

PLAY-BY-PLAY

THE OFFICIAL NEWSLETTER OF THE ISBE EARLY CHILDHOOD DEPARTMENT



**Illinois
State Board of
Education**

Director's Chair

Carisa Hurley, Director of Early Childhood

Happy holidays to all! It is hard to believe that we have reached the end of 2019, but we are almost there.

Program enrollment continues to be a major focus for all of our early childhood programs and, as a good steward of state funding, ISBE continues to reassess and refine program enrollment guidelines and expectations to maximize the number of families and children we can serve across the state. The full Enrollment Policy and Guidelines will be coming to you via email. With that in mind, I want to make sure to highlight some of the major points of the Enrollment Guidelines.

The goal of the Early Childhood Block Grant (ECBG) is to serve Illinois children who are most in need of a preschool experience. The State Board of Education believes that the success of all Illinois children can be significantly enhanced when children participate in early childhood programs and services. ECBG programs must maintain their funded enrollment level and fill vacant slots within 30 days.

Enrollment counts for ECBG programs were collected from the Student Information System (SIS) on November 16, 2019, the SIS fall enrollment date deadline, and monthly thereafter. After review of the fall enrollment counts, programs will be identified as Fully Enrolled, Under Enrolled, Attention Required, or Funding in Danger.

Any programs enrolled under 100 percent of the funded enrollment level will be required to submit an Enrollment Improvement Plan (on the ISBE-provided template) outlining the steps the program will take to reach full enrollment. Programs remaining in the Funding in Danger category throughout the school year may experience a permanent reduction in funding. You will be receiving more information within the next couple of weeks on the enrollment policy. Should you have questions feel free to reach out to your program consultant.

Enjoy the Holiday Season!

Carisa

Fully Enrolled	100%
Under Enrolled Attention Required	80-99%
Funding in Danger	79% and below

Consultant Corner

ISBE Early Childhood Block Grant

Enrollment Guidelines:

- Grantees must strive to reach 100 percent of the funded enrollment level, beginning on the first day of the school year. Students must be enrolled in SIS on an ongoing basis to reflect the most updated, accurate enrollment counts.
- Regardless of enrollment number, grantees should be constantly engaged in outreach, recruitment and screening to support a waitlist and to facilitate efficient and timely enrollment when openings occur.
- Vacancies must be filled as soon as possible and should not exceed 30 days.
- Programs utilizing an inclusive model, saving spots for students experiencing homelessness, or saving spots for students transitioning from Early Intervention programming must serve a minimum of 80 percent of children. The remaining 20 percent of spots are to be used for the purposes listed. The Early Childhood Transition list must be used to help to determine number of spots needing to be reserved. It is the expectation that these slots will be filled by the end of the year.
- If a program is unable to reach funded enrollment capacity and has been funded to serve more students than appropriate for the community needs, the program administrator may submit a Downward Amendment at any time throughout the year to enact a reduction in funding. The submission of the Downward Amendment must be accompanied by a letter on official letterhead from the program's authorized official requesting the reduction in spots and specifying the number of spots the program wishes to reduce.



- Grantees must be enrolled at 100 percent capacity by November 16, 2019 (the fall 2019 SIS fall enrollment date deadline) unless the program can provide documentation of the need to save slots for students transitioning from Early Intervention or for students experiencing homelessness, based on historical programmatic data. Programs will be categorized as Fully Enrolled, Under Enrolled Attention Required, or Funding in Danger.

Fully Enrolled (100 Percent Enrollment)

- No further action needed. Maintain enrollment and fill spots as they become available.

Under Enrolled Attention Required (80-99 Percent Enrollment)

- Programs will receive a phone call from an ISBE Early Childhood staff member to verify enrollment counts and discuss under enrollment.
- Phone calls will be followed by a letter to the program addressing under enrollment concerns, along with an ISBE Enrollment Improvement Plan template to be completed by the program administrator and returned to ISBE within 14 days of receiving the letter. Enrollment Improvement Plans must include detailed action steps for reaching full enrollment and a timeline for reaching enrollment capacity.
- If the program is holding spots for students transitioning from Early Intervention, the program will indicate in the improvement plan the number of students transitioning from Early Intervention as indicated on the Early Childhood Transition report and state the estimated date of enrollment, should they qualify for the program. If holding spots for students experiencing homelessness, the program would indicate the historical programmatic data to justify the number of spots being held for this purpose.
- If the program is enrolled below 100 percent at the end of the school year, historical trend data will be reviewed to determine potential funding impacts for the subsequent fiscal year and beyond. New programs will have one fiscal year to reach funded enrollment before being reviewed for a reduction in enrollment is considered.

Funding in Danger (79 Percent and Below Enrollment)

- Programs will receive a phone call from an ISBE Early Childhood staff member to verify enrollment counts and discuss under enrollment.
- Phone calls will be followed by a letter to the program addressing under enrollment concerns, along with an ISBE Enrollment Improvement Plan template to be completed by the program administrator and returned to ISBE within 14 days of receiving the letter. Enrollment Improvement Plans must include detailed action steps for reaching full enrollment and a timeline for reaching enrollment capacity.
- Reductions in funding will occur in classroom-sized increments for the current year and all subsequent years of the grant. For example, a request to reduce enrollment by 18 students would actualize as a reduction of one 20-student class.
- New programs will have one fiscal year to reach funded enrollment before being reviewed for a reduction in enrollment is considered.

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.





What's New with KIDS?



Kids Fall 2019 Data Entry: The last of the districts completed data entry in mid-November, and KIDStech closed on November 22. This means the data entered will now be sent to the vendor to apply the psychometrics and no further access or changes can occur, not even by ISBE staff.

A preview of the fall 2019 KIDS results is anticipated to be released to districts through Ed360 and SIS in early spring, with public release in late spring 2020.

KIDS Student Exemption Reason Codes: With the fall 2019 KIDS rating period closed, ISBE recognizes the need for timely dissemination of updated “KIDS Student Exemption Code Submission Guidelines and Reason Codes.”

As with any statewide student assessment, there are specific cases in which:

- Teachers were unable to rate a student on one or more of the 14 required measures.
- Teachers were unable to observe students OR students did not or could not participate in KIDS at all, based on individual circumstances.

Information was sent via email to districts, with Instructions, Exemption Codes Matrix, and Template Spreadsheet. Please contact Terri Lamb for more information at (217) 524-4835.

Short-Term Teacher Solution: In addition to the Gateways 5 credential and a Professional Educator License (PEL) with stipulations with a transitional bilingual endorsement, the short-term approval allows for the following:

The Short-Term Approval in Early Childhood Education is an approval added to the PEL that allows an educator to serve in an early childhood classroom for three years by either;

- 1) Passing the early childhood test OR
- 2) Completing nine semester hours in early childhood education.

This option is available IF the educator is pursuing a PEL and holds one of the following:

- An ECE Credential Level of 5 awarded by the Department of Human Services under the Gateways to Opportunity Program developed under Section 10-70 of the Department of Human Services Act.
- An Educator License with Stipulations with a transitional bilingual educator endorsement and he or she has (i) passed an early childhood education content test or (ii) completed no less than nine semester hours of postsecondary coursework in the area of early childhood education.

For example, a teacher with a PEL with an Elementary endorsement can teach in a PFA classroom for up to three years if he/she has obtained the above-specified approval.



Professional Development

We want to hear from you! Please take a few minutes to answer survey questions regarding ISBE Early Childhood's professional development system. Please also share with your staff to complete.

<https://forms.office.com/Pages/ResponsePage.aspx?id=hv5kA8ZJ9Eq1LDNameV30TBcspn-oyxDqAJdpjiKveVUNTIxNU1GRkVXR1NFUjlQTUFKSjFSTTgwTi4u>

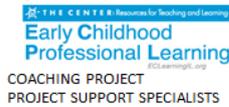
Save the Date! 2020 Prevention Initiative Leadership Forum (April 15-16, 2020, in Oak Brook): The Ounce of Prevention Fund, in collaboration with the Illinois State Board of Education, will convene a state-level conference to advance the Prevention Initiative in Illinois. We will bring together state and program leaders to share strategies and important updates during this two-day learning opportunity. The conference will be held at the Chicago Marriott Oak Brook, starting on Wednesday, April 15, and will conclude on Thursday, April 16, 2020. Please mark your calendars accordingly. More details and registration information will be coming this winter!

WIDA Early Years Online Learning Modules: ISBE and the Center for Early Childhood Professional Learning announced the early care and education community access to the WIDA Early Years online learning modules. These modules focus on supporting young multilingual children, ages 2.5 to 5.5 years. Multilingual children, commonly referred to as dual language learners, are children who are developing more than one language.

Each self-paced, interactive module provides opportunities for reflection and offers suggestions for applying content to local practice. The modules are free and take approximately one hour each to complete. The following five modules are available:

- Dual Language Learners and their Families
- WIDA Early English Language Development Standards Framework
- Dual Language Learners with Disabilities
- Scaffolding Language Learning
- Promising Practices
-

ISBE and Gateways credit is available at the completion of each module. For more information, see <https://www.eclearningil.org/about-us/wida-early-years>.



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Early Childhood Department
Systems of Supports



NATIONAL LOUIS UNIVERSITY
MONITORING

Dates to Remember

1/17 Teacher and Student Course Assignment Data Due

1/20 2nd Quarter GATA Reports Due

1/20 2nd Quarter Expenditure Reports Due

A Building Mathematical Connections & Relationships with Literature and Science that Promote School Readiness Early Childhood Professional Learning (ECPL) 1/15/20 4 – 5:30 p.m.

The Dynamic Dozen: 12 Functional Words to Embed Throughout the Early Childhood Day ECPL 1/15/20 4:00 – 5:30 p.m.

Suspension & Expulsion in Early Childhood Education ECPL 1/16/20 4 – 6:00 p.m.

Early Math Matters STAR NET Region II 1/21/20 4 – 5:00 p.m.

Solving Problems Together in Powerful Interactions® ECPL 1/23/20 4 – 5:30 p.m.

Messes, Music & Make Believe: The Illinois Early Learning Development Standards through the Arts ECPL 1/27/20 4 – 5:30 p.m.

Mission Nutrition: Decoding MyPlate for Families ECPL 1/30/20 4 – 5:30 p.m.

Culturally and Linguistically Responsive Family Engagement ECPL 3/18/20 9:00 a.m. – 3:00 p.m. Des Plaines

Questions, Comments, Concerns?

Please do not hesitate to reach out to your early childhood consultant with questions. We are hear to help!

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Share with Us!

Does your ECBG program do something innovative that you would like to share wiht the state? Send us information and pictures. Your program may be spotlighted in the next newsletter!
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