Preschool for All
Administrators’ Forum

http://www.isbe.net/earlychi/conf/default.htm

Cindy Zumwalt, Division Administrator
Early Childhood Division
Illinois State Board of Education
ISBE Early Childhood Division

* Phyllis Bliven
* Sharonda Brown
* Donna Emmons
* Jennifer Loftus
* Karen McCarthy
* Jenny Metcalf
* Pam Reising Rechner
* Penny Smith
* Alicia Lynch Deatherage
* Janice Hibbert
* Molly Polly
* Cindy Zumwalt

* Early Childhood Block Grant
  * Prevention Initiative 0-3
  * Preschool for All 3-5
* Early Childhood Special Education
* Preschool English Language Learners
* Preschool Homeless Education Plans
* PFA/Head Start MOUs
* Kindergarten Individual Development Survey (KIDS)
* Race to the Top – Early Learning Challenge Grant
  * ExceleRate Illinois – QRIS
  * Workforce Development
  * Data Systems
* Preschool Development Grants – Expansion Grants (TBA in December)
High Quality Early Childhood Education

Children Who Are Most At Risk

Birth to 3rd Grade Alignment
Illinois State Board of Education

Vertical

College & Career Ready

High School
Middle Grades
Late Elementary

Early Elementary
Kindergarten

Safe, Healthy, Ready to Succeed & Eager to Learn

Early Care & Education
Birth to 5 Years Old

Horizontal
Rigorous long-term evaluation studies have found that children who participated in high-quality preschool programs make:

* Gains on cognitive tests
* Improvements in social and emotional development
* Less grade repetition
* Less special education placement
* Increased high school graduation
* Lifelong improvements – increasing participants’ earnings, rates of home ownership, and reducing the need for public assistance
Why focus on children who are most at risk?

Address Early Gaps in Learning

* Achievement gap can be linked to poverty and other risk factors
* Two-thirds of the achievement gap is already there when children walk in the door to kindergarten
* Investing in our most disadvantaged children provides the greatest returns

Invest in Future Workforce
Why Align Birth to 3rd Grade?

- Improve transitions for children and families and improve educational outcomes
- Reduce “fade out” with a coherent set of high-quality learning experiences
- Maximize impact of early childhood investments

Alignment Efforts Will Improve Transitions
Ensuring High Quality Preschool Programs

* Comprehensive Developmental Screening
* Licensed Teacher with Early Childhood Education Endorsement
* Standards-Aligned Research-Based Curriculum
* Ongoing Authentic Assessment
* Positive Adult Child Interactions
* Intentional Teaching
* Family Involvement and Education
* Community Collaboration
* Reflective Practice
* Instructional Leaders
Illinois Early Learning and Development Standards 3-5

* Foundational understanding of what children from 3 to 5 years of age are expected to know and do across multiple domains
* Developmentally appropriate expectations for children ages three to five
* A forward progression of learning aligned with the Kindergarten Learning Standards including Common Core
* Benchmarks that address all areas of development and learning

http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf
<table>
<thead>
<tr>
<th>Early Learning &amp; Development Standards</th>
<th>Kindergarten-12 New Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>English Language Arts and Literacy (CCSS)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (CCSS)</td>
</tr>
<tr>
<td>Science</td>
<td>Science (Next Generation Science beginning 2016-17)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Science</td>
</tr>
<tr>
<td>Physical Development &amp; Health</td>
<td>Physical Development and Health</td>
</tr>
<tr>
<td>The Arts</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>English Language Learner Home Language Development</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Social/Emotional Development</td>
<td>Social Emotional Learning</td>
</tr>
<tr>
<td>Early English Language Development</td>
<td>English Language Development</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Arts</td>
</tr>
</tbody>
</table>
Illinois Early Learning Guidelines 0-3

The Newborn Period
Self Regulation: A Foundation of Development

Domains of Development
- Social and Emotional Development
- Language Development, Communication, and Literacy
- Physical and Motor Development
- Cognitive Development

Approaches to Learning

Illinois Early Learning Project

Tip Sheets, videos and other materials and information to support use of the IELDS and the IELGs

http://www.illinoisearlylearning.org/index.htm
Intentional Teaching

Heart Shapes

A Heart
CHECK
PFA Program Monitoring

ACT
Professional Development, Coaching

PLAN
Continuous Quality Improvement Plan (CQIP)
PFA Program Monitoring

* Three year rotation
* Two components to monitoring visit:
  * PFA Compliance Checklist
  * Early Childhood Environmental Rating Scale-Revised (ECERS)
* One compliance report for the program and an ECERS report for each classroom visited
Continuous Quality Improvement Plan (CQIP)

Compliance CQIP

* Address how you will correct any item marked non-compliant on the program report

ECERS CQIP

* Compile all classroom reports into one program plan and explain steps for improvement for any item with a score below 5

Plan should identify:
- specific action steps to improve compliance and quality
- specific resources, timeline, and participants
Continuous Quality Improvement Plan (CQIP) Training and Technical Assistance Resources

* Lists resources you can utilize in preparing CQIP to help you identify how you will make improvements

* Organized into resources for compliance and resources for the sub-scales of the ECERS

* Links to web sites, PD provider calendars, articles, videos, online modules, lesson plan templates, etc.
Monitoring /CQIP
Time to Review

• Are you using a comprehensive, research based, developmentally appropriate curriculum, with fidelity?

• Are you using an aligned authentic assessment system that documents children’s growth over time?

• Are your curriculum and assessment tool aligned with the Early Learning and Development Standards?

• Has staff been sufficiently trained on all of these?
Early Childhood Center of Professional Development at
The Center: Resources for Teaching and Learning

* Statewide training, webinars, conferences, lending library
* PFA Coaching Project
* PFA Administrator’s Academies & Administrators’ Forum

STAR NET

* 6 regions throughout the state
* Training, webinars, on site technical assistance and workshops, lending library, funds for books studies, etc.
Quality Rating and Improvement System (QRIS)
Licensed Child Care Centers
Preschool for All
Head Start/Early Head Start

http://www.excelerateillinoisproviders.com/
ExceleRate is designed with the recognition that programs already have many kinds of monitoring

- Programs may use different forms of evidence to show that they meet the quality standards
  - Preschool for All monitoring (includes ECERS-R)
  - Head Start federal reviews and other monitoring systems
  - On-site monitoring by National Louis University (McCormick Center) using Program Administration Scale and the appropriate Environmental Rating Scale (ECERS/ITERS/SACERS)
- Accreditation

- PFA programs in school districts receive their circle of quality rating based upon their PFA monitoring scores (Letter is sent to program with rating)
- PFA classrooms in child care centers or community-based organizations will receive a PFA monitoring visit but their circle of quality will be based on the rating of the entire center
Supporting PFA Leaders to Improve Instructional Excellence

- Uses a research-based, proven approach
- Support services provided by the Ounce of Prevention Fund in partnership with the McCormick Center of Early Childhood Leadership
- Training Opportunities in locations throughout the state
- Informational webinar, November 12 at 11:30 am
Awards of Excellence

- Preschool Instructional Excellence
- Family and Community Engagement
- Linguistically and Culturally Appropriate Practices
- Inclusion of Children with Special Needs
- Infant-Toddler Care and Education
Serving Children who are Most at Risk

Preschool for All – First Priority

* Serve those children who have been determined to be most at risk of academic failure
* Identify children who are most at risk through active outreach and recruitment in the community
* Use weighted eligibility criteria to give priority for enrollment to those children who are most at risk
* Ensure that, if the program has a waiting list of children to be enrolled, all children identified as being at risk of academic failure are enrolled before other children not identified as being at risk
To learn more about KIDS:

illinoiskids.org
KIDS Process

**What it is**

* Observation-based with three collection/rating periods during kindergarten
* Within context of typically occurring activities in the classroom
* Across multiple developmental domains

**What it is NOT**

* **Not** a one-time “readiness” snapshot of children as they enter kindergarten
* **Not** a test
* **Not** an assessment that requires teachers to stop classroom activities to administer
Teacher Licensure New Grade Spans

Early Childhood – Birth through 2nd grade
Elementary – 1st through 6th grade
Middle – 5th through 8th grade
High School – 9th through 12th grade
# Early Childhood Block Grant

**Preschool for All 3-5**

<table>
<thead>
<tr>
<th></th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>FY 14</th>
<th>FY 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Funding</strong></td>
<td>$380m</td>
<td>$342m</td>
<td>$342m</td>
<td>$325m</td>
<td>$300m</td>
<td>$300m</td>
<td>$300m</td>
</tr>
<tr>
<td><strong>Local Funding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$21.1m</td>
<td>$30.1m</td>
<td>$35.6m</td>
<td>$38.4m</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PFA 3-5 Served</strong></td>
<td>95,123</td>
<td>91,910</td>
<td>83,997</td>
<td>78,607</td>
<td>75,447</td>
<td>75,231</td>
<td>73,525*</td>
</tr>
<tr>
<td><strong>PFA 3-5 At-Risk</strong></td>
<td>71.6%</td>
<td>83%</td>
<td>85.7%</td>
<td>81.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*estimated
Links to ISBE PFA Resources

* Preschool For All Administrators' Forum, http://www.isbe.net/earlychi/conf/default.htm

* Preschool for All 3-5, http://www.isbe.net/earlychi/preschool/default.htm


* Preschool English Language Learners, http://www.isbe.net/earlychi/preschool/preschool_ell.htm


* Appropriate Technology Integration in Early Childhood Programs, http://www.isbe.net/earlychi/preschool/preschool_tech.htm