

ISBE EARLY CHILDHOOD: PLAY-BY-PLAY



**Illinois
State Board of
Education**

DIRECTOR'S CHAIR

I would like to welcome those of you who were out for the summer back to school. We at ISBE are looking forward to a great year. We are excited to have many new Early Childhood Block Grant (ECBG) programs to offer this year as a result of our fiscal year 2020 Request for Proposals (RFP) process.

As you are aware, the goal of ECBG is to serve Illinois' most at-risk children in order to enable all children to be successful students and responsible citizens. Programs must maintain their funded enrollment level and fill vacant slots as soon as possible in order to provide for children and maximize state dollars. Grantees must be fully enrolled by the Student Information System (SIS) fall enrollment date deadline of the project year. Vacancies must be filled as soon as possible and not exceed 30 days.

- Programs moving to an inclusive model, saving spots for students experiencing homelessness or saving spots for students transitioning from Early Intervention programming, should not go under 80 percent enrollment.
- Enrollment will be monitored this year and the Early Childhood Department will reach out to under-enrolled programs, which may impact funding.
- Under-enrolled is defined as any program serving less than 80 percent of students for which they are funded as of the SIS reporting date (Nov. 15 full enrollment deadline).

Please feel free to reach out to your principal consultant or myself should you need assistance at anything throughout the year. We are here to serve you! Thank you for all you do for Illinois' youngest learners!

Carisa

CONSULTANT CORNER

ENROLLMENT REMINDER: Students cannot be enrolled in two ECBG programs. Districts and community-based programs are encouraged to work together to prioritize student and family needs to determine the most appropriate enrollment location and setting.

CONTINUING GRANT APPLICATIONS: All programs funded in FY 2019 must submit a continuing grant application through IWAS. Project start date was July 1, 2019. Programs that have not submitted must complete this process as soon as possible. The start date for programs that submit their continuing grant applications after July 1 is the date of submission. No expenditures for the project are allowed until the date the grant is submitted. Please reach out to your principal consultant with any questions.

REMINDERS FOR PREVENTION INITIATIVE LEADERS: The [Prevention Initiative Administrator Checklist](#) provides Prevention Initiative leaders with key information to better support their leadership roles. Your ISBE consultant and technical assistance provider (Ounce of Prevention Fund or Baby TALK) are also great resources for additional information and assistance. Please also review the FY 2020 Prevention Initiative RFP and current Prevention Initiative funding application in IWAS.



CHRONIC ABSENTEEISM: Early Childhood Block Grant 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, utilize program staff, including administrators, teachers, social workers, family educator, and/or district attendance officers to call and/or visit the family. Staff should work with the family to identify possible causes of chronic absenteeism and provide guidance, help, and resources to promote regular attendance. The program should document all attempts made to work with the family. 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), but only after conducting outreach and working with the family to get the child to school. This does not include planned, extended absences. The child's family should be notified of the disenrollment and reasons for the action taken. Disenrollment for non-attendance is NOT an expulsion for behavioral reasons.

The open spot should immediately be filled by a child from the waitlist, if there is one.

Currently, the SIS attendance collection is live for pre-K to 12th grade. Programs must enter attendance information monthly, as well as upon a student's exit from the program, using the following data elements for each student:

Subpart E: Every school district, charter school, alternative school, or any school receiving public funds has entered the following data into the SIS monthly since July 1, 2018, and upon exit for each student:

A. Days Present: Number of days a student is present for the current school year, recorded in SIS enrollment records.

B. Days Excused: Number of days, recorded in SIS enrollment records, a student is absent and the absence is excused.

C. Days Unexcused: Number of days, recorded in SIS enrollment records, a student is absent and the absence is unexcused.

Should any of these attendance reporting requirements change, programs will be notified in subsequent newsletters.

WHAT'S NEW WITH KIDS?

FALL 2018 KIDS HIGHLIGHTS: The Illinois State Board of Education released the statewide results of the 2018-19 Kindergarten Individual Development Survey (KIDS) on June 25, 2019. Among the **115,920** kindergarten students rated on all 14 required measures in fall 2018:

- 26 percent demonstrated readiness in all three developmental areas.
- 17 percent demonstrated readiness in two developmental areas.
- 18 percent demonstrated readiness in one developmental area.
- 39 percent did not demonstrate readiness in any developmental area.
- 53 percent demonstrated readiness in social and emotional development.
- 46 percent demonstrated readiness in language and literacy development.
- 33 percent demonstrated readiness in math.
- 12 percent of students with Individualized Education Programs (IEPs) demonstrated readiness in all three developmental areas, compared to 28 percent of students without IEPs.
- 17 percent of English Learners (ELs) demonstrated readiness in all three developmental areas, compared to 29 percent of non-ELs.
- 18 percent of students with free or reduced-price lunch (FRPL) demonstrated readiness in all three developmental areas, compared to 34 percent of students without FRPL.

You can read the full KIDS Report and results at <https://www.isbe.net/Documents/RMF19-001-KIDS%20Report.pdf>.



PREPARING FOR KIDS - A MONTHLY IMPLEMENTATION GUIDE FOR DISTRICTS:

It's that time again! Kindergarten teachers and administrators know that the start of the school year signals the beginning of observation and collection of evidence of developmental readiness for a new group of kindergarten students using KIDS. School and building administrators, curriculum and assessment coordinators, Information Technology directors, and classroom teachers may find a month-by-month planning guide helpful when laying out a timeline of tasks necessary to smoothly implement

District administrators and teachers are encouraged to contact their regional KIDS coach for questions and individualized support. Administrators may request assistance with the SIS and KIDStech uploads, plan a workshop for a School Improvement Plan day, seek coaching support for professional learning community times, or reach out for answers to specific questions along the way. Please contact Terri Lamb at tlamb@isbe.net or Michelle Escapa at mescapa@roe51.org for questions about KIDS.

LEGAL MATTERS

NEW LAW MAY REQUIRE ADDITIONAL EXPENDITURE REPORT FOR FY 2020 GRANTS: [Public Act 100-0997](#), which was enacted on August 20, 2018, made significant changes to the Grant Accountability and Transparency Act (GATA), including the addition of a section that details new expenditure reporting requirements. [Section 125](#) of GATA requires grantees to submit a new expenditure report in the event that a state or federal grant is executed more than 30 days after the effective date of the grant. **Beginning with the FY 2020 grant cycle, any state or federal grant that is executed (i.e., approved by ISBE) more than 30 days after the effective date (i.e., start date) of the grant will require the grantee to submit an expenditure report to ISBE that reflects eligible expenditures made from the grant start date up to and including the date of grant execution.**

Federal grants administered by ISBE are processed on a **reimbursement basis** and will require an expenditure report to be submitted through the approval date if the grant is approved more than 30 days after the effective date.

State grants administered by ISBE allow grantees to submit monthly payment schedules with their grant application. Previously, ISBE vouchered all scheduled monthly payments through the month the initial application was approved. Under the new law, if a grant is approved more than 30 days after the start date, ISBE will only voucher an amount equal to the initial expenditure report submitted by the grantee. After the initial expenditure report is processed and paid, ISBE will resume normal vouchering of scheduled payments to the grantee.

Grantees are encouraged to submit their initial FY 2020 grant applications to ISBE in timely fashion so that ISBE program staff can review and approve the grants within the 30-day timeframe. Timely submission means that grantees avoid having to submit the additional expenditure report. In summary, all FY 2020 grants that are approved by ISBE 30 days

Below is a summary of the steps that are necessary to fully execute FY 2020 grants:

1. Complete Registration/Prequalification process on the [Illinois Grant Accountability and Transparency Act Grantee Portal](#) and complete the Internal Controls Questionnaire.
2. Complete and submit the new FY 2020 Organizational Risk Assessment via IWAS.
3. School Districts Only: Complete and submit the Consolidated District Plan.
4. Submit FY 2020 grant application(s) to ISBE.
5. The respective ISBE program area will review grant application and consider it for approval.

Questions regarding this information can be directed to Kim Lewis at kewis@isbe.net or (217) 782-5256.



FOR THE CLASSROOM

HELPING OTHERS BY HELPING OURSELVES WITH THE GATEWAYS SCHOLARSHIP: One of the parent mantras I heard many times as I was growing up was, "How can you help others if you can't help yourself?" One way to build capacity to serve our children and families in early childhood programs is to pursue an endorsement or degree. This capacity to meet the needs of all children can be built by obtaining an Early Childhood Special Education endorsement to better serve exceptional children, or an English as a Second Language (ESL) endorsement to best serve English Learners. Or perhaps an individual working as a teacher is interested in pursuing a bachelor's degree and Professional Educator License and Early Childhood endorsement.

ISBE offers scholarships through Illinois Gateways to Opportunities that can cover up to 100 percent of tuition costs to attain a college degree; Professional Educator License; or an endorsement, such as an Early Childhood Special Education, ESL, or Bilingual.

The Gateways Scholarship eligibility requirements are listed below:

- Open to U.S. citizens or legal residents
- Applicant must:
 - Care for Illinois children
 - Work 15 hours or more per week in an early childhood setting
 - Make a commitment to the field
 - Work as a teacher or teacher's aide in an early childhood program

For more information or to apply, please visit the Gateways Scholarship Program website at www.ilgateways.com.

PROFESSIONAL DEVELOPMENT

2020 TRAINING CALENDAR RELEASED: Early Childhood Professional Learning and Illinois STAR NET released their [“Professional Learning at a Glance”](#) for July through December 2019. All workshops/webinars require registration that will be accepted on a first-come, first-served basis through the hosting agency.

Early Childhood Professional Learning - <http://www.ECclearingIL.org>

Illinois STAR NET Regions - <http://www.starnet.org> (Click appropriate regional office link.)



[KIDS DATA: A GUIDE FOR EARLY CHILDHOOD COLLABORATIONS WEBINAR](#)

When: Oct 9, 2019 from 1:00 PM to 2:00 PM (CT)

The Community Systems Statewide Supports team at Illinois Action for Children will host its second *KIDS Data: A Guide for Community Collaborations* webinar. The webinar will examine the second-year of the Kindergarten Individual Development Survey (KIDS) data and discuss what the results might indicate for your community.

SPOTLIGHTS

Project Spotlight

COMMUNITY SYSTEMS STATEWIDE SUPPORTSPROGRAM (CS3): Illinois Action for Children (IAFC) was awarded a grant through ISBE in February 2018. This grant was issued to develop a statewide training and technical assistance system by building the capacity of community collaborations to improve early childhood education systems.

IAFC will support communities in developing and implementing communitywide, collaborative strategies to ensure more children, ages birth-to-5, enroll in and regularly attend high-quality early learning programs.

The CS3 project has four goals:

- Provide foundational supports (training, access to planning, and collaboration tools) to early childhood professionals at no cost in support of their goal to form and/or strengthen community collaborations that are focused on improving local early childhood systems.
- Provide targeted supports (including individualized coaching) to select communities that wish to receive in-depth support that is focused on increasing the number of children ages birth-to-5 who are enrolled in high-quality early learning services.
- Collaborate and coordinate with existing statewide providers of early childhood training to align training opportunities across systems.
- Implement a data and evaluation process to support continued system improvement at the community and state levels.

Sign up for Partner Plan Act eNews!, a newsletter to help keep you informed of the latest information, strategies, and resources to aid you in your early childhood community systems development efforts.

[Subscribe Today](#)

Program Spotlight

NEW PFAE PYRAMID MODEL COHORT - FALL 2019: Congratulations to the new Preschool for All Expansion (PFAE) programs selected to begin program-wide implementation of the Pyramid Model! The Pyramid Model State Leadership Team is announcing the new cohort of eight programs that were selected in an application process through the Pyramid Model Consortium.

Each program will be assigned an individual process coach to support its leadership team, and leaders will also participate in specific trainings to learn strategies and interventions for staff to support children with challenging behaviors. The Leadership



DOES YOUR ECBG PROGRAM DO SOMETHING INNOVATIVE THAT YOU WOULD LIKE TO SHARE WITH THE STATE? SEND US INFORMATION AND PICTURES. YOUR PROGRAM MAY BE SPOTLIGHTED IN THE NEXT NEWSLETTER! SEND INFORMATION TO

QUESTIONS ,COMMENTS, CONCERNS???

DATES TO REMEMBER

Contact us:

Please do not hesitate to reach out to your early childhood principal consultant with questions.

We are here to help!

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OCTOBER

- 20 1st Quarter GATA Reports Due
- 20 1st Quarter Expenditure Reports Due

NOVEMBER

- 14-15 KIDS Summit
- 15 Full Enrollment Date

JANUARY

- 17 Teacher and Student Course Assignment Data Due
- 20 2nd Quarter GATA Reports Due
- 20 2nd Quarter Expenditure Reports Due

APRIL

- 20 3rd Quarter GATA Reports Due
- 20 3rd Quarter Expenditure Reports Due

MAY

- 31 Amendment Due Date for June 30 Project End Date

July

- 20 4th Quarter GATA Reports Due
- 20 4th Quarter Expenditure Reports