CENTER FOR THE STUDY OF EDUCATION POLICY
Illinois State University

Embracing the Birth Through Third Grade Learning Continuum

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In collaboration with
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EMPHASIZING RESEARCH THAT MATTERS
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IL Birth Through Third Grade (B-3) Continuity

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- Curriculum alignment between early childhood and elementary schools
- Sustained, high-level parent engagement activities
- Assessment of children by using KIDS and sharing data across the age continuum and partners

https://www.youtube.com/watch?v=UBHsV5I9zOs

Vision of a Seamless Learning Continuum

A coherent set of educational experiences and supports for **students, families and the professionals and organizations** that serve them that begins at birth and continues through college completion and beyond.[1]

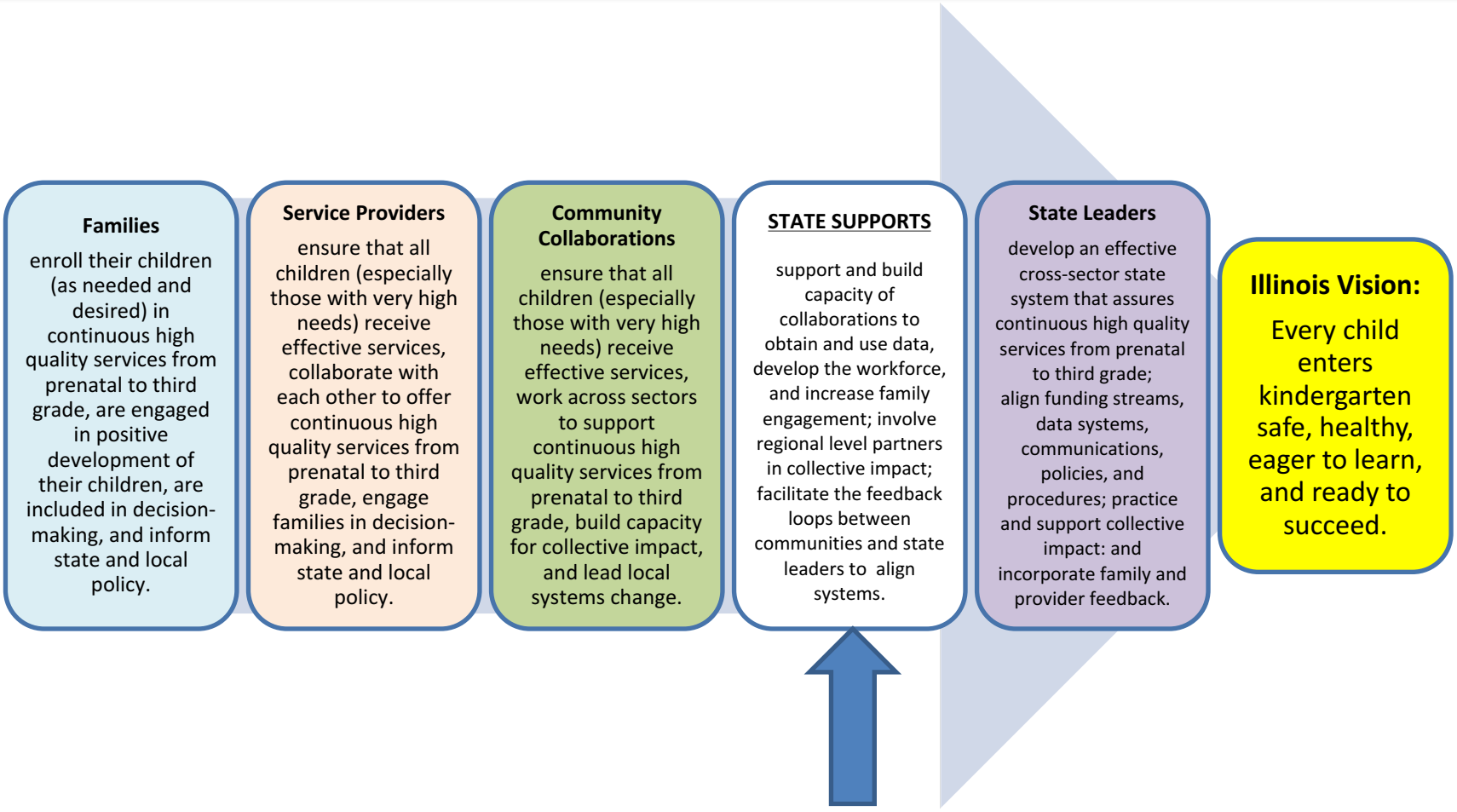
[1]Ounce of Prevention Fund and The University of Chicago Urban Education Institute, 2014.

Fade Out and Investments Lost

- A B-3 system allows children to maintain and expand upon the gains they make in early childhood education, preventing fade out.
- Investments in B-3 systems have shown to provide significant economic returns.
  - A comparative study of economic returns of early learning models found that Chicago's PreK-3 system (CPCs) provide a $8.24 return on every dollar invested based on increased earnings and tax revenues and decreased funding to criminal justice system of children.[1]

[1] Grantmakers for Education, 2007; New America Foundation, 2006; Manvell et al., 2011; Reynolds, Temple, White, and Ou, 2011

B-3 State Supports



Technical Assistance • Site Visits • Regional Meetings
Webinars • 2017 B-3 Continuity Conference

Community Processes

Develop a strategic plan for the B-3 Initiative

Engage community stakeholders or partner with existing partnerships

Conduct an environmental scan and community needs assessment

Design vision and mission statements for the B-3 Initiative

Set B-3 goals and outcomes

Identify B-3 Strategies to achieve set goals

B-3 Continuity Project

B-3 Strategies

B-3 Continuity Project

Share

B3 & ESSA Connections

ESSA Section	Goals Intersecting B3 Strategies
Sec. 9121 – Preschool Development Grants Program	• Encouraging partnerships with community stakeholders to improve coordination, program quality & service delivery • Maximize parental choice among early childhood program providers
Sec. 1111 – State Title I Plans	Allows for the inclusion of state plans providing assistance to local educational agencies and elementary schools who are supporting early childhood education programs.
Sec. 1111 – State Assessments	While no specific guidelines are given around assessments, some ECE restrictions are included in the Promise Neighborhoods authorization (Title V).
Sec. 1111 – State Report Cards	States must include the number and percent of children enrolled in preschool programs.

B3 & ESSA Connections

ESSA Section	Goals Intersecting B3 Strategies
Sec. 1112 – Local Educational Agency Title I Plans	Local goals for successful coordination and integration of services provided in part with preschool educational services. Including plans for transitions between such programs.
Sec. 1113 – Title I Eligible School Attendance Areas	A local educational agency may reserve funds made available to carry out this section to provide early childhood education programs for eligible children.
Sec. 1114 – School wide Title I Program Plans	Schools should have comprehensive plans that includes a description and strategies for addressing the needs of children at-risk for not meeting set standards. If appropriate this can incorporate early childhood education programs as well as strategies for successful transitions.
Sec. 1114 – School Improvement	No specific Early Childhood Education references but allows for wide use of “evidence-based school intervention strategies.”

B3 & ESSA Connections

ESSA Section	Goals Intersecting B3 Strategies
Sec. 1116 – Parent and Family Engagement	Allows for funding to be used to implement strategies around parent and family engagement policies. Specifically can include PD opportunities to a variety of providers.
Sec. 2101 – State Use of Title II Funds	"(xvii) Supporting principals, other school leaders, teachers, teacher leaders, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in efforts to align and promote quality early learning experiences from prekindergarten through grade 3. "
Sec. 2103 – Local Uses of Title II Funds	Expounds upon supportive language above to note that it "may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school"

SPARK

Strong, Prepared And Ready for Kindergarten

Aurora

SPARK- Strong, Prepared And Ready for Kindergarten

This collaboration brings together:

- Community Leaders- The Mayor and the City Government
- Local Stakeholders
- School Districts
- Early Childhood Programs
- Community Agencies serving families of young children

Aurora Collaborations

world relief™

Since the start of the Shared Intake Initiative:

- Trained volunteers to screen children at their sites
- 217 intakes have been completed (developmental screenings)
- 176 children have received a referral to childhood services and programs.
- 38% didn't receive a referral because they weren't interested, moved, phone was disconnected, etc.

ELGIN

- Currently 79% of districts in Illinois offer full day kindergarten
- All Day Play-Based Kindergarten 2016-2017 – all 40 classes
- Curriculum is aligned to state standards and the domains of Danielson's Framework for teaching
- Based on research that children, ages 5 & 6 can best learn through an active exploration of their environment
- Collaborate with North Chicago
- Next Steps- 1st Grade
- Video

Elgin's All Day Play Based Kindergarten

http://www.edline.net/pages/SDU46/Hot_Topic/FDK_Videos

Annual B3 Summer Conference

Save the date!

June 14-15th

Bloomington, IL

B-3 Continuity Project

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Access Resources & Learn More!

CSEP Newsletter

http://education.illinoisstate.edu/csep/b3/

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Thank you for joining us!

QUESTIONS?

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