



Illinois State Board of Education

ISBE Early Childhood Play-by-Play

**FROM THE DESK OF CARISA HURLEY,
DIRECTOR OF EARLY CHILDHOOD**

Happy New Year!

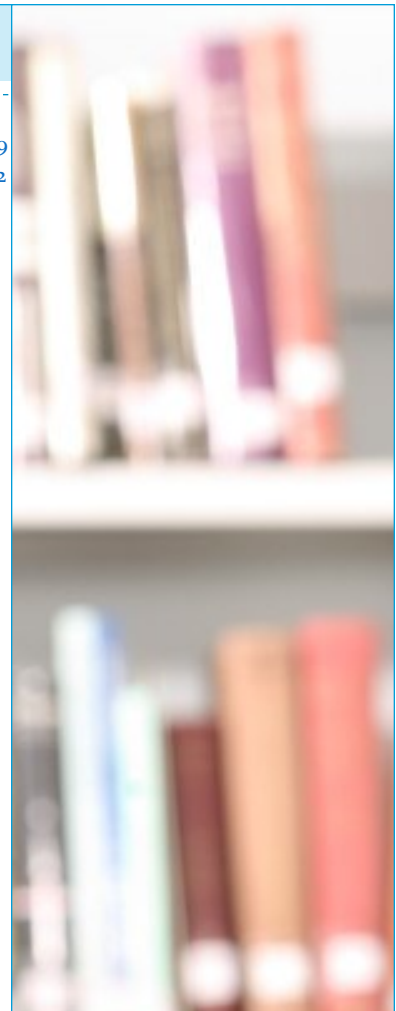
It seems that time is moving at lightning speed as we are already in the second half of the school year. Thank you for all of your hard work with supporting Illinois youngest learners. The Early Childhood Division is continuously seeking ways to improve our processes and, to this end, are looking at fiscal accountability and program enrollment.

Now that program budgets are approved, your early childhood consultants are looking closely at program expenditures. It is important that an accurate account of all expenditures is kept on file. The implementation of rigorous internal monitoring of expenditures will ensure that all money within your approved budget is spent in a timely fashion. More specifically, by now 50 percent of your programs budget should be spent and by April 1, 2019, at least 75 percent of your programs budget should be spent. Look at your expenditures and see if you are on track with meeting the 75 percent by April 1. Staying on track will prevent the need for potentially frivolous spending at the end of the fiscal year. If you are off track or have questions about potential expenditures please contact your early childhood consultant to discuss amending your budget downwards.

In addition to expenditures, program enrollment is another focal point. Every effort must be made to reach funded enrollment. In cases where programs are under-enrolled, be sure to document all recruitment efforts utilized to reach funded enrollment. Principal consultants will be reaching out to those programs that, in the past, demonstrate under-enrollment to provide support and suggestions regarding increasing enrollment.

It is the intent of the Illinois State Board of Education to provide you with the tools, resources, and guidance to help you be successful with providing high-quality early childhood services to children. Please feel free to reach out to me or your assigned Early Childhood Division consultant with any questions, comments, or concerns.

Thank you for continuing to support Illinois youngest learners.



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Consultant Corner



ATTENDANCE POLICY

Early Childhood Block Grant (ECBG) funding gives priority to the most at-risk children; therefore, children receiving services provided with ECBG funding should not be dropped from the program for poor attendance. If attendance is a concern, the program should utilize program staff, including administrators, teachers, social workers, family educator, and/or district attendance officer to call and/or visit the family. Staff should provide the family with guidance, help, and resources for avoiding chronic absenteeism and promoting regular attendance. If after conducting outreach and working with the family to get the child to school, the child may be unenrolled IF the child has had six weeks of consecutive absences (no attendance for six weeks with no intermittent attendance days). This does not include planned, extended absences. The program should document all attempts made to work with the family. The child's family should be notified of the disenrollment, and a child from the program's waitlist should be enrolled in the empty spot. If there is no waitlist, the student should remain enrolled in the program. This is not an expulsion for behavioral reasons

CONTACT US

Please do not hesitate to reach out to your early childhood principal consultant. We are here to help!

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GATA QUARTERLY REPORT TEMPLATE

The second quarter Grant Periodic Reporting System (GPRS) reports are due January 30th. The system is now open to accept reports for quarter 2. To help guide programs in completing the GATA requirement, and to reduce questions and disapprovals, the Early Childhood Division has begun to utilize the following forms:

[FY 19 Grant Periodic Performance Report Prevention Initiative <https://www.isbe.net/Documents/Prevention-Initiative-3705-01.pdf>](https://www.isbe.net/Documents/Prevention-Initiative-3705-01.pdf)


[FY 19 Grant Periodic Performance Report Preschool for All \(3705-00\) <https://www.isbe.net/Documents/PFA-GPP-3705-00.pdf>](https://www.isbe.net/Documents/PFA-GPP-3705-00.pdf)

[FY 19 Grant Periodic Performance Report Preschool for All \(3705-PE\) <https://www.isbe.net/Documents/PFAE-GPP-3705-PE.pdf>](https://www.isbe.net/Documents/PFAE-GPP-3705-PE.pdf)

GPRS submission utilizing these forms was not mandatory for quarter 1. Beginning in quarter 2, all GPRS for Early Childhood Block Grant funding must be submitted in this format. If the correct form (linked above) is not attached to your GPRS report, the GPRS will be disapproved and must be resubmitted using the document. **Note:**

Dependent on the ECBG funding you receive, your program may submit one, two, or three GPRS reports. Please be sure to utilize the correct document to match your Preschool for All, Preschool for All Expansion, or Prevention Initiative funding.

Directions on how to complete and submit these reports can be found under the Grant Periodic Reporting Tab (green box) of <https://www.isbe.net/Pages/Early-Childhood.aspx>. Once you are on that page, scroll down to the Early Childhood drop down menu (blue bar) to find information and resources, including contact information for consultants, should you have follow-up questions.

 Illinois State Board of Education
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Grant Periodic Performance Report
FY 19 Preschool for All (3705-00)

Instructions: Each program will complete and submit this form at least quarterly by uploading it into the ISBE IWAS Grant Periodic Reporting System. Information located on this form should reflect activities completed during the quarter reporting. Reports due in IWAS:

Quarter	Due Date
Quarter 1	October 30, 2019
Quarter 2	January 30, 2020
Quarter 3	April 30, 2020
Quarter 4	July 30, 2020

Deliverable: ISGA Exhibit B
Complete and submit at least quarterly by uploading in the Grant Periodic Reporting System and report on the program enrollment of children. The report can be found at <https://www.isbe.net/Grant/Early-Childhood.aspx>.

Performance Measure: ISGA Exhibit E
A. 80% of children who are enrolled have been determined to be at risk of academic failure, as defined in the 23 Illinois Administrative Code Part 235 for the Early Childhood Preschool for All/Preschool for All Expansion electronic grant. The program is conducting ongoing and regular screenings to meet enrollment requirements.

Performance Standard: ISGA Exhibit F
A. The program maintains 100% capacity for enrollment of children as defined in the Early Childhood Preschool for All/Preschool for All Expansion 3-5 electronic grant and conducts ongoing, regular screenings to meet enrollment requirements.

1. Are 80% or more of children who are enrolled determined to be at risk of academic failure, as defined in the 23 Illinois Administrative Code Part 235 for the Early Childhood Preschool for All/Preschool for All Expansion electronic grant?	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>

If No, please state reason below:

UPDATED INCOME VERIFICATION FAQ



The income verification FAQ has been updated! Please see the revised document for questions related to the requirement of all families verifying income for enrollment in to an ECBG program. You can find that document at <https://www.isbe.net/Pages/Preschool-For-All.aspx> under “What’s New?” or “Resources.”

PREVENTION INITIATIVE PARENT AND OUTCOMES QUESTIONNAIRES

All Prevention Initiative programs must submit the Parent and Outcomes Questionnaires collected by the program. The system will open in February 2019. PI program staff should become familiar with the instructions for when, how, and with whom the forms need to be completed.

IWAS Questionnaires

[0-3 Prevention Initiative - Outcomes Questionnaire](#) 

[0-3 Prevention Initiative - Parent Questionnaire](#) 

[0-3 Iniciativa de Prevencion para Padres Cuestionario - Espanol](#) 

IWAS Reporting Guides

[0-3 Prevention Initiative - Outcomes Questionnaire Reporting Guide](#) 

[0-3 Prevention Initiative - Parent Questionnaire Reporting Guide](#) 

DATES TO REMEMBER

January 30, 2019

2nd Quarter GATA and Expenditure Reports due

April 30, 2019

3rd Quarter GATA and Expenditure Reports due

May 31, 2019

Amendment due date for June 30 project end date

July 30, 2019

4th Quarter GATA and Expenditure Reports due

August 1, 2019

Amendment due date for August 31 end date

October 31, 2019

5th Quarter GATA Reports due for extended project end date programs. Reporting is for July and August.

For the Classroom

PK-3 TEACH, LEAD, GROW WEBSITE LAUNCHED

One challenge families face today involves making decisions about appropriate screen and digital device use for their young children. To help navigate this territory, Nancy Carlsson-Paige has written *Young Children in the Digital Age: A Parent's Guide*. This guide, based on six core ideas from the field of child development, offers helpful information and support for family members as well as real-life, specific suggestions to implement at home.

<http://files.constantcontact.com/de2a95c3201/1eaa68d1-2d13-4a03-955d-f1a5afad7foo.pdf>

YOUNG CHILDREN IN THE DIGITAL AGE: A PARENT'S GUIDE

Just in case any of you missed this announcement, be sure to check out this new resource. Several B-3 communities contributed to the project in different ways. We hope the tools are helpful to your teachers and classrooms! This website offers a video-based set of resources of early childhood classroom practices and teacher evaluation practices geared toward the professional learning for principals, early childhood directors and administrators, and preK-third grade teachers. More information can be found [on this flyer](#), and the website can be found at <https://pk3teachleadgrow.org/>. All of the resources on this website are free and we encourage you to explore.



ENCOURAGING CHILD TO CHILD CONVERSATIONS

Most preschool and kindergarten classes include regular whole group meetings. Often called circle or group time, these meetings may include listening to stories, singing, fingerplays, and other teacher-led activities. Group meetings are also good times to encourage children to talk directly to each other about what matters to them. Child-to-child conversations during group meetings can help meet several Illinois Early Learning and Development Benchmarks ([1.A.ECc](#), [1.B.ECb](#), [1.B.ECd](#), [31.A.ECb](#)). Check out this [Illinois Early Learning Project Tip Sheet](#) for more information.

KINDERGARTEN: WHERE PLAY AND LEARNING CAN MEET

Kindergarten: Where Play and Learning Can Meet is a documentary that explores the benefits and advantages associated with a play-based approach in kindergarten. Spotlighting kindergarten programs in two Illinois districts, the film features Valley View School District 365U and Elgin Area School District U-46 and each district's transition to play-based learning. The documentary also includes scientific findings about the cognitive and social-emotional benefits of play from experts Dr. Roberta Golinkoff (University of Delaware), Dr. Christina Weiland (University of Michigan), and Dr. Eboni Howard (American Institutes for Research). Regional Education Laboratory Midwest and WTTW Chicago Public Media collaborated to produce this documentary that explores what kindergarteners can gain from play-based learning. You can view the video at https://ies.ed.gov/ncee/edlabs/regions/midwest/events/archived_events/2018/december-12.aspx.



SHARING A VISION 2019 CONFERENCE PROPOSALS BEING ACCEPTED

The Sharing A Vision SAV Conference Committee invites you to submit a presentation proposal for the 2019 conference. This year's conference theme is "Inclusion, Equity, and Diversity: Celebrating the 10 Year Anniversary of the DEC/NAEYC Position Statement on Inclusion." It will be held on October 3-4, 2019, at the Embassy Suites & Conference Center in East Peoria. We invite proposal submissions that reflect recommended practices in early education for young children birth to age 8 years old and their families.

Proposal submissions due: January 31, 2019

(Note: Acceptance notifications will be sent on March 31, 2019.)

For more details and proposal submissions visit www.illinoisstate.edu/savrfp.

Contact **Bernadette Laumann** (bernlaumann@gmail.com) or **Pam Reising-Rechner** (preising@gmail.com) with questions.

Sharing A Vision Conference 2019
October 2-4, 2019 | Embassy Suites, East Peoria, IL

PROFESSIONAL DEVELOPMENT PROJECTS

Early CHOICES

www.eclre.org

Early Childhood Professional Learning (ECPL)

www.eclearningil.org/

Illinois Early Childhood Asset Map (IECAM)

<https://iecam.illinois.edu>

Illinois Early Learning Project

<https://illinoisearlylearning.org/>

Illinois STAR NET

www.starnet.org

KIDS

<https://www.isbe.net/kids>

Partner Plan Act

<http://partnerplanact.org/>

The Child Find Project of Illinois

<http://www.childfind-idea-il.us/>

The Ounce of Prevention

<https://www.theounce.org/what-we-do/professional-development/>

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UPCOMING PROFESSIONAL DEVELOPMENT

Check out the [statewide professional development calendar](#).

This reflects professional development opportunities from each of the six STAR NET regions as well as the Early Childhood Professional Learning Center from now through June 2019.

A few opportunities to highlight:

Administrator Academies at No Cost:

[Administering High Quality ISBE Preschool for All Block Grant Programs](#)

1/23/19 9 a.m.-noon Webinar

[Cultural & Linguistic Diversity in Early Childhood Education](#)

1/31/19 9 a.m.-noon Webinar

[The Foundation of MTSS \(Multi-Tiered System of Supports in Early Learning Environments\)](#)

2/20/19 9 a.m.-noon Webinar

In Person Workshops

[Teaching Strategies GOLD Online](#)

1/24/19-1/25/19 8:30 a.m.-3:30 p.m. Arlington Heights

[Introduction to ECERS 3](#)

1/28/19 9 a.m. - 3 p.m. Arlington Heights

[The Creative Curriculum for Preschool](#)

1/31/19 8:30 a.m.—3:30 p.m. Arlington Heights

[Preschool Math Investigators! Discover Math That's Sometimes Hidden in Children's Books](#)

2/7/19 8:30 a.m.—2:30 p.m. Tinley Park

[Every Student Succeeds Act \(ESSA\) Conference Early Childhood Day](#)

2/12/19 Sheraton Grand Hotel, Chicago

[Connecting Differences Through Difficult Conversations](#)

2/25/19 9 a.m.-3 p.m. La Grange Park

[Implicit Bias: Raising Awareness and Counteracting Bias](#)

3/8/19 8:30 a.m.—2:30 p.m. Oak Forest

Webinars

[Differentiating for All Students in Your Blended Classroom](#)

1/23/18 3:30-5 p.m. Webinar

[Working Smarter, Not Harder: Best Practices for Teacher and Instructional Assistant Collaboration](#)

1/24/19 4-5:30 p.m. Webinar

[Building STEAM: Creating an Environment of Science and Discovery in Early Childhood](#)

2/12/19 4-5:30 p.m. Webinar

[Developmentally Appropriate Lesson Planning: The Teacher as Decision-Maker](#)

2/16/18 9-11:30 a.m. Webinar

Project Spotlight

EARLY CHILDHOOD PROFESSIONAL LEARNING (ECPL)

The ECPL goal is to provide free professional learning and resources that support ISBE funded programs in implementing evidence-based practices that improve outcomes for young children and their families.

<http://www.eclearningil.org/>

THE CENTER: Resources for Teaching and Learning

Early Childhood Professional Learning

STAR NET



Illinois STAR NET provides a variety of opportunities for personal and professional growth for those who touch the lives of young children, with an emphasis on children with special needs. STAR NET supports family-centered, researched, and effective practices in early childhood education and care through face-to-face trainings, webinars, and technical assistance. Six regions of STAR NET support the state.

<http://www.starnet.org/>

Program Spotlight

ILLINOIS' PYRAMID MODEL FOR PROMOTING SOCIAL EMOTIONAL COMPETENCE

In 2018, the Illinois State Board of Education and the Governor's Office of Early Childhood Development applied for and were awarded supplemental funding through the federal Preschool Development Grant. One of the projects to be funded through this additional funding was the implementation of the Pyramid Model to Promote the Social Emotional Competence of Young Children within Preschool Expansion programs. Twenty-two programs (79 percent of all federal-funded programs) signed on to launch this initiative. Beginning in May, these programs developed Leadership Teams to support workforce development in the Pyramid Model's three modules, with targeted trainings in Practiced-Based Coaching, Teaching Pyramid Observation Tool, Teaching Strategies for Inclusion, Prevent-Teach-Reinforce for Young Children strategies for challenging behaviors, and Culturally Sensitive Implicit Bias training to reduce suspension and expulsion. These 22 programs have also been assigned an individual known as a Process Coach who meets monthly with a program's leadership team to support them and offer professional development in universal and secondary strategies and interventions. If interested in learning more about the Pyramid Model, contact your Star Net region or the Center for Teaching and Learning.