

CENTER FOR THE STUDY OF EDUCATION POLICY
Illinois State University



**Birth-to-Third Grade Alignment:
 Breaking Down Barriers to Learning**

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B-3 Continuity Project

IL Birth Through Third Grade (B-3) Continuity



Illinois State Board of Education
 James T. Meeks, Chairman
 Tony Grish, Ph.D., State Superintendent of Education





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



¹Dunce 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

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

ECBG: Five Policy Priorities

- Prioritizing high need communities
- Serving more children from **priority populations**
- Increasing number of slots that meet the Preschool Expansion model (full-day, **comprehensive services**)
- Encouraging/supporting **community collaborations**
- Building **birth to 3rd grade continuum** of high quality services



Illinois State Board of Education
James T. Blunk, Chairman
Tony Smith, Ph.D., State Superintendent of Education



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

B-3 Project Supports

- B-3 Awareness & State Support
- B-3 Conference
- Webinars/Trainings
- Networking
- Technical Assistance available to Preschool Expansion Communities

Reflecting on the First Four Year of Preschool Expansion

Adequate early care and education funding provides legitimacy

Stable funding over time is necessary to support this work

Communities have to manage and attempt to align and integrate programs governed by different regulatory entities

Data is tremendously helpful to better clarify community needs and make the case for needed services

Reflecting on the First Four Year of Preschool Expansion

B-3 Strategies must be responsive to community context

Commitment over time is key to sustaining momentum

Building relationships is at the heart of accomplishing change

Serving the most at-risk children and families requires a different approach and sets of services

B-3 Strategies



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Turn & Discuss

- Does your community have target outcomes/goals?
 - If yes, how do you contribute to them?



Comprehensive Services

- Families have access to comprehensive services
- Established roles for connecting families to services
- Services connected across systems



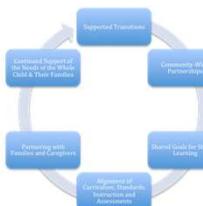
Family Engagement & Parent Leadership

- Schools & families partner in children’s education.
- School and parent communications are two-way.
- Parents are involved in school decision-making.
- Environments are safe, welcoming, and culturally sensitive.
- Family engagement & outreach is done at a systems level.



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Family Engagement Framework

Supported Transitions



- Increased access to early childhood programs & smooth transitions
- Established partnerships to facilitate conversations between different settings, ages and grades
- Supports are targeted to both children AND families

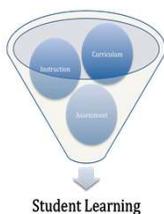
Joint Professional Development

- Aligned from birth-to-third grade
- Grounded in child development & effective instructional practices
- Partnerships across schools and community-based programs
- Opportunities for educators to learn with those teaching levels both below & above them



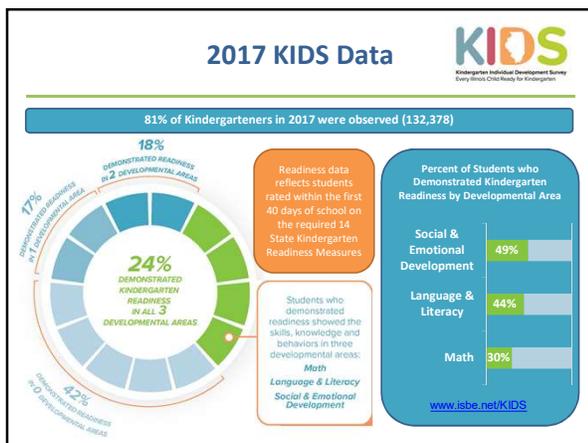
Aligned Curriculum & Instruction

- Shared expectations of student growth
- Focus on both academic & social-emotional skills
- Aligned with the science of child development
- Reflective of children & families' cultures



Aligned Assessments

- Sharing assessment practices and data across the full early childhood continuum
- KIDS Assessment as a link between preschool (0-5) & Kindergarten
- Connection between learning objectives, activities, and assessment
- Vertical & horizontal assessment articulation across grades, buildings and programs



Data-Driven Improvements

- Establish systemic partnerships focused on child outcomes
- Drive instruction and identify achievement gaps

Data Can...

- Make Connections**
Use connections to identify needs and possible solutions
- Make an Impact**
Appropriate data can inform instruction and learning environments
- Understand What's Happening**
Descriptions of policies, programs, implementation status, data trends
- Community Descriptions/Profile**
Sources of funding to communicate data and district commitment
- Engage Families**
Help parents and caregivers understand their student's progress
- Accountability**
Provide resources to help hold participating stakeholders accountable
- Continuous Improvement**
Timely data to inform instruction and support services
- Strategic Tool**
Strategic planning tool to help in planning, gathering, analyzing or reporting of data

- Informative across multiple levels (child, program, district, community)
- Determine allocation of resources & PD needs

Activity

Activity

- Discuss the given strategies
- What practices exist in your programs?
 - Think both within your program and how you might be influencing the B-3 system
- Reflect on where you could use improvement?

Getting Started

Community Self-Assessment

Upcoming Events and Training

Developmentally Appropriate Practices – Training series	In-Person Events TBD
Using Data Across the Continuum	Webinar TBD
B-3 Program Gathering	Jan-Feb 2019 TBD
B-3 Continuity Conference	Tentative: June 12-13, 2019

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Access Resources & Learn More!

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<https://education.illinoisstate.edu/csep/b3/>  **B-3 Continuity Project**
