individual transitions for children enrolled. Development of this plan shall involve both sending and receiving staff.
<b>IDHS Early Intervention</b>	Activities aimed at transitioning children from EI begin at 30 months of age by reviewing with families their rights regarding transition, discussing Part B services or other community options that may be available after age 3, and, if applicable, initiating communication with the LEA. If a child is eligible for Part B, a meeting is held when the child reaches 33 months. Children make the transition from EI one day prior to their 3rd birthday.
<b>ISBE Preschool for All</b>	Programs are encouraged to develop and implement horizontal and vertical transition plans for children and families birth to age 5.
<b>ISBE Early Childhood Special Education</b>	Local school districts are required to participate in transition meetings scheduled By EI for children who are receiving EI services and are turning 3 years of age.
<b>ISBE Title 1</b>	Not applicable
<b>ISBE Even Start</b>	Programs assist families to make horizontal and vertical transitions including transitions to school, further education/training, and employment.

## Community Involvement

	<b>Written Agreements/Contracts</b>
<b>Head Start Early Head Start</b>	Programs are required to initiate interagency agreements with local education agencies and other community agencies within their service delivery area.
<b>IDCFS Child Care</b>	Not required
<b>IDHS Child Care</b>	Not required, but encouraged
<b>IDHS Early Intervention</b>	Local Interagency Councils (LICs) work with local education agencies and other community organizations to develop transition agreements.
<b>ISBE Preschool for All</b>	Participating programs are required to sign the <i>Grant Agreement and Certificate of Assurances</i> . Some programs may have written agreements or contracts with other agencies to provide a range of services.
<b>ISBE Early Childhood Special Education</b>	Not required
<b>ISBE Title 1</b>	School-parent contract required
<b>ISBE Even Start</b>	Programs may have written agreements or contracts with other agencies to provide a range of services.

	<b>Referrals/Information</b>
<b>Head Start Early Head Start</b>	Agencies must work collaboratively with participating parents to identify and continually access services that are responsive to families' interests and goals.
<b>IDCFS Child Care</b>	Not required
<b>IDHS Child Care</b>	Encouraged but not required except for site-administered child care contractors who must refer families to social service agencies as required or requested.
<b>IDHS Early Intervention</b>	Programs develop and maintain collaborative relationships with primary referral sources, including child care providers, social service agencies, physicians, and other health care professionals.
<b>ISBE Preschool for All</b>	Programs are encouraged to coordinate community collaboration efforts among

	organizations that provide services to families with children age birth to 5.
<b>ISBE Early Childhood Special Education</b>	Referrals are made to ECSE if a child is identified by the school district and is age 3 or older. Infants and toddlers are referred to EI.
<b>ISBE Title 1</b>	Child may be referred for special education services with parent permission.
<b>ISBE Even Start</b>	Projects build a referral network within the local community being served.

	<b>Collaboration/Partnerships</b>
<b>Head Start Early Head Start</b>	Staff must play an active role in community planning to encourage open communication to improve service delivery. Staff must take affirmative steps to establish an ongoing collaboration with providers of health, mental health, nutrition, disabilities, family support, child protection, and school services.
<b>IDCFS Child Care</b>	Not required, but encouraged
<b>IDHS Child Care</b>	Not required, but encouraged Providers who are receiving funding from two or more public funding sources to provide full-day/full-year services can apply to be part of the Child Care Collaboration Program. Approved Child Care Collaboration sites are allowed three Child Care Assistance Program policy waivers.
<b>IDHS Early Intervention</b>	Programs form partnerships with local community agencies to ensure a comprehensive continuum of services for families, regardless of the family's income or ability to pay.
<b>ISBE Preschool for All</b>	Services and activities are coordinated with other programs operating in the same service area. Collaborations with local community agencies allow PFA programs to be embedded in full-day early care and education programs.
<b>ISBE Early Childhood Special Education</b>	Varies by district
<b>ISBE Title 1</b>	Encouraged as a district option
<b>ISBE Even Start</b>	Partnerships, coordination, and collaboration are the foundation of the program

## Human Resources

	<b>Minimum Staff Qualifications</b>
<b>Head Start Early Head Start</b>	Agencies must ensure that staff and consultants have the knowledge, skills, and experience to perform their assigned duties. At least 50% of teachers must have an associate's degree. By 2013, 50% of teachers must have a bachelor's degree and 50% of assistant teachers must have a CDA.
<b>IDCFS Child Care</b>	Teachers: CDA/CCP credential or 30 semester hours of college credit with 6 semester hours in child care or child development and 1 year experience. Assistants: High school diploma or GED Directors: CDA/CCP credential, 12 semester hours of college credit in child care or child development, and 2 years experience; or 60 semester hours of college credit with 18 semester hours in child care or child development Family Child Care Providers: None
<b>IDHS Child Care</b>	Same as for IDCFS Child Care except for center-based programs participating in Quality Counts QRS that requiring a percentage of staff qualifications to exceed licensing requirements.
<b>IDHS Early Intervention</b>	Part C service providers must meet minimum state licensure/certification and/or Part C EI credentialing standards.
<b>ISBE Preschool for All</b>	All PFA teachers must have a bachelor's degree and hold a Type 04 certificate from the Illinois State Board of Education. Noncertified staff assisting in the instruction of children must have 30 hours of college credit.
<b>ISBE Early Childhood Special Education</b>	All teachers must be certified in ECSE
<b>ISBE Title 1</b>	Staff must hold a valid certificate for the position
<b>ISBE Even Start</b>	Instructional staff: associate degree in a field related to early childhood,

	<p>elementary or secondary education, or adult education  Project Director: training completed in the operation of a family literacy program  Paraprofessional: high school diploma or GED</p>
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	<b>Staff Training</b>
<b>Head Start Early Head Start</b>	Staff training and development includes: orientation, Head Start Program Performance Standards, and 15 hours of annual in-service training.
<b>IDCFS Child Care</b>	Directors and child care staff must attend a minimum of 15 hours of annual in-service training.
<b>IDHS Child Care</b>	CCR&R agencies provide training and make professional development funds available to child care staff. Gateways to Opportunity Scholarships are available for teaching staff and directors to attain college credit, degrees, and all credentials identified on the Gateways to Opportunity career lattice.
<b>IDHS Early Intervention</b>	All professionals receive training on the Part C system. All service coordinators receive IFSP and service coordination training within the first 90 days of employment. Both must obtain 30 hours of continuing education as approved by IDHS. Additionally, providers must participate in ongoing professional development that includes a once-a-month, face-to-face meeting with peers.
<b>ISBE Preschool for All</b>	Staff receive ongoing professional development through the Illinois Resource Center and STARnet. The Administrator's Academy includes a track providing information on early education for children, birth to age 8, and their families.
<b>ISBE Early Childhood Special Education</b>	Staff participate in ISBE trainings: STARnet, Choices, and the Autism Project.
<b>ISBE Title 1</b>	Staff must participate in ongoing professional development.
<b>ISBE Even Start</b>	Staff receive ongoing professional development opportunities through the Even Start State Leadership Project, the Adult Education Service Center Network, the Early Childhood Professional Development Center, and the Illinois Family Literacy Conference.

## Quality Assurance

	<b>Program Outcomes</b>
<b>Head Start Early Head Start</b>	Grantee and delegate agencies must conduct annual self-assessment of their effectiveness and progress in meeting program goals/objectives and in meeting federal regulations for service implementation.
<b>IDCFS Child Care</b>	Development of child care arrangements that provide families access to high-quality care and to ensure children are cared for in a safe and healthy environment that meets their developmental needs.
<b>IDHS Child Care</b>	Development of child care arrangements that provide low-income families access to affordable, high-quality child care while they are working and/or participating in an approved education/training activity
<b>IDHS Early Intervention</b>	Outcomes include: 1) Increase the development of infants and toddlers with disabilities; 2) Reduce educational costs to the State; 3) Reduce the incidence of institutionalization; 4) Enhance the ability of families to meet the needs of their infants and toddlers with disabilities; and 5) Support agencies throughout the state in meeting the needs of families in underserved areas.
<b>ISBE Preschool for All</b>	Programs are required to participate in data collection for research conducted by the Illinois State Board of Education.
<b>ISBE Early Childhood Special Education</b>	Not applicable
<b>ISBE Title 1</b>	Programs are required to conduct an assessment to determine if program outcomes are being met.
<b>ISBE Even Start</b>	Local program data are collected on 13 Illinois Even Start Performance Indicators, including the 6 legislated indicators (adult related and child related).

	<b>Child Outcomes</b>
<b>Head Start Early Head Start</b>	The agencies must focus on assessment of specific indicators of literacy, numeracy, and language skills, and implement and collect data on Child Outcomes Framework domains.
<b>IDCFS Child Care</b>	None
<b>IDHS Child Care</b>	None
<b>IDHS Early Intervention</b>	Child outcomes are developed, and achievement toward those outcomes is measured individually through the IFSP process.
<b>ISBE Preschool for All</b>	Evaluation of children and family progress is supported through evidence-based authentic assessment systems.
<b>ISBE Early Childhood Special Education</b>	The Illinois State Board of Education Early Learning Standards and the Illinois State Board of Education Early Childhood Outcomes System apply.
<b>ISBE Title 1</b>	Not applicable
<b>ISBE Even Start</b>	Local projects report data on child outcomes that include language and emergent literacy, reading readiness, reading on grade level, school attendance, and grade promotion.

	<b>Monitoring</b>
<b>Head Start Early Head Start</b>	Agencies are monitored every three years by a federal review team to examine management systems and capacity to implement the Head start Program Performance Standards and other regulations,
<b>IDCFS Child Care</b>	Child care facilities are monitored annually; licenses renewed every three years.
<b>IDHS Child Care</b>	Programs are monitored on a regular basis to ensure that services are provided for eligible children.
<b>IDHS Early Intervention</b>	Service providers are reviewed periodically to ensure that needed services are provided based on the IFSP.
<b>ISBE Preschool for All</b>	Preschool for All programs are monitored by ISBE annually for three years and are subsequently monitored a minimum of every three years.
<b>ISBE Early Childhood Special Education</b>	Local school districts are monitored by ISBE on a regular basis and focused monitoring is conducted based on school district data.
<b>ISBE Title 1</b>	Early childhood programs are monitored as part of the regular ISBE monitoring.
<b>ISBE Even Start</b>	Projects receive an on-site monitoring visit at least every four years.