



Illinois Early Learning Council

Executive Committee

October 5, 2020



Agenda

1. Welcome and Introductions
2. Early Childhood Funding Commission Recommendations & Role of the Early Learning Council
3. PDG B-5 Year 1 Update & Year 2 Proposal
4. Implementing the PN3 Agenda & Alignment with State ECEC Initiatives
5. Break
6. Diversity, Equity & Inclusion Work of the Governor's Office & Next Steps for the ELC
7. Racial Healing Circles
8. KIDS Data Discussion
9. Questions: Follow-up from August Meeting, Committee Reports & State Agency Updates
10. Q&A & Public Comment
11. Adjourn

Early Childhood Funding Commission Recommendations & Role of the Early Learning Council

Theresa Hawley & Phyllis Glink



Commission on Equitable Early Childhood Education and Care Funding

Commission Overview

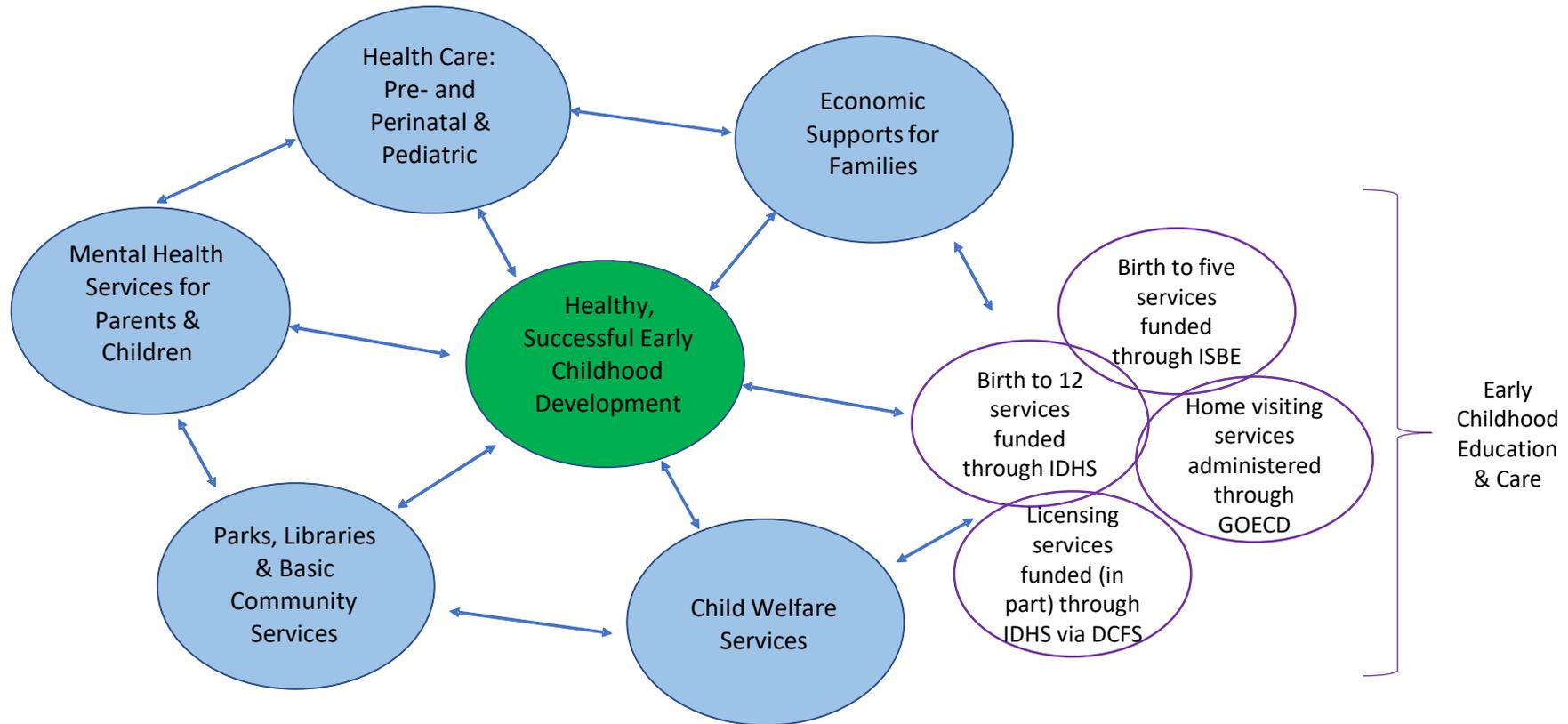
August 2020

Commission's **Charge**

“The Commission shall study and make recommendations to establish funding goals and funding mechanisms to provide equitable access to high-quality early childhood education and care services for all children birth to age five and advise the Governor in planning and implementing these recommendations.”

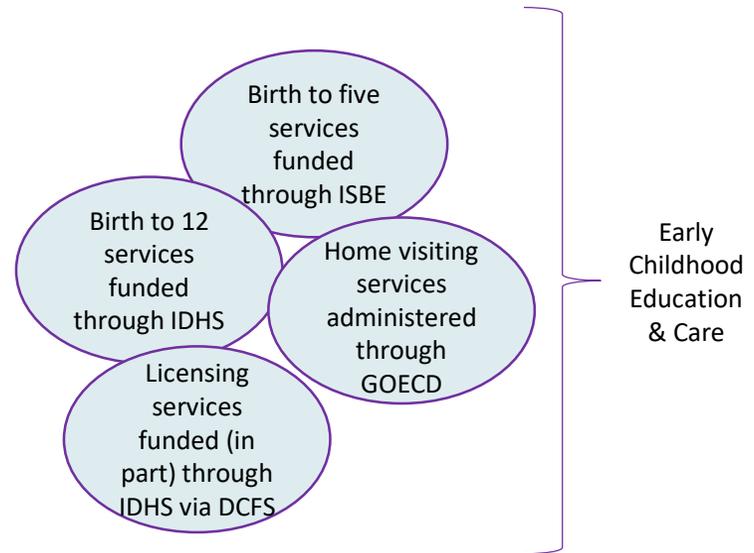


The Commission is focusing specifically on the **Early Childhood Education & Care** system



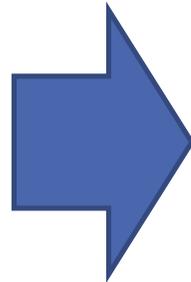
Focus on these services

- Child care centers and homes
- Child care subsidies that make care more affordable
- Home visiting
- Preschool
- Early Intervention services for students with special needs
- Early Childhood Special Education
- Supports for Family, Friend, and Neighbor care



The Commission's Report, in response to the charge, will inform legislation

"The Commission shall study and **make recommendations** to establish **funding goals and funding mechanisms** to provide equitable access to high-quality early childhood education and care services for all children birth to age five and **advise the Governor in planning and implementing** these recommendations."



1. Funding Goals: How much **increased investment** is required to reach **funding adequacy** across the state for early childhood education and care
2. Funding Mechanism: How the **system of funding** should be redesigned to promote the Commission's Guiding Principles
3. Implementation: How **management & oversight** should be structured to implement the new system of funding

Scope of our Final Deliverable (January 2021)

What it is

✓ Strategic blueprint for the future system

✓ Detailed enough to inform a legislative package

✓ Thoughtful on major implementation issues

✓ Directional understanding of future system costs

What it is not

✗ Detailed implementation plan for future system

✗ Bill language

✗ Detailed enough to inform administrative code

✗ Sum total of unique individual provider costs

The Commission's deliberations and draft recommendations have been consistently informed by our Guiding Principles

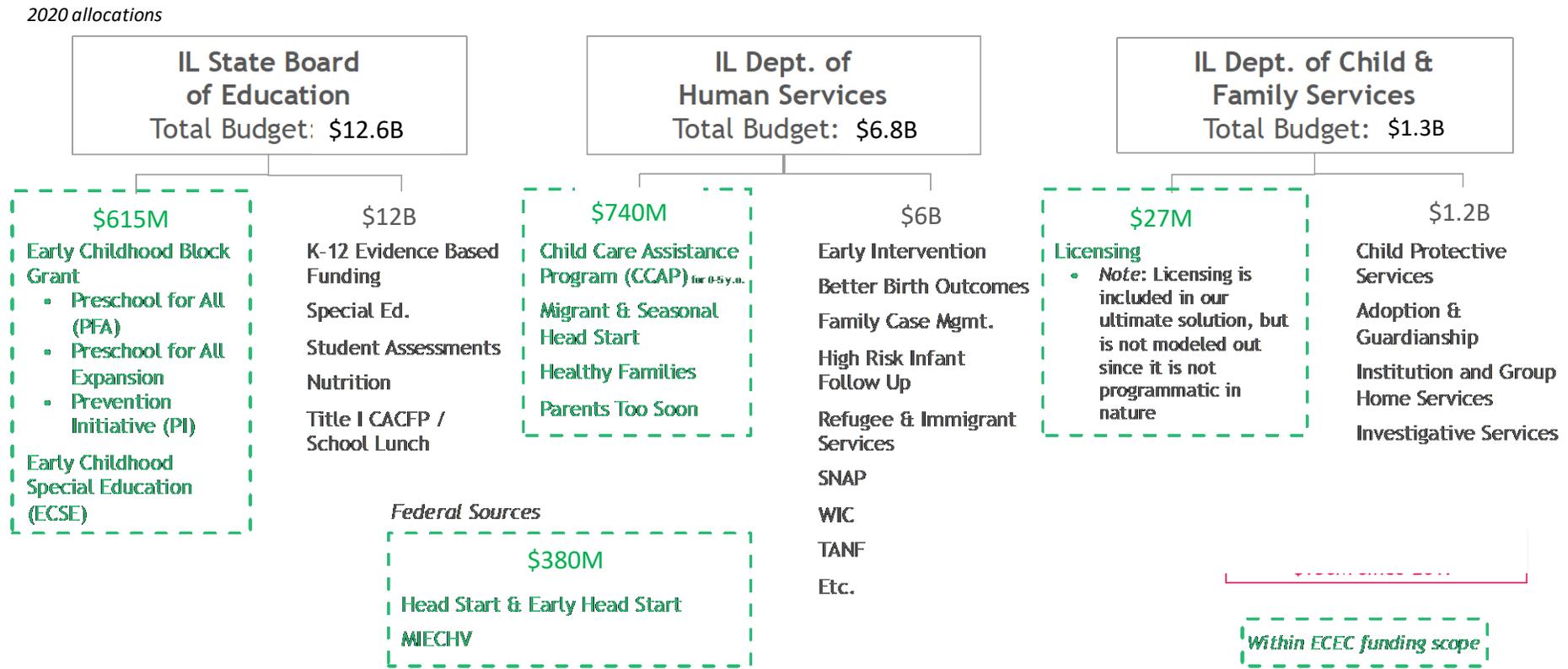
These Guiding Principles reflect the Commission's values and beliefs, guide how it operates, and lay a foundation for decision-making.

High Quality ECEC is a Public Priority	<ul style="list-style-type: none">•It should be invested in as such as this is critical to our State's workforce, economy, and welfare of its residents.
Ensure Equity	<ul style="list-style-type: none">•We will endorse a system that ensures equitable outcomes for children, with intentional focus on race, ethnicity, culture, language, income, children's individual needs, and geography.
Embrace Bold System-Level Changes	<ul style="list-style-type: none">•Everything is on the table, including how funding flows, how funding decisions are made, and who makes them, to better serve all children and families.
Build Upon the Solid Foundation	<ul style="list-style-type: none">•We will build upon the successes of Illinois' past and current system, its commitment to a prenatal to five system, the lessons from other states, and the expertise and research in the field.
Prioritize Family Perspectives, Needs, and Choices	<ul style="list-style-type: none">•We will prioritize families' perspectives, needs, and choices as we make recommendations to improve the system.
Design for Stability and Sustainability	<ul style="list-style-type: none">•We recognize our system must provide funding stability for providers, educators, and staff across mixed delivery settings to better serve families. System must embrace flexibility to respond to changing circumstances and family needs and must possess the human and technical capacity to do so.
Require System Transparency, Efficiency, and Accountability	<ul style="list-style-type: none">•We see these as necessary conditions for all stakeholders, funding distributors, and funding recipients for any future ECEC funding structure.
Recognize Implementation Realities	<ul style="list-style-type: none">•We will plan for meaningful change over a multi-year time horizon. We will respond to disruptions in the system to meet the reality of changing needs.

Background: Illinois' early childhood education and care system

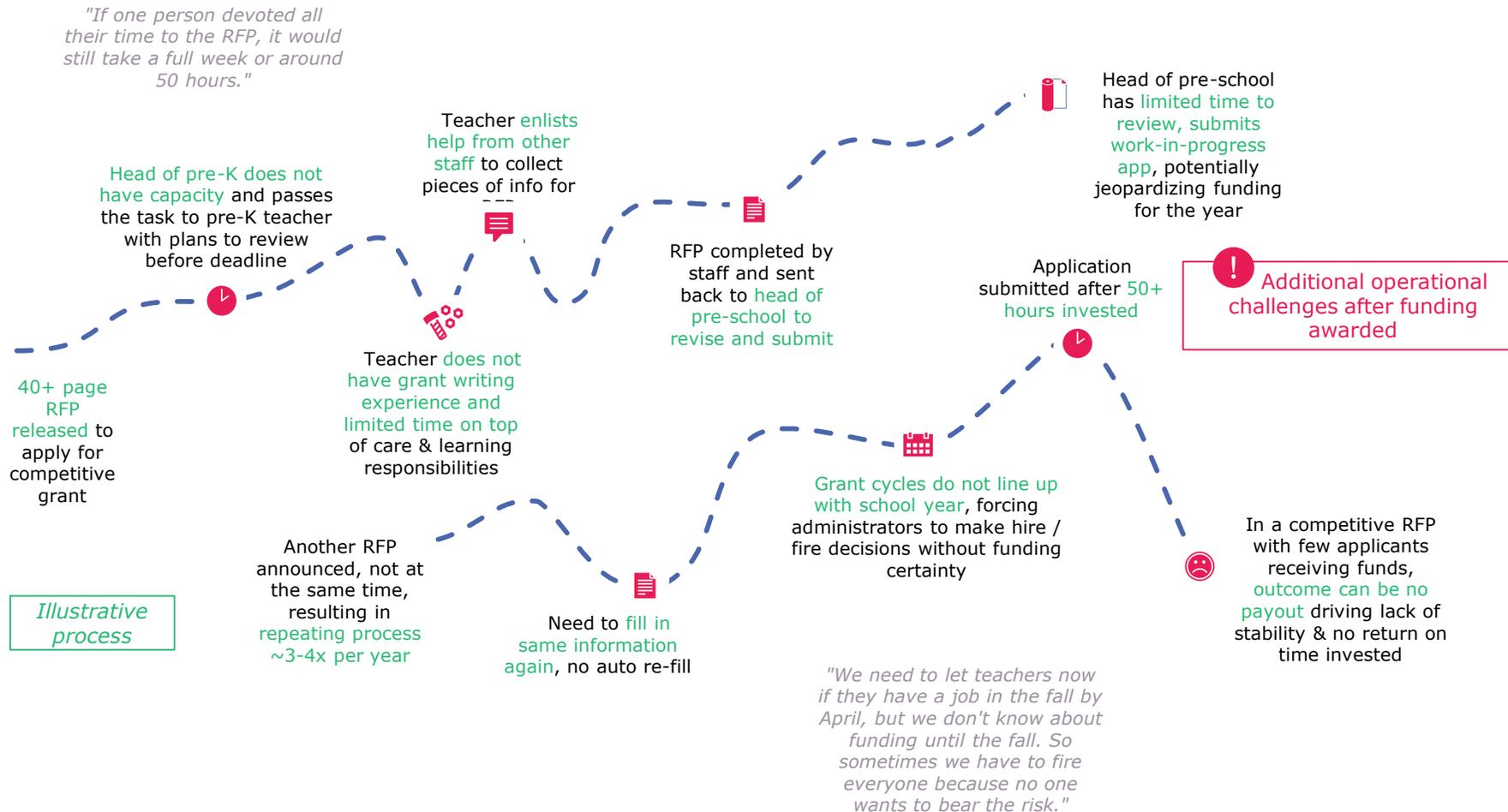
Illinois spends over \$1.8 billion per year on ECEC in federal and state dollars with much more invested by families, local government, philanthropy, and other private sources

Programs are administered across three state agencies

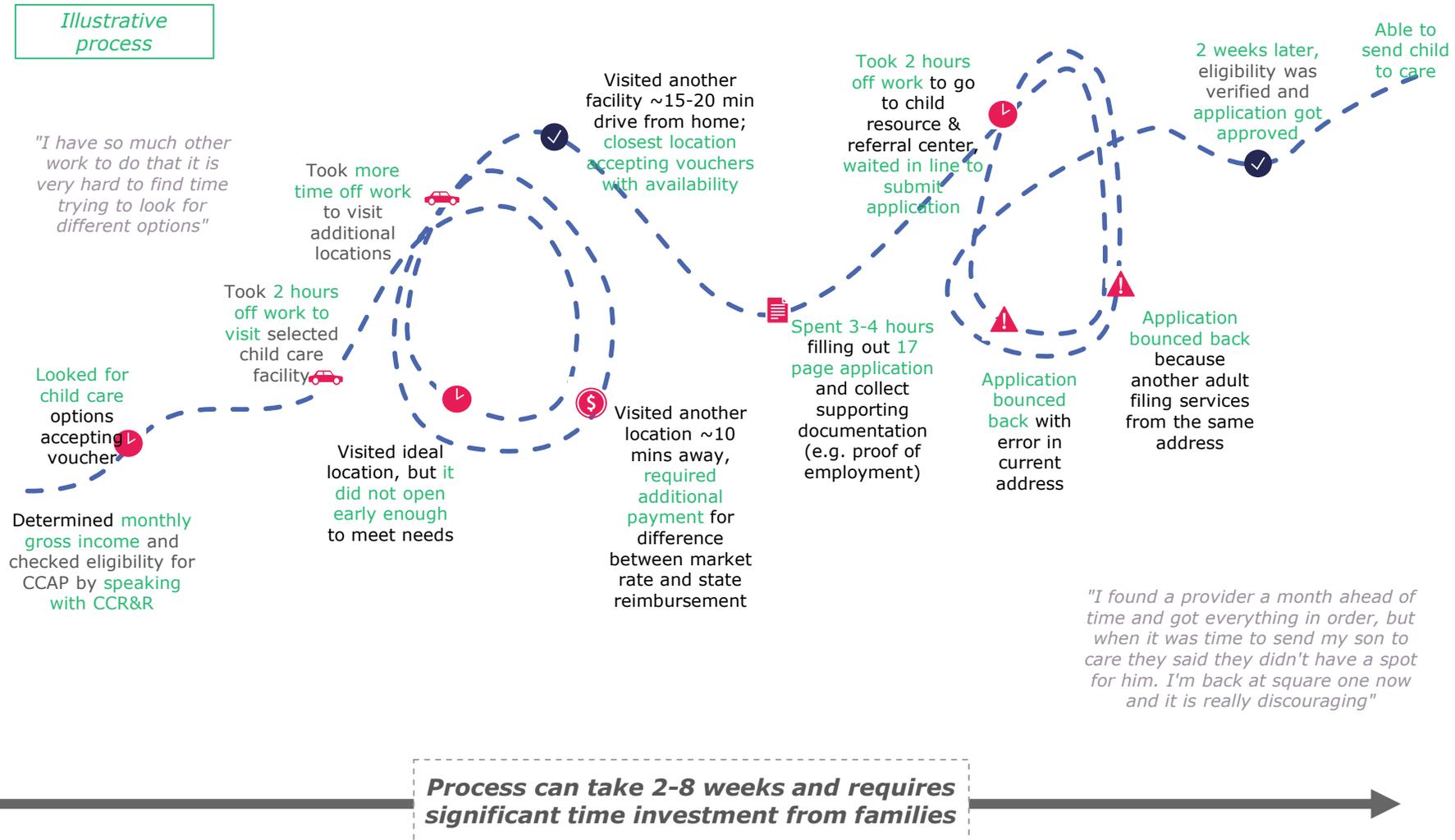


Source: IL FY 2017 Budget; assuming funding spread evenly across 0-5 y.o., 6-12 y.o.

Provider perspective: drafting a quality grant funding proposal requires time and grant writing skills



Families Navigating ECEC: Applying for and finding acceptable ECEC is time consuming and challenging



The Early Learning Council has identified several challenges in the ECEC system

A lack of timely payments from state government for public ECEC services.

The process of layering multiple funding streams to serve more children is extremely complex and challenging.

Many programs are simply unaware that they can apply for state funding to provide public ECEC services.

Programs who are aware of opportunities for state funding and want to apply don't have the necessary resources to be competitive for such grants.

The grant application process itself is extremely complicated.

Grant funding is by nature unstable and uncertain, which can make programs wary to apply.

There is no one entity at the state level overseeing system-wide planning.

There is no entity at the community level overseeing local planning.

Where are we now?

The Commission has begun discussing the following emerging recommendations

The cost to provide equitable access to high-quality ECEC is \$10.6B in public funds.

Public ECEC funding allocation and disbursement should be centralized at the state level.

ECEC services should be centralized in a new state agency.

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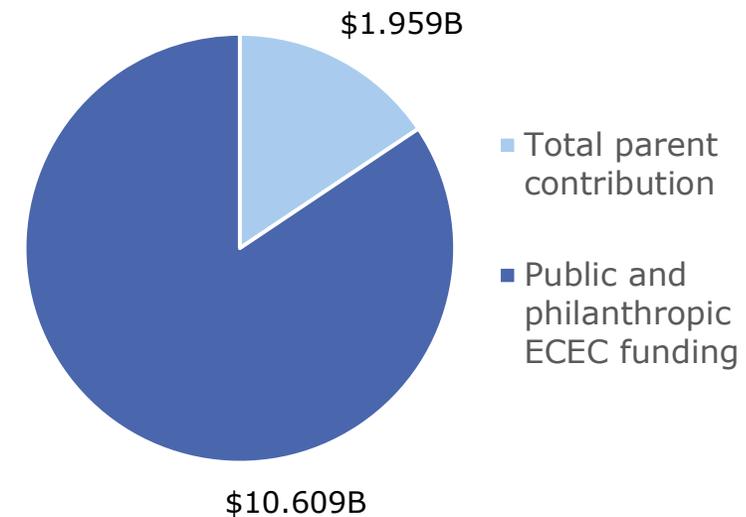
ECEC services should be centralized in a new state agency.

Initial Conclusions: Funding Adequacy

TOTAL STATEWIDE COST		
		Projected Cost (\$mils)
Center-based		\$5.607
	<i>Infants</i>	\$0.695
	<i>Toddlers</i>	\$1.232
	<i>Two year olds</i>	\$1.183
	<i>Preschool</i>	\$2.498
Center-based Transportation		\$0.129
School-based		\$2.827
School-based Transportation		\$0.110
English Learners (in CBO/FCCs)		\$0.048
Special Needs/Inclusion in CBOs		\$0.359
Special Needs/Inclusion in School PreK		\$0.306
Licensed family child care		\$1.596
Relative care		\$0.292
	Sub-total	\$11.145
Infrastructure	8%	\$0.892
Home Visiting*		\$0.531
TOTAL COST		\$12.568

An adequately funded ECEC system would spend **\$12.6 Billion annually**, of which \$10.6 Billion would be publicly funded.

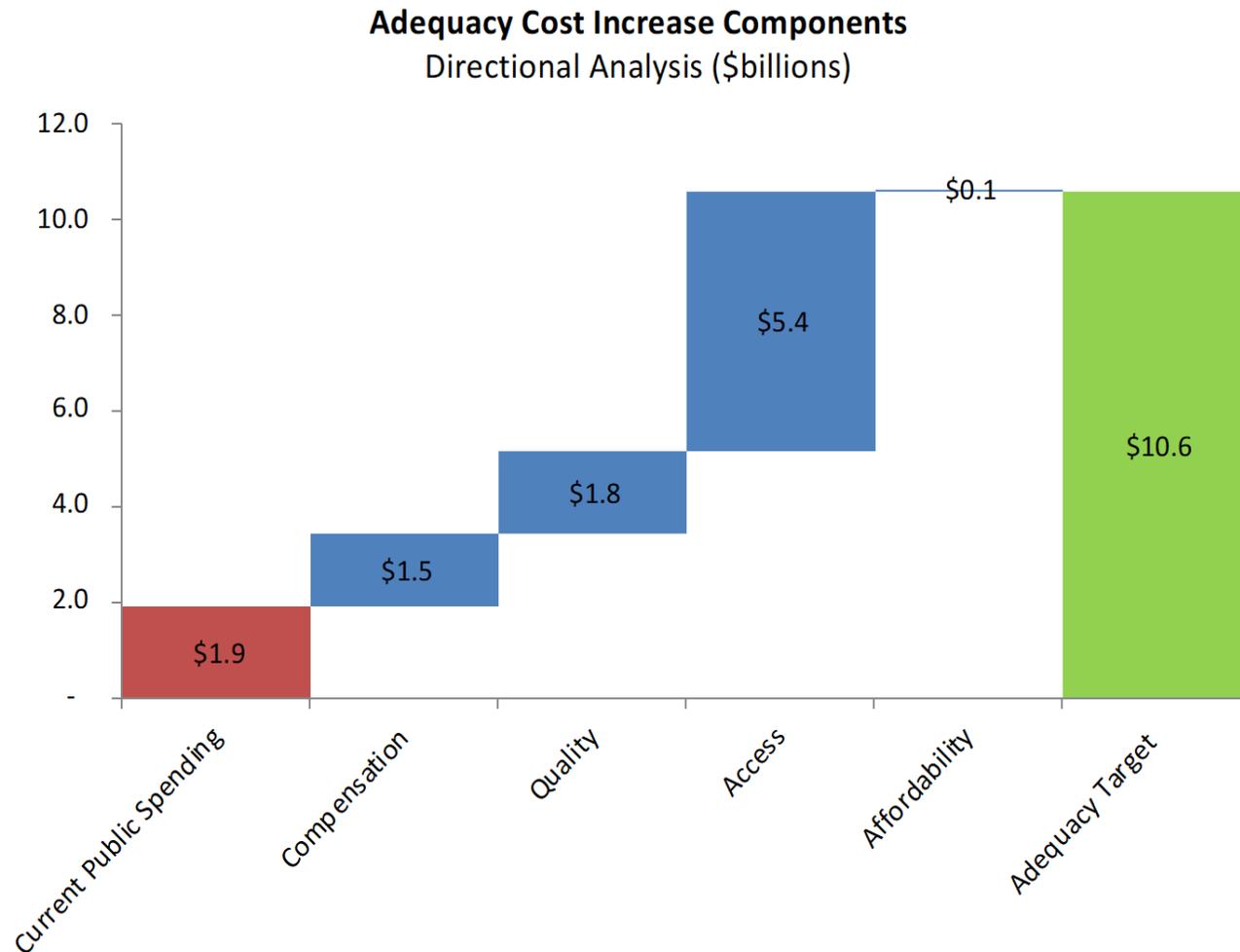
Illinois' Adequate ECEC System Costs



TOTAL PARENT CONTRIBUTION **\$1.959**

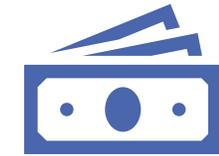
TOTAL COST WITH PARENT CONTRIBUTION **\$10.609**

The adequacy cost model represents increases in access, quality, and educator compensation



- Eliminates CCAP co-pay for families under 200% of Federal Poverty Line
- Graduated co-pay for families at 200%-400% of Federal Poverty Line
- Families over 400% of Federal Poverty Line pay no more than 7% of income
- Increases number of children served by 4x
- Increases compensation for early childhood professionals
- Increases quality supports for providers

This would create a **high quality, equitable** experience for children and families



Appropriately paid staff



Consultative services and family engagement



Supports for special education needs & multilingual learners at their location

More staff per children in classrooms; especially for children from households under 200% FPL



Smaller group/class sizes than today; especially for children from households under 200% FPL



Supportive infrastructure and administration



Choice of full-day, school-day, part-day care



Availability at the location of family choice



Mental health supports

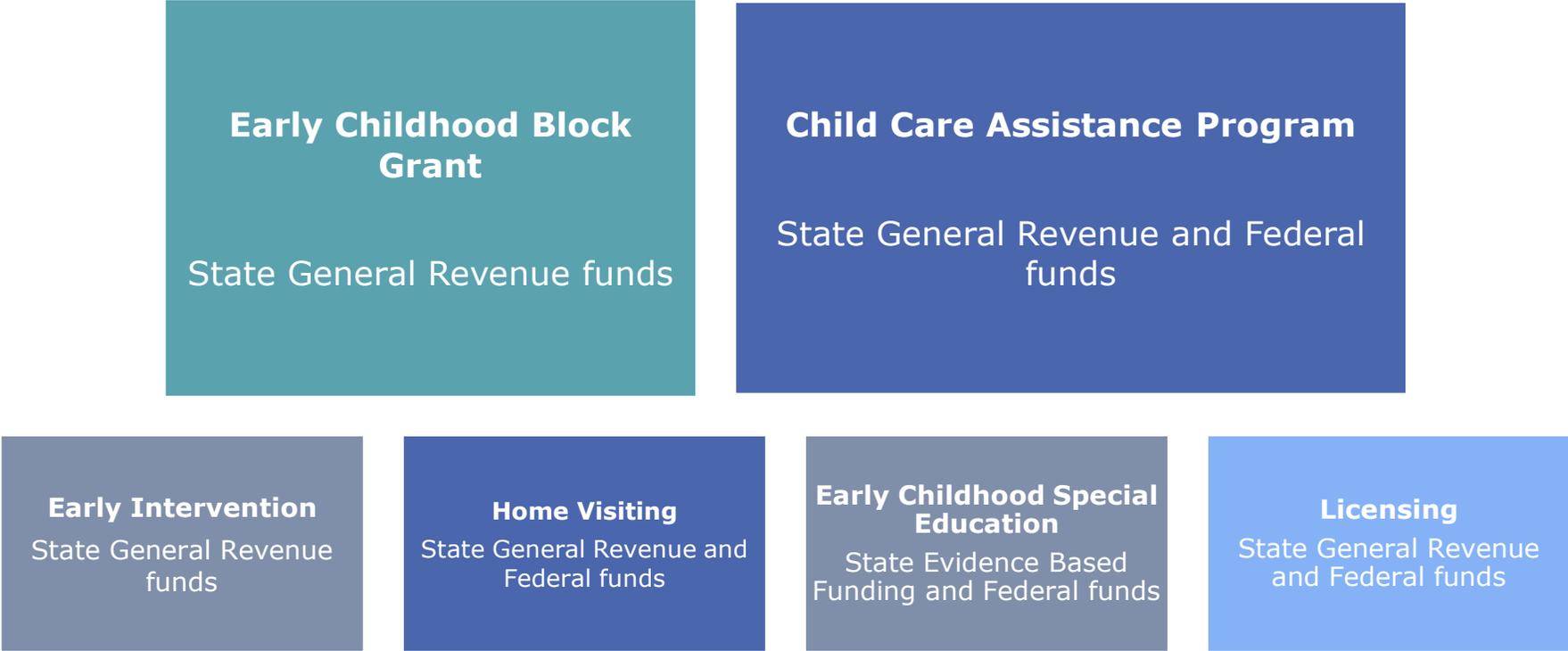
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Public ECEC funding allocation and disbursement should be centralized at the state level.

ECEC services should be centralized in a new state agency.

These **funding sources** could be administered by an ECEC agency in a centralized process



Currently
ISBE

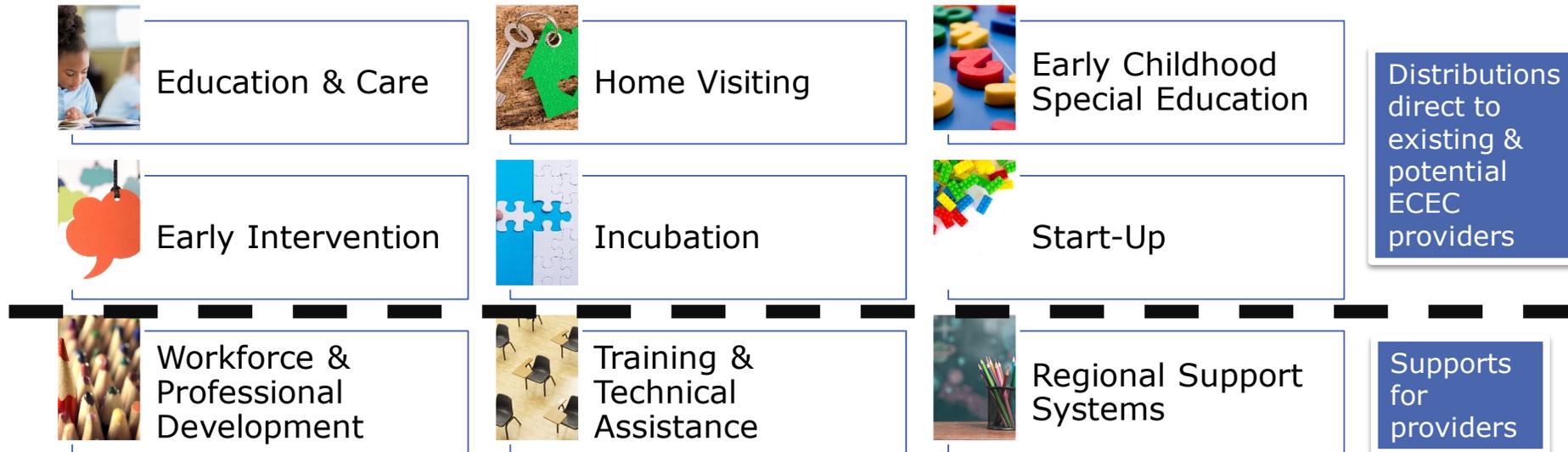
Currently
IDHS

Currently
DCFS

Recommendation
Forthcoming

These **funding distributions** could be the new services that are funded

Services above the line could be part of the ECEC agency's centralized funding distribution process to existing & potential ECEC providers



Supports below the line are envisioned as part of the agency's budget to conduct all management & oversight capacities

Centralized **allocation and disbursal mechanisms** will promote equity, transparency, efficiency, and stability



Funding allocation: formula-based grants

Goal: minimize reimbursement-based and delayed funding

ECEC and Home Visiting: grants based on equity-informed per-child or per-classroom formulas

Capacity building, start-up, and incubation: targeted, equity-informed grants



Funding disbursal: multi-year contracts

Goal: increase consistency and stability

New Providers: targeted, equity-informed RFP process

Returning Providers: multi-year contracts, with reauthorization based on uniform accountability standards

An example ...

TODAY

Provider gets funds by:

- Applying for competitive grants
- Receiving CCAP subsidy

Provider may receive:

- 1) CCAP
- 2) Preschool for All
- 3) Prevention Initiative for center-based care



NEW SYSTEM

Provider gets funds by:

- New providers: equity-informed RFP
- Returning providers: multi-year service contract

Provider may receive:

Formula-based disbursement for education & care services*



*could be weighted for age of children, level of service, need designation, region, etc. 26

There are many potential benefits to a centralized ECEC funding mechanism

- **Less time spent on administrative burden** and more time focusing on the core mission – serving young children
- **Stable, predictable sources of funding** means providers are more likely to stay in business, invest in quality, and be assured of timely payments
- More providers may work with the state and thus **provide services to eligible families**
- An equitable distribution of funding can ensure **more opportunities for children and families to access services**

The Commission has begun discussing the following emerging recommendations

The cost to provide equitable access to high-quality ECEC is \$10.6B in public funds.

Public ECEC funding allocation and disbursement should be centralized at the state level.

ECEC services should be centralized in a new state agency.

Draft Recommendation

To implement centralized ECEC funding allocation and disbursal...



 **Centralize ECEC services in a new state agency**

Centralize ECEC state agency programs and capacities from three agencies to one new agency to implement the new system of funding.

To implement centralized ECEC funding, the State should centralize ECEC into one agency



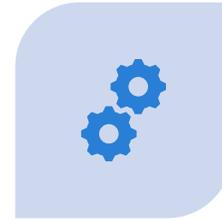
POLICY LEADERSHIP

ONE ECEC VISION
ONE SET OF ECEC
QUALITY STANDARDS
ONE AUTHORITY FOR
PROVIDERS
ONE ECEC VOICE OF
COLLABORATION WITH
THE EARLY
CHILDHOOD ECO-
SYSTEM



FUNDING & OVERSIGHT

SIMPLIFIED,
STREAMLINED
FUNDING ALLOCATION
AND DISTRIBUTION



INFRASTRUCTURE

SYSTEMWIDE DATA
UNIFIED PROFESSIONAL &
WORKFORCE
DEVELOPMENT
UNIFIED QUALITY
IMPROVEMENT



COMMUNICATIONS

CLEAR, UNIFIED
LISTENING AND
ENGAGEMENT

There are many potential benefits to a centralized ECEC state system

- In the long term, there could be one simple application for funding, leading to an easier application process and fewer applications to submit – **braiding funds at the state level could ease the burden on providers**
- It could be **easier to navigate** the system, find programs, and determine which programs families may be eligible to access
- **Improved quality** of programs statewide
- **Better information** on program cost and quality
- Providers may be able to **spend less time on administration** and more time on services to children and families
- **Better transparency** on who is in charge of the system
- When state agencies work together, they can **more equitably distribute funding**

Priorities through year-end

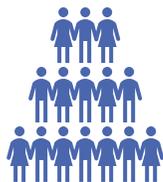
As we shift from research and analysis into decision-making, our **priorities for the last few months** of the Commission's work are to **hear and incorporate feedback from:**



Racial equity impact assessment



Technical working group



Stakeholders for feedback

Discussion Questions

- Do these recommendations sufficiently fulfill the **Governor's charge** to the Commission?
 - If not, what remaining questions or issues would you like to see the Commission address to fulfill the charge?
- What **questions or concerns** do you have about the recommendations as described?
- What **equity considerations** should the Commission focus on before submitting recommendations to the Governor?
- What **implementation considerations** should the Commission focus on before submitting recommendations to the Governor?

Where to find more information

All meeting materials, minutes, and other resources for the Early Childhood Funding Commission are available on the Governor's Office of Early Childhood Development website.

[Click here](#) to access the website.

All Commission meetings are open to the public, and there is a public comment period at the end of every meeting.

Thank You



PDG B-5 Year 1 Update & Year 2 Proposal

Jamilah R. Jor'dan

**Illinois ELC Executive Committee Meeting,
October 5, 2020
PDG B-5 Grant
Year 1 Update & Year 2 Proposal**

**Jamilah R. Jor'dan, PhD
Executive Director**



**Governor's Office of
Early Childhood Development**

PDG B-5 Continuation Grant

- 3-Year Renewal Grant 2020-2022
- Start Date: December 31, 2019
- \$13.4 million each year
- Fiscal Agent: Illinois State Board of Education
- Grant Structure: Six Activities
- Bonus Areas: Coordination, Infant/Toddler, Transitions and Alignment

PDG B-5 Statewide Strategic Plan Goals

Focus Areas:

1. Access
2. Coordination
3. Quality
4. Workforce Supports

Maximize Family Choice and Voice

- Statewide Needs Assessment: Increase understanding of family experiences within Illinois' mixed delivery early childhood system
- Reduce barriers to engagement
- Early Learning Council Family Advisory Committee: New committee to add parent voice to policy discussions and decisions
- Parent and Community Cafes

ECE Workforce Supports

- Rural/Hard-to-staff areas
- Credential alignment in professional development system
- Credential Fees
- Education Reimbursements
- Postsecondary Cohorts
- Competency-Based Education (CBE) Modularization

ECE Profile: Single Point of Entry

Gateways Registry Enhancements:

1. Competency-Based Education (CBE) Student Learning Repository
2. Home Visitor Classification
3. Pyramid Model Trainers/Coaches

Focus on Quality: ECE Settings

- ExceleRate Pilot program to support child care centers - Child Care Assistance Program contracts
- Planning for Networks to support home-based providers
- Home Visiting: Expand efforts to connect DCFS-involved families
- Expand inclusion in community-based programs
- Expansion of the Pyramid Model Framework Social and Emotional supports
- Facilitating Attuned iNteractions (FAN) training: Emphasis on trauma-informed practices
- Community-based planning for expansion: Focus on capacity building and identifying slot gaps

Data: Continuous Improvement

- Enhanced data integration, management, and data use
- Illinois Longitudinal Data System (ILDS): Analysis to expand the unduplicated count of children receiving ECE services
- Illinois Early Childhood Asset Map (IECAM): Improve Data Literacy
- Data Modeling
- Program Performance Evaluation (PPE)

Additional Areas Funded

- Support kindergarten transition promising practices
- Support for new consultants through the Infant/Early Childhood Mental Health Consultation
- Implementation of the Home Visiting Coordinated Intake Pilot/IRIS Data System
- Staff support for the Funding Commission

THANK YOU!



**Governor's Office of
Early Childhood Development**

Implementing the PN3 Agenda & Alignment with State ECEC Initiatives

Simone Santiago, Artiya Nash & Karen Berman



OCTOBER 5, 2020

Early Learning Council Executive Committee

Illinois Prenatal to Three Coalition





Thank You & Agenda

Many of you invested in the Illinois PN3 Policy Agenda and are responsible for its creation. We are now able to move forward in implementing our agenda through the PN3 Coalition due to the support and leadership of many of you.

Agenda Items

- Context for the PN3 Agenda & Coalition
- Initial Wins & Progress to Date
- Public Strategy
- Alignment with State Initiatives
- Strategic Questions

Focus

Identify what communication this Executive Committee and the Early Learning Council need to for us to most effectively advance the PN3 Agenda.



Call to Action & Governor's Support

“ **Illinois will become the best state in the nation for families raising young children.**

JB Pritzker, Illinois Governor

All of us in the administration are committed to building a better system of support: from prenatal to pediatric health care, to family economic security, to high quality childcare and home visiting. We can and must do better for families in Illinois, especially those families and communities that have been furthest from opportunity.

Jesse Ruiz & Teresa Hawley

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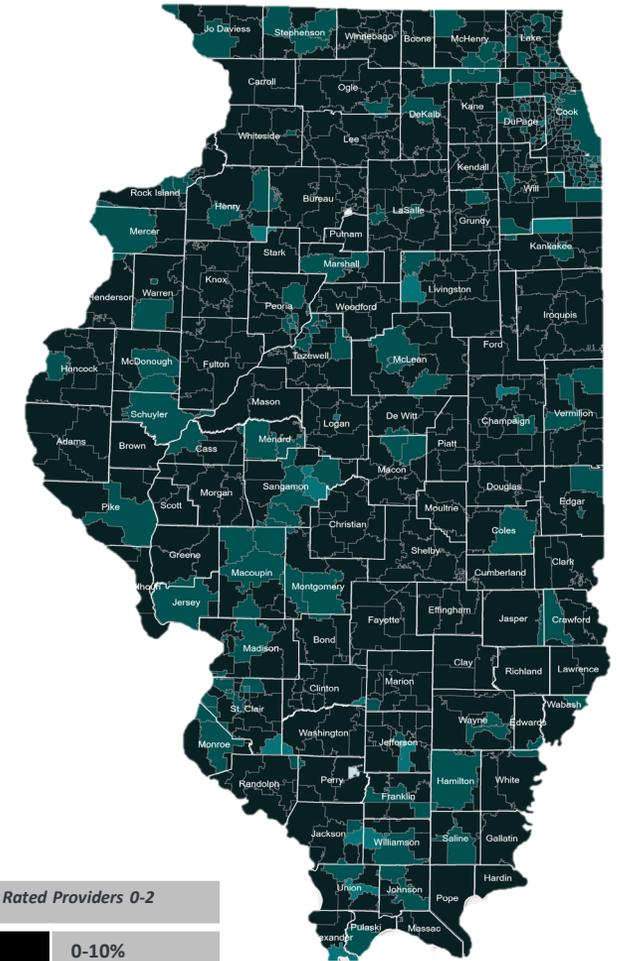
Problem to Solve

- The science is clear that **the first three years of life are the most critical** for development, setting a child up for lifelong success or lifelong challenges.
- Infants and toddlers see the **greatest disparities** in funding. Our children are shortchanged **exactly when the potential benefit is greatest.**

In Illinois, the impacts of this crisis are acute:

- **Only 25% of infants and toddlers have access to licensed child care, with only 5% of infants and toddlers have access to high-quality care.**

We know these barriers to access exist in our home visiting, early intervention and other critical infant-toddler services.



0-10%
10-25%
50-75%
75-100%
100%+

Source: IFF Report 2019





PN3 Agenda & Coalition

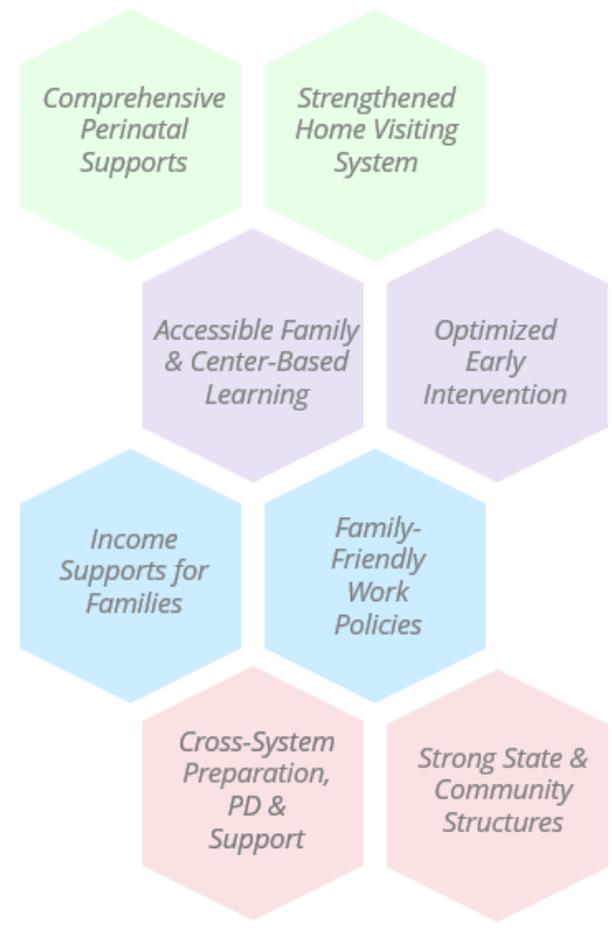
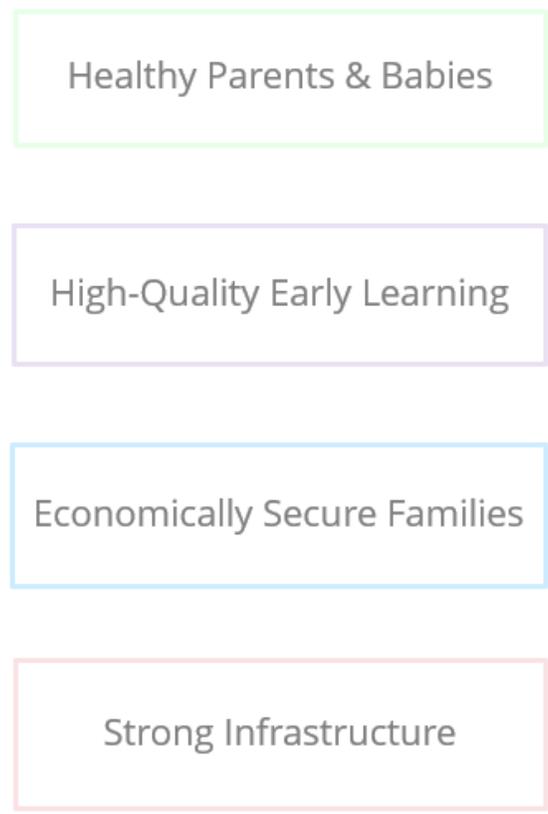
- We are part of a **national movement** of 15 states funded by Pritzker Children’s Initiative (PCI) to move PN3 work forward.
- Last fiscal year, we convened a broad group of 100+ diverse stakeholders to create a **bold, ambitious PN3 Agenda** for Illinois.
- The Ounce of Prevention Fund, together with the Governor’s Office of Early Childhood Development (GOECD) will lead the PN3 Coalition as a **public – private partnership**.
- The vision is to **close the opportunity gap with our earliest learners** so that every expecting family and child in Illinois has the care and learning they need during their most formative years to create the strongest foundation for success in life.
- PN3 Coalition is the **collective effort** to implement the PN3 Agenda.





PN3 Agenda Goals & Strategies

The Agenda has four goals areas, eight strategies and many objectives for advancing PN3 care and learning in Illinois.





Initial Wins & Progress to Date

- In March, we conducted a **survey of 100+ leaders** in the PN3 space to begin to gauge their interest and capacity in components of the PN3 Agenda.
- In the survey analysis, we saw a **diverse array** of organizations that clearly saw themselves contributing to work across our strategies and goal areas.
- We believe **facilitating the contributions** of a diverse array of contributing organizations is the most important aspect of leading in the PN3 Coalition.
- We convened a short-term **Advisory Group** to reflect on this data and guide us in thinking through implementation strategy.
- This group, together with our funders, partners, and PCI connections, helped to **co-create the structure and governance** of our Coalition as well as member roles and responsibilities.





PN3 Alignment with State Initiatives

- The **Funding Commission's** work in adequate funding and cohesive governance moves forward a critical set of objectives from the PN3 Agenda. In this area of overlap, both initiatives move forward together.
- The PN3 Agenda has been cross-walked with the **GOECD Strategic Plan for the Preschool Development Grant B5** and activities.
- Each of the GOECD PDG B5 strategic goals in the focus areas of Access, Coordination, Quality and Workforce align directly with PN3 Agenda objectives. This enables us to coordinate efforts to track and report on progress in implementation.





Public Side Strategy

- GOECD will lead coordination across public agencies to ensure we are lifting up priorities, potential challenges, and wins.
- As we move forward, we will use an inter-agency approach with members of these bodies working to operationalize the PN3 agenda through their organizational efforts.
- **Agencies:**
 - Department of Children & Family Services (DCFS)
 - Department of Health Care & Family Services (DHFS)
 - Department of Public Health (DPH)
 - Department of Human Services (DHS)
 - Illinois State Board of Education (ISBE)



PDG B-5 Renewal Year 1

PN3 Policy Agenda Item	PDG Projects	Investment
Strengthened Home Visiting System	Home Visiting and Child Welfare Project	\$87,240
	Coordinated Intake Home Visiting for non MIECHV funded programs.	\$106,790
Accessible Family & Center Based Care and Learning	ExceleRate Illinois CQI Pilot Centers	\$3,684,000
Strong State and Community Structure	PDG B-5 IDHS, ISBE, NIU, IECAM Data Projects	\$980,000
Cross-System Preparation, Professional Development & Supports	Infant/Early Childhood Mental Health Database	\$120,000
	College Cohort Supports Infant Toddler Focus	\$585,238



PDG B-5 Renewal Year 2

PN3 Policy Agenda Item	PDG Projects <i>(proposed)</i>	Investment <i>(proposed)</i>
Strengthened Home Visiting System	Home Visiting and Child Welfare Project	\$100,000
	Coordinated Intake Home Visiting for non MIECHV funded programs.	\$106,790
Accessible Family & Center Based Care and Learning	ExceleRate Illinois CQI Pilot Centers	\$3,570,000
Strong State and Community Structure	PDG B-5 IDHS, ISBE, NIU, IECAM Data Projects	\$980,000
Cross-System Preparation, Professional Development & Supports	Infant/Early Childhood Mental Health Database	\$120,000
	College Cohort Supports Infant Toddler Focus	\$585,00





Strategic Questions

- **Your engagement as individuals and as part of organizations is critical to delivering on our state's PN3 Agenda.**
- We want to go beyond informing you of progress. As the advisory body, we want to make sure you are deeply engaged in how we implement our agenda for infants and toddlers.
- Now that we are moving to implementation, **how does the Early Learning Council want to engage in this work** to most effectively advance the PN3 Agenda in policy change, program expansion, funding and governance?
- **What communication does this Executive Committee need?**
- To engage in the PN3 Coalition further, please email Simone Santiago at SSantiago@StartEarly.org.





Thank you!



10-Minute Break

Diversity, Equity & Inclusion Work of the Governor's Office & Next Steps for the ELC

Jamilah R. Jor'dan

Diversity, Equity, Inclusion (DEI) Work of the Governor's Office



Governor's Office of
Early Childhood Development

Diversity, Equity and Inclusion

- Morten Group
- State of Illinois Agencies
- Institution-wide DEI Staff Trainings
- Agency DEI Staff Committees
- DEI Plan Development

Questions for Consideration

- What conditions of well-being do we want for our staff and agency?
- Why do these conditions exist differently for some people?
- What would these conditions look like if we achieved them?

Questions for Consideration

- What is a specific change in policy, practice, or procedure that could help produce more equitable outcomes?
- How will an action decrease disparities
- Are there any unintended consequences? Can they be mitigated?

Chief Diversity Officer

- Search is in progress
- Provide direction, guidance, and support to the Governor's Office and all state agencies
- DEI Trainings
- Support the implementation of DEI plans
- Make state agencies more accessible to diverse constituents
- Promote accessible/culturally competent outreach

Racial Healing Circles

Jamilah R. Jor'dan, Cristina Pacione-Zayas, Karen Berman &
Maggie Koller

Racial Healing Circles

- What is a Racial Healing Circle?
- Experiences & Reflections
- Opportunity for ELC Executive Committee Members

KIDS Data Discussion

Brenda Dixon & Elliot Regenstein



Illinois State Board of Education

KIDS Fall 2019 Data Overview

Early Learning Council Executive Committee Meeting

October 5, 2020

Equity • Quality • Collaboration • Community

What is KIDS?

- The Kindergarten Individual Development Survey (KIDS) is an **observational tool** designed to improve understanding of children’s development in key areas of learning for long-term success, including social and emotional learning, language and literacy, mathematics, and approaches to learning.
- This is not a “test,” but is a set of **documented teacher observations** of students’ demonstration of developmental skills and interactions.
- KIDS is validated, informed by research, and **aligned with state learning standards**.

State Requirement

Readiness Domains	14 State Readiness Measures
Approaches to Learning and Self-Regulation (ATL-REG)	<ul style="list-style-type: none"> • Curiosity and Initiative in Learning (ATL-REG1) • Self-Control of Feelings and Behavior (ATL-REG2) • Engagement and Persistence (ATL-REG3)
Social and Emotional Development (SED)	<ul style="list-style-type: none"> • Relationships and Social Interactions with Familiar Adults (SED3) • Relationships and Social Interactions with Peers (SED4)
Language and Literacy (LLD)	<ul style="list-style-type: none"> • Communication and Use of Language (Expressive) (LLD3) • Reciprocal Communication and Conversation (LLD4) • Comprehension of Age- Appropriate Text (LLD6) • Phonological Awareness (LLD8) • Letter and Word Knowledge (LLD9)
Cognition: Math (COG:MATH)	<ul style="list-style-type: none"> • Classification (COG:MATH1) • Number Sense of Quantity (COG:MATH2) • Number Sense of Math Operations (COG:MATH3) • Shapes (COG:MATH6)



14 State Readiness Measures Within 3 Subsets

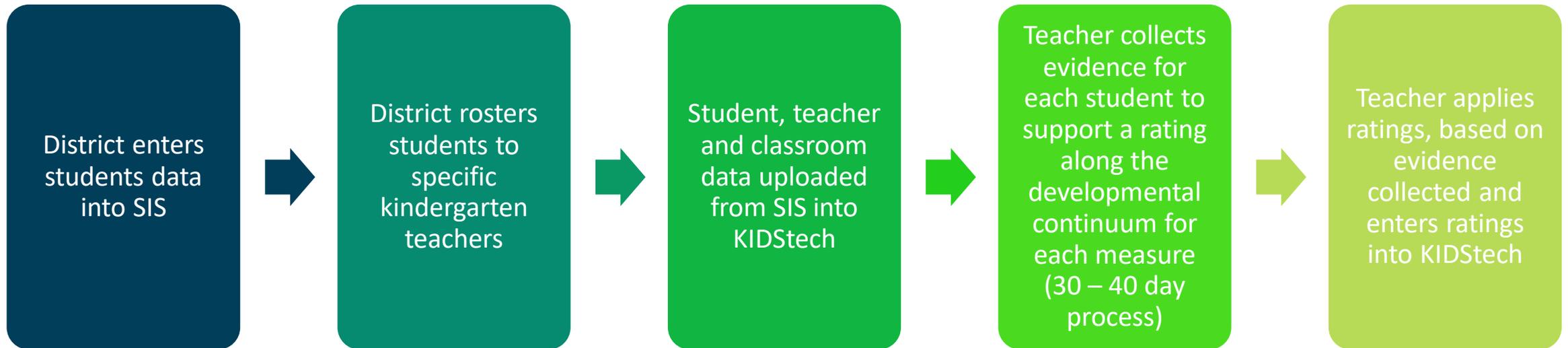
Subset	Within Domain	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Subset 1: ATL-REG- -SED	Approaches to Learning – Self-Regulation	ATL-REG 	1	Curiosity and Initiative in Learning	1
			2	Self-Control of Feelings and Behavior	2
			3	Engagement and Persistence	3
	Social and Emotional Development	SED 	3	Relationships and Social Interactions with Familiar Adults	7
			4	Relationships and Social Interactions with Peers	8
Subset 2: LLD	Language and Literacy Development	LLD 	3	Communication and Use of Language (Expressive)	12
			4	Reciprocal Communication and Conversation	13
			6	Comprehension of Age-Appropriate Text	15
			8	Phonological Awareness	17
			9	Letter and Word Knowledge	18
Subset 3: MATH	Cognition, Including Math and Science	COG:MATH 	1	Classification	28
			2	Number Sense of Quantity	29
			3	Number Sense of Math Operations	30
			6	Shapes	33

5 Domains of Readiness

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning – Self-Regulation	ATL-REG 	1	Curiosity and Initiative in Learning*	1
		2	Self-Control of Feelings and Behavior*	2
		3	Engagement and Persistence*	3
		4	Shared Use of Space and Materials	4
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others	5
		2	Social and Emotional Understanding	6
		3	Relationships and Social Interactions with Familiar Adults*	7
		4	Relationships and Social Interactions with Peers*	8
		5	Symbolic and Sociodramatic Play	9
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)	10
		2	Responsiveness to Language	11
		3	Communication and Use of Language (Expressive)*	12
		4	Reciprocal Communication and Conversation*	13
		5	Interest in Literacy	14
		6	Comprehension of Age-Appropriate Text*	15
		7	Concepts about Print	16
		8	Phonological Awareness*	17
		9	Letter and Word Knowledge*	18
		10	Emergent Writing	19
Cognition, Including Math and Science	COG:MATH 	1	Classification*	28
		2	Number Sense of Quantity*	29
		3	Number Sense of Math Operations*	30
		4	Measurement	31
		5	Patterning	32
		6	Shapes*	33
Physical Development	PD 	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41



KIDS Data Uploads



KIDS “Readiness” Percentages

Currently:

- KIDS provides a consistent way to measure kindergarten students’ developmental readiness across the state.
- KIDS “Readiness” calculations are based solely on the state requirement of 14 measures within the first 40 days of attendance.
- Does not include additional measures collected OR additional administrations of KIDS.

However:

- All ratings entered are IMMEDIATELY available to teachers and districts through KIDStech.
- Additional measures and administrations do not have “Readiness” psychometrics applied, but DO provide richer, deeper information about students at the individual, class and district levels.



KIDS Fall 2019 Reports

<https://www.isbe.net/Pages/EarlyChildhoodKIDS.aspx>

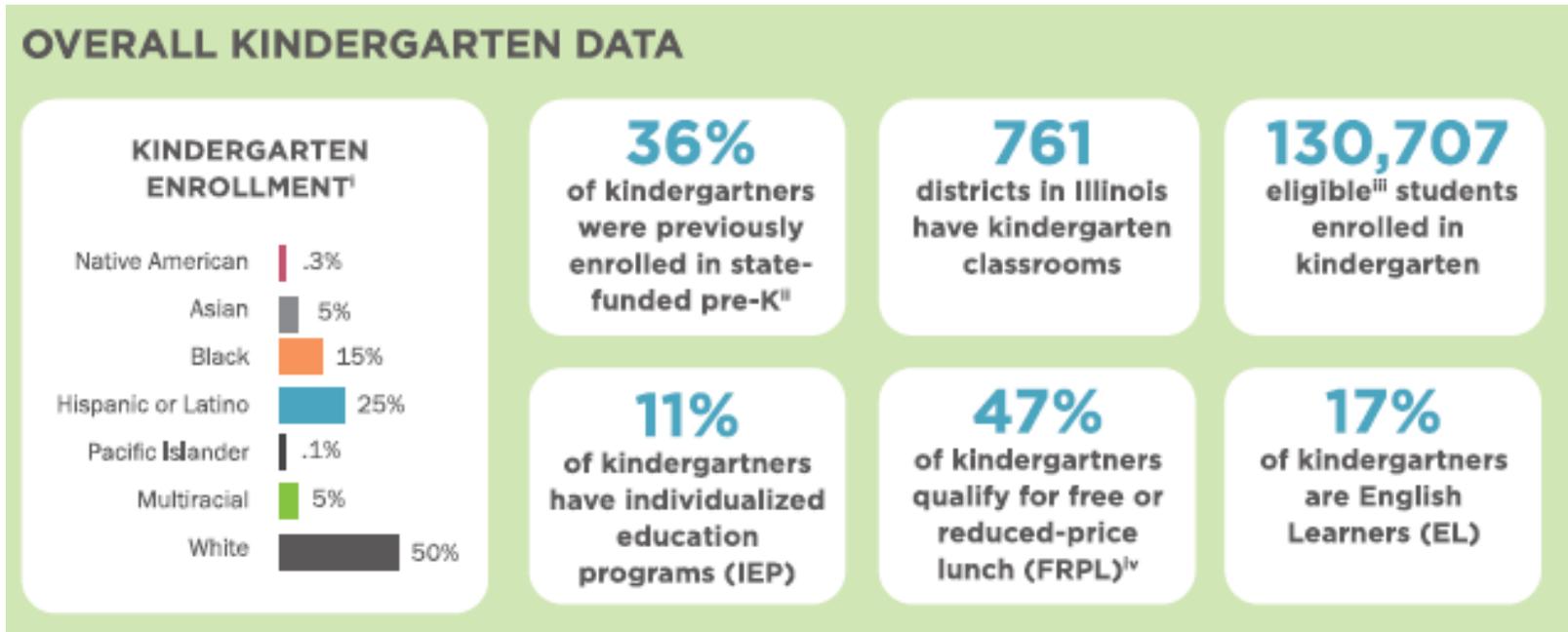
Public Data Reports

KIDS DATA RELEASE - FALL 2019

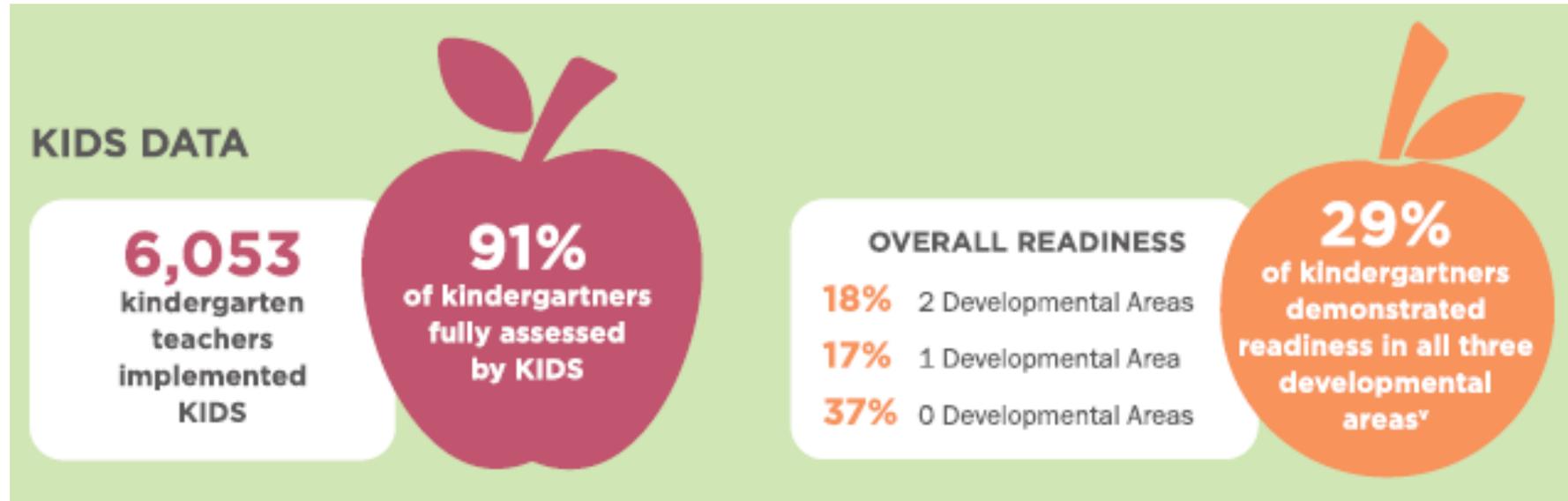
- [KIDS Public Report Fall 2017 - Fall 2019](#) 
- [Fall 2019 KIDS Report](#) 
- [Accessing Fall 2019 KIDS Data in SIS and Ed360](#) 
- [Fall 2019 KIDS Data Use Guidance](#) 



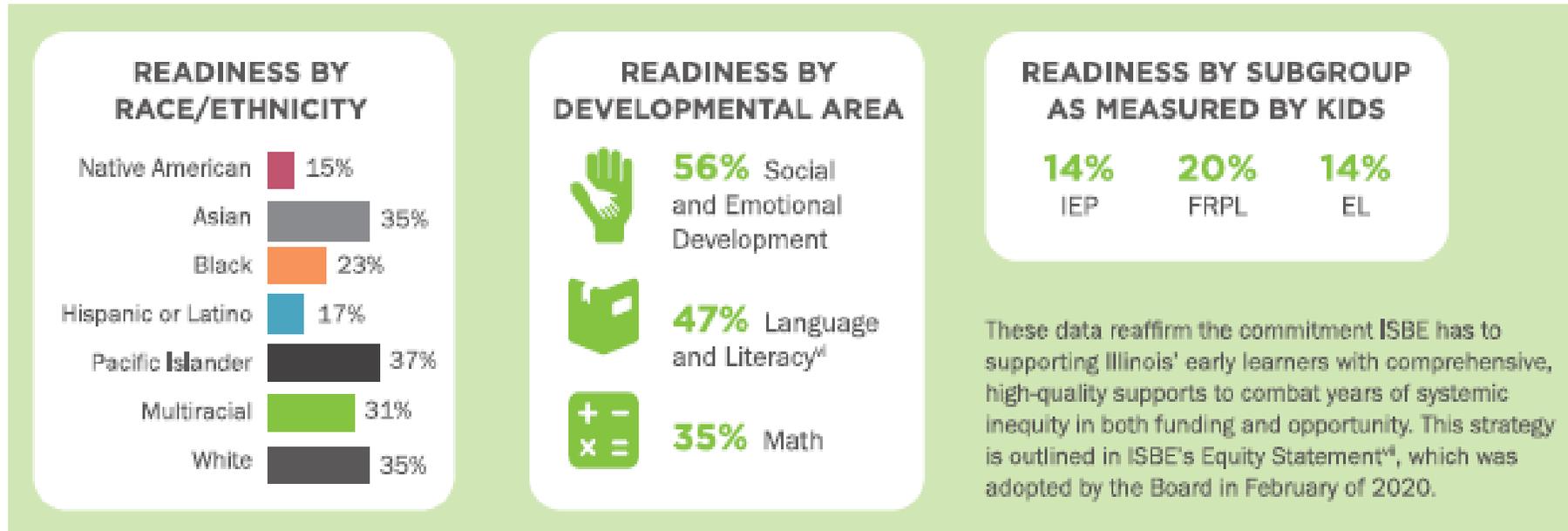
Fall 2019 Kindergarten Enrollment



Fall 2019 By the Numbers...



Fall 2019 Kindergarten Readiness



State Funded PreK Experiences



PreK Comparison Groups

PreK Experience Group:

- Enrolled in kindergarten fall 2019
- **Attended** state-funded preK
 - FRPL
- Observed and rated on all 14 required KIDS measures

Comparison Group:

- Enrolled in kindergarten fall 2019
- **NO** state-funded preK experience
 - FRPL
- Observed and rated on all 14 required KIDS measures

PreK Comparison (%)

K-Readiness by Race					K-Readiness by Race						
Row Labels	Yes	No	Grand Total	Row Labels	Yes	No	Grand Total	Row Labels	Yes	No	Grand Total
American Indian or Alaska Native	10.67%	89.33%	100.00%	American Indian or Alaska Native	12.77%	87.23%	100.00%	American Indian or Alaska Native	9.16%	90.84%	100.00%
Asian	22.53%	77.47%	100.00%	Asian	25.00%	75.00%	100.00%	Asian	20.32%	79.68%	100.00%
Black or African American	21.82%	78.18%	100.00%	Black or African American	24.56%	75.44%	100.00%	Black or African American	18.68%	81.32%	100.00%
Hispanic or Latino	14.78%	85.22%	100.00%	Hispanic or Latino	17.43%	82.57%	100.00%	Hispanic or Latino	11.86%	88.14%	100.00%
Native Hawaiian or Other Pacific Islander	27.03%	72.97%	100.00%	Native Hawaiian or Other Pacific Islander	33.33%	66.67%	100.00%	Native Hawaiian or Other Pacific Islander	21.05%	78.95%	100.00%
Two or More Races	22.06%	77.94%	100.00%	Two or More Races	22.58%	77.42%	100.00%	Two or More Races	21.59%	78.41%	100.00%
White	23.49%	76.51%	100.00%	White	25.36%	74.64%	100.00%	White	21.73%	78.27%	100.00%
Grand Total	19.71%	80.29%	100.00%	Grand Total	21.98%	78.02%	100.00%	Grand Total	17.33%	82.67%	100.00%

Previous Early Childhood Enrollment KIDS Readiness					No Previous Early Childhood Enrollment KIDS Readiness						
Row Labels	Yes	No	Grand Total	Row Labels	Yes	No	Grand Total	Row Labels	Yes	No	Grand Total
EarlyChildhoodAttendance	Yes			EarlyChildhoodAttendance	Yes			EarlyChildhoodAttendance	Yes		
Rated on 14 Required Measures	(All)			Rated on 14 Required Measures	(All)			Rated on 14 Required Measures	(All)		
Gender	Yes			Gender	Yes			Gender	Yes		
Free or Reduced Lunch	(All)			Free or Reduced Lunch	(All)			Free or Reduced Lunch	(All)		
IDEA Services	(All)			IDEA Services	(All)			IDEA Services	(All)		
Kindergarten District	(All)			Kindergarten District	(All)			Kindergarten District	(All)		
KindergartenDistrictRCDTS	(All)			KindergartenDistrictRCDTS	(All)			KindergartenDistrictRCDTS	(All)		



PreK Comparison (#)

K-Readiness by Race				K-Readiness by Race			
Row Labels	Yes	No	Grand Total	Row Labels	Yes	No	Grand Total
American Indian or Alaska Native	24	201	225	American Indian or Alaska Native	12	119	131
Asian	345	1186	1531	Asian	164	643	807
Black or African American	3117	11168	14285	Black or African American	1244	5414	6658
Hispanic or Latino	3020	17415	20435	Hispanic or Latino	1153	8569	9722
Native Hawaiian or Other Pacific Islander	10	27	37	Native Hawaiian or Other Pacific Islander	4	15	19
Two or More Races	554	1957	2511	Two or More Races	283	1028	1311
White	3852	12549	16401	White	1835	6611	8446
Grand Total	10922	44503	55425	Grand Total	4695	22399	27094

Previous Early Childhood Enrollment KIDS Readiness				No Previous Early Childhood Enrollment KIDS Readiness			
Row Labels	Yes	No	Grand Total	Row Labels	Yes	No	Grand Total
American Indian or Alaska Native	12	82	94	American Indian or Alaska Native	12	119	131
Asian	181	543	724	Asian	164	643	807
Black or African American	1873	5754	7627	Black or African American	1244	5414	6658
Hispanic or Latino	1867	8846	10713	Hispanic or Latino	1153	8569	9722
Native Hawaiian or Other Pacific Islander	6	12	18	Native Hawaiian or Other Pacific Islander	4	15	19
Two or More Races	271	929	1200	Two or More Races	283	1028	1311
White	2017	5938	7955	White	1835	6611	8446
Grand Total	6227	22104	28331	Grand Total	4695	22399	27094



“Readiness”

KIDS provides a consistent way to measure kindergarten students’ developmental readiness across the state.

Beyond reaching the readiness cut points for each measure, how is the state defining “readiness”?



QUESTIONS??



THANK YOU!

For more information on KIDS, please contact:

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(866) 317-6034

tlamb@isbe.net

DRE KIDS Conversation

- Questions about implementation
- Analysis of existing data
- Impact of COVID
- All Families Served questions
- Going forward – KIDS Advisory Committee?

Questions: Follow-up from August Meeting, Committee Reports & State Agency Updates

ELC Executive Committee Members

Questions?

- Status Update from August ELC Exec Meeting
- ELC Committee & Subcommittee Updates
- Updates from State Agencies

Q&A and Public Comment

Adjourn