

# District 41 PreK/EC Programs



# Research Tells Us...

- Children learn more in the first five years than any other point in life.

“By giving children developmentally appropriate early childhood education experiences and nurturing environments, it allows for social, emotional, intellectual and language development” ( Jamie Wendt M.Ed Rasmussen College)

Research like the HighScope Perry Preschool Study has shown that without early childhood education at -risk children are:

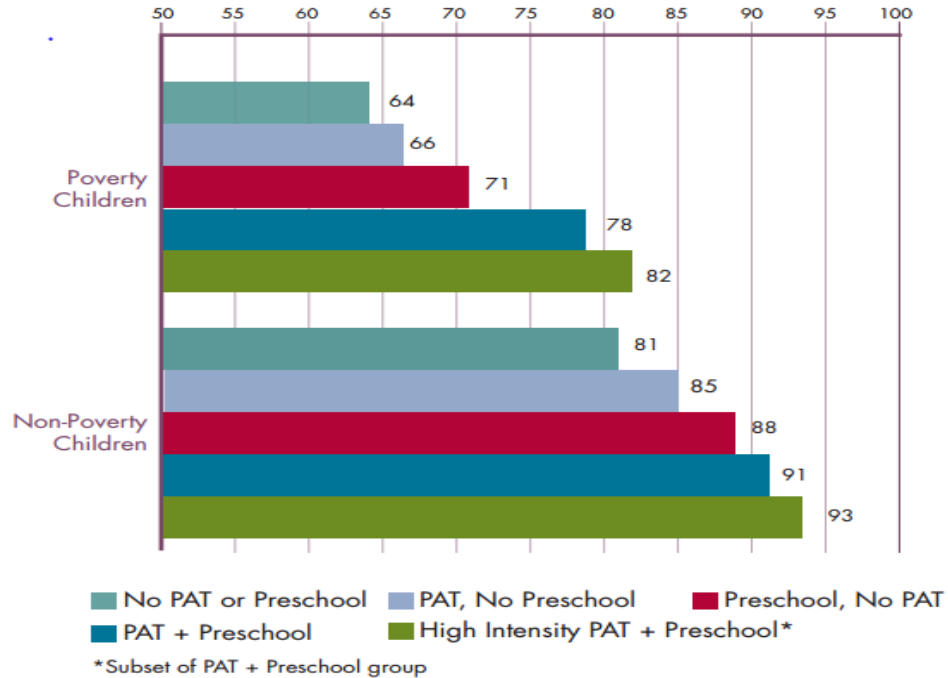
- 25 percent more likely to drop out of school
- 60 percent more likely to not attend college
- 70 percent more likely to be arrested for a violent crime

Adults at age 40 who had the preschool program had:

- Higher earnings,
  - More likely to hold a job
  - Committed fewer crimes
  - Were more likely to have graduated from high school
- 
- Children who have had formal early-learning experiences are also more likely to graduate from high school.
- 
- Early childhood education develops the “the whole child” This means that in addition to traditional skills like math and reading, early childhood education helps children gain confidence and skills to become active members of society.

# Research tells us.....

Figure 1. Percentage of Children Entering Kindergarten “Ready” by Poverty Status and Pre-K Experiences



# Baby & Me (Birth-3)

- Educates 10-12 families most at risk for child's academic failure at kindergarten entry
- Uses research-based Parents as Teachers curriculum
- Follows the Illinois Early Learning Guidelines (connects directly to Common Core Standards)
- Provides frequent home visits
- Provides Screenings
  - \*Developmental screenings
  - \*Health screenings
  - \*Vision screenings
  - \*Hearing screenings
- Assesses family strengths and needs to create goals
- Connects families with community resources

# 2014-15

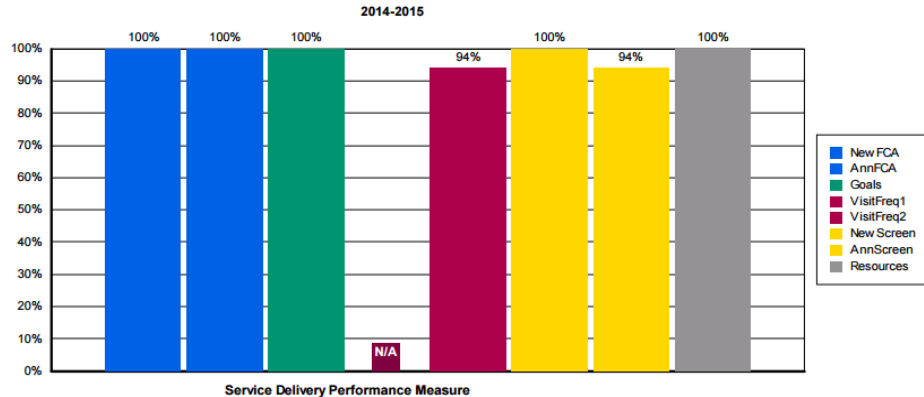
## Performance Measures Chart for Baby and Me

### Performance Measures Chart for Service Delivery Essential Requirements

The chart below depicts your affiliate's performance on the service delivery essential requirements, based on your affiliate's APR data. This chart assists you in understanding your affiliate's level of fidelity and in planning related continuous quality improvement efforts. This information also helps you understand how your affiliate's performance compares to the 60% national minimum level.

#### Baby and Me Prevention Initiative/Glen Ellyn District 41

Company ID: 8054 State: IL



**NewFCA** % of newly enrolled families (enrolled 90 days or more) that had an initial family-centered assessment completed within 90 days of enrollment

**AnnFCA** % of families that had a family-centered assessment completed and documented during the program year

**Goals** % of families with at least 1 documented goal during the program year

**VisitFreq1** % of families with 1 or fewer high need characteristics that received at least 75% of the required number of visits per month

**VisitFreq2** % of families with 2 or more high need characteristics that received at least 75% of the required number of visits per month

**New Screen** % of newly enrolled children who received a complete, initial screening in the required time frame (within 90 days of enrollment, or by 7 months of age if enrolled prior to 4 months of age).

**AnnScreen** % of children that received a complete screening during the program year

**Resources** % of families connected by their PE to at least 1 community resource during the program year

# Partners in Learning

---

**Purpose: Provide parent education for parents of children three to five with a emphasis on needs of District 41 families whose children are at risk of academic failure.**

**Outcomes: Children have the skill set and experiences to be at grade level by kindergarten**

**Through the program, parents become aware of their responsibilities and learn how to become active participants in their children's learning.**

# Partners in Learning

---

**Weekly parent-child group sessions and individual home visits with families focus on the following\*\*:**

- Self-regulation: Foundation of Development
- Social & Emotional Development
- Physical Development & Health
- Language Development, Communication & Literacy
- Cognitive Development
- Approaches to Learning

**Parents:**

- Engage in their children's learning
- Participate and collaborate with other parents
- Gain additional guidance from guest speakers
- Connect with community agencies
- Actively participate and contribute in home visits

\*\*Illinois Early Learning Guidelines and Standards directly align to the Common Core Standards



# Outcomes of Partners & Learning



Over the last 5 years, Partners and Learning has served 50 children per year through a combination of parent-child learning groups and home visits.

74% of families stay in our programs through kindergarten

Of the 20 students assessed, 90% were ready for Kindergarten in the Language Arts area, 95% in Mathematics, and 100% in Social-Emotional development, based on the Illinois Early Learning and Development Standards (aligned to Common Core).

# Blended PreK Program

- up to twenty students who are three, four or five years old

The Program blends children who are:

- at-risk
- in need of specialized education (IEP)
- typically developing, tuition paying students from the community.



# Bilingual and ESL PreK Program

- up to twenty students who are three, four or five years old

Children who are:

- at-risk
- in need of a bilingual classroom setting (AM class)
- English Language Learners (PM class)



# Early Childhood Structured Program

- up to seven students who are three, four or five years old

Children who :

- have characteristics of Autism Spectrum Disorder
- need of specialized education (IEP)
- identified needs for more intensive instruction in a highly structured environment



# Early Childhood Self-contained Program

- up to ten students who are three, four or five years old

Blending of children who are:

- in need of specialized education (IEP)
- identified as needing more intensive instruction



# Curriculum & Assessment

- District policies regarding trimester reporting
- Teaching Strategies GOLD
- Report out for children with IEPs
- Teaming with Math and Literacy coaches to design standards based units
- All teaching is geared towards Illinois Early Learning Standards



# Learning Standards Outcomes

Teaching Strategies Gold

Based on 50 Kindergarten Bound Students



Social Emotional	Interacts with Peers	96% Meets or Exceeds
	Makes Friends	88% Meets or Exceeds
Literacy	Knowledge of Letters & Sounds	96% Meets or Exceeds
	Writes Name	100% Met or Exceeded
	Writes to Convey Meaning	96% Met or Exceeded
Math	Counts	90% Met or Exceeded
	Quantifies	60% Met or Exceeded
	Connects Numbers & Quantities	88% Met or Exceeded
	Creates & Extends Patterns	98% Met or Exceeded

# Slideshow

## Early Childhood & PreK Programs In Action



# References

<http://www.rasmussen.edu/degrees/education/blog/importance-of-early-childhood-education/>

<https://www.naeyc.org/policy/excellence>

<http://nationswell.com/ask-experts-can-fix-early-childhood-education/>