

ILLINOIS EARLY CHILDHOOD PROGRAM MATRIX

| Systems Services | Head Start Early Head Start | ILDCFS Child Care | IDHS Child Care | IDHS Early Intervention | ISBE Early Childhood | ISBE Early Childhood Special Education | ISBE Early Childhood Title I | ISBE Even Start Family Literacy |
|------------------------------|---|--|--|---|---|---|---|--|
| CORE SERVICES | Comprehensive child development, family-focused program with the overall goal of increasing the social competence or young children in low-income families. | Child care services for children served by DCFS at risk of abuse and/or neglect. | Child care services for low-income families working and/or participating in an approved education/training activity. | Services for children under 36 months of age with diagnosed disabilities, developmental delays, or are at substantial risk of significant delays. | Serves at-risk children and families birth to age eight (8) to prevent later academic failure. | Enhanced services for children 3-5 years of age with disabilities. | Services for failing or most at-risk children, 3-5 years of age within a local school district. | Services to break the cycle of poverty and illiteracy while improving the educational opportunities of low-income families by combining four core components that make up family literacy. |
| FUNDING SOURCE(S) | Federal. 25% local nonfederal share requirement. | State general revenue & federal Title IV-E. | Federal Child Care & Development Fund. State general revenue. | U.S. Dept. of Education, Office of Special Educ.; Medicaid Title XIX & Title XXI; State general revenue; Family Fees; and Private Insurance. | State general revenue. | Federal, State, and local funding. | Federal. US Dept of Education Title I. | Federal with Local match requirement. |
| CURRENT FUNDING LEVEL | FY'04 Early Head Start \$22,343,033 2,691 families with children birth to 3 yrs. & pregnant women. Head Start \$235,752,028 36,578 families w/children 3-5 years. | FY'04 Foster Day Care \$9.8 million Adoption Assistance Subsidized Day Care birth-3 yrs. \$600,000 | FY'04 \$666,965,100 198,550 children birth to age 12 | FY'04 \$81,500,000 14,200 families | FY'04 \$213,572,200 Prekindergarten 63,384 children \$23,474,627 Parent training 38,416 children/ 41,618 parents Prevention Initiative 8,589 children/ 6,862 parents | FY'04 \$25 million federal funding. 31,389 children 3-5 years of age. | FY'04 \$489 million | FY'04 \$8,400,000 4,200 children & 2,754 families. |
| PAYMENT PROCESS | Grants to local agencies from DHHS/ACF regional office. | Reimbursement to providers. | Reimbursement to providers. | Grants for service coordination. All other services are fee-for-service. | Grants to local school districts & community-based agencies. | Grants to local school districts and special education cooperatives. | Grants to local school districts. | Grants to local partnerships between local education and community agencies. |



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| ELIGIBILITY REQUIREMENTS | Age of child & family income using federal poverty guidelines. Children remain eligible for 2 years. 90% or more must be from low income families. | Open DCFS case at risk of becoming an open case. Redetermination every 6 months. | Parents employed and/or engaged in an approved education/training program; teen parents; at or below 50% of the State median income level. Redetermination every 6 months. | Children who have disabilities due to developmental delay; medically diagnosed physical or mental condition which typically result in developmental delay; or at risk of substantial developmental delay. | Each school district or agency determines its own "at risk" criteria within the State guidelines, and develops screening protocol to identify children most in need. | Child must have a diagnosed/identified disability. | Child must be failing or identified as most-at-risk failing to meet state student performance standards. Child participating in Head Start or Even Start during preceding 2 years are eligible automatically. | Families with children birth through 7 years who reside in areas of high poverty concentration. One parent must be eligible for adult education services. |
| PARENT CO-PAY | NONE | NONE | Based on income and family fee schedule. | Based on a sliding fee scale | NONE | NONE | NONE | NONE |
| CHILD AGE RANGE | <i>Early Head Start</i> birth to age 3 and prenatal <i>Head Start</i> age 3 to mandatory school age. | Birth to age 13. age 21 if developmentally disabled otherwise in need care. | 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. | Birth to age 3. | Birth to age 8. | Ages 3-5 years | Ages 3-5 years | Birth through age 7. Services must be provided for at least a three year age range determined by the local project. |
| CHILD:STAFF RATIO | Birth to age 3 - 4:1 3-5 years - 8:1 (depending on group size) | Infant - 4:1 Toddlers - 5:1 Age 2 - 8:1 Ages 3/4 - 10:1 Age 5 & up - 20:1 | Infant - 4:1 Toddlers - 5:1 Age 2 - 8:1 Ages 3/4 - 10:1 Age 5 & up - 20:1 | Not applicable | For classroom activities 1 Teacher & 1 Teacher Assistant. 10:1 for ages 3-5 only. | Certified Teacher-5 Certified Teacher and an aide - 10:1 in a self contained childhood special education classroom. | Programs must meet Head Start Program Performance Standards. | Varies by program and child education service provider. |
| GROUP SIZE | Birth to age 3: 8 Age 3: 15-17 Age 4: 15-17 (1/2 day) 17-20 (full day) | Infants: 12 Toddlers: 15 Age 2: 16 Age 3 & up: 20 | Infants: 12 Toddlers: 15 Age 2: 16 Age 3 & up: 20 | | | | | |

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| LENGTH DAY/YEAR | 4 days/week; 128 days 5 days/week: 160 days minimum. Minimum 32 weeks a year. 1/2 day: 3 1/2 - 6 hours. Full day: more than 6 hrs. Migrant Head Start - N/A | No requirement. Full day = 5 or more hours. | No requirement. Full day = 5 or more hours. | Full year. | Not defined by law, However most school districts follow the school district calendar. Program options include: full day/full school year; 1/2 day/full school year | Service length is based on individual needs of the child. | Service length is based on individual needs of the child. | Not defined; must be of sufficient duration & intensity to make a significant change in the literacy level of the family. Project must provide programming year around. |
| ATTENDANCE REQUIREMENTS | 85% (calculated against funded enrollment level.) | 80% (calculated against eligible days.) | 80% (calculated against eligible days.) | No state policy; Local agency/provider vary. | No requirements. | No requirements. | No requirements. | No requirements. |
| VACANCIES | Must be filled within 30 days. | Not applicable. | No requirements; Grace periods: loss of employment-30 days maternity-6-12 weeks medical leave-per Doctor's statement & employee policy. | Not applicable. | No requirements. | No requirements. | No requirements. | Individual grantees have local policies they follow. |
| SPACE REQUIREMENTS | Indoors: 35 sq. ft./child usable play space. Outdoors: 75 sq. ft./child Must meet state licensing standards. Cribs/cots: 3 ft. apart. | Must be legal care arrangement. Infants-25 sq.ft./child play space+30 sq. ft. child sleeping space. Toddlers-35-65 sq. ft./child, depending on sleeping arrangement Age 2 & older- 35 sq. ft./child of activity space. Outdoors: 75 sq.ft./child Cribs/cots: 2 ft. apart. | Must be legal care arrangement. Infants-25 sq.ft./child play space + 30 sq. ft./child sleeping space. Toddlers-35-65 sq. ft./child (depending on sleeping arrangement.) Age 2 & older- 35 sq. ft./child of activity space Outdoors: 75 sq. ft./child. Cribs/cots: 2 ft. apart. | Not applicable. | Defined by School code. | Defined by School code. | Defined by School code. | Defined by School code or legal child care arrangement. |

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| Services  | Early Head Start | Child Care | Child Care | Early Intervention | Early Childhood | Early Childhood Special Education | Early Childhood Title I | Even Start |
| Child SCREENING | Within 45 days of child's entry, screening must be completed in the areas developmental, sensory behavioral, motor, social language, cognitive, perceptual, & emotional. 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, & mental health. | No requirements beyond DCFS Licensing Standards: physical exam and immunizations, goals and evaluation of goals when a specific plan is written to the child's individual needs. | No requirements beyond DCFS Licensing Standards: physical exam and immunizations, goals, and evaluation of goals when a specific plan is written to meet the child's individual needs. | Community-based screenings assess a child's developmental status prior to eligibility determination through a variety of local sources including health depts., school districts, & other early care programs. A comprehensive developmental evaluation and assessment activities are completed through IDHS Early Intervention in order to determine eligibility & develop an Individual Family Service Plan (IFSP). | Children/families are required to participate in local school district screening activities. (Child Find) | Local school districts are required to complete annual "mass" screening as on-going screening | Parent interview, teacher recommendations, and screenings are completed on each child. | Screenings are administered to parents and children. Screening instruments vary by individual program. |
| SERVICES FOR CHILDREN WITH DISABILITIES/SPECIAL NEEDS | Yes, inclusive services. At least 10% of each program's enrollment must be available for children with disabilities/special needs. | Yes, depends on provider. | Yes, depends on provider. | Services are based on individual needs of child & family. They may include a or more of the following: assistive technology & svcs; audiology; family trng.; S/L; developmental therapy: psychological, occupational & physical therapy; counseling & home visits; health & nursing svcs.; medical diagnostics; transportation & service coordination. | Per state requirements. | Yes. All children enrolled must have diagnosed disability | Yes. If the child is identified as eligible for Title Part A services. | Yes. Also refer children to appropriate EI program or school district. |

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| CURRICULUM | Programs must have a written plan that is consistent with the Head Start Performance Standards and is based on sound child development principles about how children grow and learn. | Per Licensing Standards Sec. 407.200 Programs shall provide a variety of activities geared to the age level and developmental needs of children served. | Per Licensing Standards Sec. 407.200. Programs shall provide a variety of activities geared to the age level & developmental needs of children served. | Families participate as members of a multi-disciplinary team in the development/implementation of an IFSP. This process identifies the strengths, priorities, and resources that the child and/or family currently have, facilitates development of outcomes expected as a result of the intervention, and outlines resources, services & supports necessary to achieve the identified outcomes. | Developmentally appropriate curriculum supported by the Illinois Early Learning Standards. | Children receive Special Education and related services in the least restrictive environment/place. Children must have access to the regular education curriculum (developmentally appropriate curriculum supported by the Illinois Early Learning Standards). | Programs must comply with performance standards under the Head Start Act. (CFR 45-1304.21- Education and Early Childhood) | No prescribed curriculum. |
| TRANSITION | Programs must establish and maintain policies & procedures to support successful transitions for enrolled children/families. Requirements include: transfer of records; joint transition training for staff & parents; communication between staff at HS and public school; child's progress reports/assessments; assistance for families. For EHS: transition planning must begin 6 mos. Prior to child's 3rd birthday. | Per Licensing Standards-Sec. 407.200-210, Programs should develop plans with parental input that addresses the individual transitions for children enrolled. Development of this plan shall involve both sending and receiving staff. | Per Licensing Standards-Sec. 407.200-210, Programs should develop plans with parental input that addresses the individual transitions for children enrolled. Development of this plan shall involve both sending and receiving staff. | Transition activities begin at 30 months of age by reviewing w/families their rights regarding transition, discussing Part B services or other community options that may be available after age three & if applicable, initiating communication w/LEA. If a child is eligible for Part B, a meeting is held when the child reaches 33 mos. Children transition from EI one day prior to their 3rd birthday. | Programs are encouraged to develop & implement horizontal and vertical transitions for children & families birth to age 8. | Local school districts are required to participate in transition meetings scheduled early intervention children who are receiving EI services and are turning 3 years of age. | Program plans to include strategies to assist preschool children in the transition from childhood to elementary school. | Programs assist the families make transitions to school, further their education/training opportunities and employment. |

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| FAMILY INVOLVEMENT | Programs shall implement activities & provide opportunities that promote and enhance parental roles as the principle influence in their child's education and development. Parent's are actively involved in program policy, planning operations, and decision making. | Per Licensing Standards - Sec 407.200, program shall have a written plan for encouraging parents to visit, observe & participate in their child's learning experience. | Per Licensing Standards Sec. 407.200, programs shall have a written plan for encouraging parents to visit, observe, & participate in their child's learning experience. | Family participation is an integral component of the program. As indicated by the mission statement, a primary purpose of the program is to enhance the capacity of families to meet the developmental needs of their children. | Parents are encouraged to participate in a variety of activities that will promote academic success. Parents and children will become life-long learners. | Parents are members of the Individual Education Plan (IEP) Team and participate in all IEP meetings. Parents are involved in the multidisciplinary meetings and the development/implementation of the IEP. | Parents are invited to participate and are required to sign a school-parent compact. | Eligible parent and child are required to participate. Other family members are encouraged to take an active part. |
| FAMILY LITERACY | Programs provide learning opportunities for children and families to participate in literacy activities by: increasing access to reading materials; special events focusing on reading & literacy; creative literacy development; and assist parents as adult learners to recognize and address their own literacy goals. | Not applicable. | Not applicable. | The IFSP process helps to identify community-based services to address literacy and link families to resources in their community. | By providing parents with a wide range of services, materials and literacy experiences, programs encourage parents to develop their literacy skills & provide their children with developmentally appropriate language and literacy experiences. | Not applicable. | Title I funds may be used to aid in family literacy. | Family literacy is the primary focus in order to break the cycle of intergenerational illiteracy. |
| PARENT EDUCATION | Parents are given various opportunities to improve parenting skills & knowledge/understanding of their child's educational needs. EHS: prenatal & postpartum education is provided. | Not applicable. | Not applicable. | Family training, education and support is considered an integral component of each intervention service. | Opportunities are available for parents that allow them to develop a strong partnership w/the school & community to facilitate parents empowerment over their own lives & the education of their children. | May be a related service if needed. | The goal is to build the capacity for parental involvement & enable parents to play roles in their child learning. | LEA's work in partnership with community agencies to establish unified family literacy programs providing: adult literacy, ECE, parent education; and parent/child interactive literacy activities. |

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| WRITTEN AGREEMENTS/ CONTRACTS | Programs are required to initiate interagency agreements with local education agencies & other community agencies within their service delivery area. | Not required. | Not required, but encouraged. | Local interagency Councils (LIC) work with local education agencies and other local community organizations to develop transition agreements. | Not required. | Not required. | School-parent Compact. | Some programs may have written agreements or contracts with other agencies to provide a range of services. |
| REFERRALS/ INFORMATION | Affirmative steps are taken by programs to develop ongoing collaborative partnerships with community organizations to promote access of services by children and families that are responsive to their needs and to ensure that EHS/HS programs respond to the needs of the community. | Not required. | Not required, but encouraged. | Program develops and maintains collaborative working relationships with primary referral sources, including physicians, child care providers, social service agencies, and other health care professionals. They also develop and conduct public awareness activities. | Programs are encouraged to establish coordinated efforts of community collaboration with organizations & agencies that provide resources for families with children birth to age 5. | Referrals are made to EI if a child is identified by local school district. | Yes, as needed | Varies by project. A system of referral networks are developed with local community service agencies. |
| COLLABORATION/ PARTNERSHIPS | Local programs play an active role in community planning to encourage strong communication, coordination, and sharing of information among agencies and to improve delivery of services for children & families. | Not required, but encouraged. | Not required, but encouraged. Providers that are receiving funding from 2 or more funding sources to provide full day/full year 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. | Partnerships with local community agencies include public health depts. CCR&R's, EHS/HS programs to ensure a comprehensive continuum of services for all children and families regardless of income or ability to pay. | Programs are strongly encouraged to collaborate & develop partnerships with community-based organizations to ensure that all children at-risk are receiving services. | Varies by district. | Program plans include coordinated integrated activities with other service providers. | Partnerships are the foundation of the program. Funds are provided for the coordination of existing services in order to build a new system that serves the most in need. |

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| STAFF QUALIFICATIONS | Programs must ensure that staff & consultants have the knowledge, skills, and experience to perform the assigned duties of their position. At least 50% of teaching staff must have an associate's degree or higher. | Varies by facility & licensing standards. | Varies by facility and licensing standards. | Part C service providers must meet minimum state licensure/certification and/or Part C EI credentialing standards. These standards are outlined in State Rule (II Adm. Code 89 Part 500). | There are no minimum educational requirements for staff working with the 0-3 population. All pre-k administrators and staff must hold appropriate certification and/or qualifications for the position for which they are hired. | All teachers must be certified in Special Education. | Staff must hold appropriate certification and/or qualifications for the position for which they are hired. | Majority of staff must meet education and certification requirements established in NCLB Title I, Part B, Subpart 3, Section 1235(5). |
| STAFF TRAINING | Staff training & development includes but is not limited to: orientation, Head Start Performance Standards, and at least 15 hours of inservice training on an annual basis. Technical assistance is provided by a HS system of program specialist, content experts, and specialists. Parents are offered opportunities to participate in training sessions to increase their knowledge and understanding of child growth and development. | Funds are allocated to some contract sites serving high risk populations to train staff in work with families. | CCR&R agencies train child care staff and parents. Scholarships are available for staff to participate in educational studies from higher education institutions. | All professionals receive training on the Part C system within 6 months of employment; all service coordinators receive IFSP & service coordination training within the first 90 days of employment; and both must obtain 30 hours of continuing education as approved by the Department, with at least 5 hours during each year of his/her credential. Additionally, providers must participate in ongoing professional development that includes a once a month face-to-face meeting with one or more peers of the same discipline. | Staff receive ongoing professional development opportunities through the Comprehensive Staff Development Program. Regional training and workshops are held on topics that have been identified as needed. Follow-up training and activities are available. An Early Childhood track of the Administrators Academy provides information in early childhood birth to age 8 and their families. Technical assistance, support, and follow-up is provided for programs by educational consultants from Illinois Board of Education. | Staff participate in training initiatives: STARNET CHOICES Autism Project | Staff participate in ISBE training initiatives. | Local determination. Professional Development is offered by the Adult Education Center Network and the Early Childhood Staff Development Center. |

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| PROGRAM OUTCOMES | At least once each program year, grantee & delegate agencies must conduct a self-assessment of their effectiveness & progress meeting program goals/objectives & service implementation that meet Federal regulations. Programs must also develop & maintain data which provides patterns of results that are to be used in program planning and improvement efforts. | Development of child care arrangements which provide families access to quality care and ensure children are cared for in a safe & healthy environment that meets their developmental needs. | Development of child care arrangements which provide low-income families access to affordable, quality child care while they are working and/or participating in an approved education/training activity. Children are cared for in a safe & healthy environment that meets their developmental needs. | 1) Increase the development of infants/toddlers w/disabilities and the potential for developmental delays will be minimized. 2) Educational cost to the State will be reduced; 3) Incidences of institutionalization will decrease & the number living independently will increase; 4) enhances the ability of families to meet the needs of their infants & toddlers w/disabilities; 5) supports agencies throughout the state in meeting the needs of families in underserved areas. | Programs are required to participate in data collection for research conducted by the Illinois State Board of Education. | Follow Illinois Early Learning Standards | Follow Illinois Early Learning Standards | State determined performance indicators have been developed. 3 - Adult 7 - Children 3 - Family |
| CHILD OUTCOMES | Grantees must provide a child development and education approach that prepares children to succeed in their present and future school & life environment while providing additional focus assessment of more specific indicators of literacy, numeracy, and language skills. | Per Licensing Standards Sec. 407.200 The daily program of the facility shall provide learning experiences which promote the individual child's growth & development of self-help, social competence & communication skills. | Per Licensing Standards Sec. 407.200 The daily program of the facility shall provide learning experiences which promote the individual child's growth & development of self-help, social competence & communication skills. | Child outcomes are developed and achievement toward those outcomes is measured individually through the IFSP process. | Evaluation of children and/or family progress is supported through formal and informal methods designed individually by each school district. | Follow Illinois Early Learning Standards and goals and benchmarks on the IEP. | Follow Illinois Early Learning Standards | Seven (7) child performance indicators have been developed. |

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| MONITORING | Every three years, grantees are monitored by a federal review team to examine management systems, agency capacity to fully implement the HSPS and other federal regulations, and ability to collect data for use in determining child, family, and program outcomes. Grantee's also implement annual self-assessment, staff evaluations and ongoing planning. | Not applicable. | Programs are monitored on a regular basis to ensure services are provided for eligible children. | Service providers are reviewed periodically to ensure needed services are provided based on the IFSP. | The Illinois State Board of Education provides training and technical assistance to all programs on an ongoing basis through site visits. | Local school districts are monitored by ISBE on a regular basis. | Local school districts are monitored by federal & state education departments. | Each project must conduct an independent local evaluation to analyze their performance and effectiveness on an annual basis. Projects are also monitored by ISBE on a regular basis. |