

# Every Day, Every Year of a Hoosier Child's Life is Important!

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Indiana Early Learning Summit  
Fort Wayne, IN  
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# Agenda

- About CEELO
- **Why** A Birth to Grade 3 Approach?
- **What If** All Children Experienced High Quality Birth to Grade 3 Teaching?
- **How** Could All Hoosier Children Succeed?
- What's next?



# About CEELO



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Partnering to **enhance** early learning outcomes



*Fostering sustainable change in state policy and practice for children birth to third grade*



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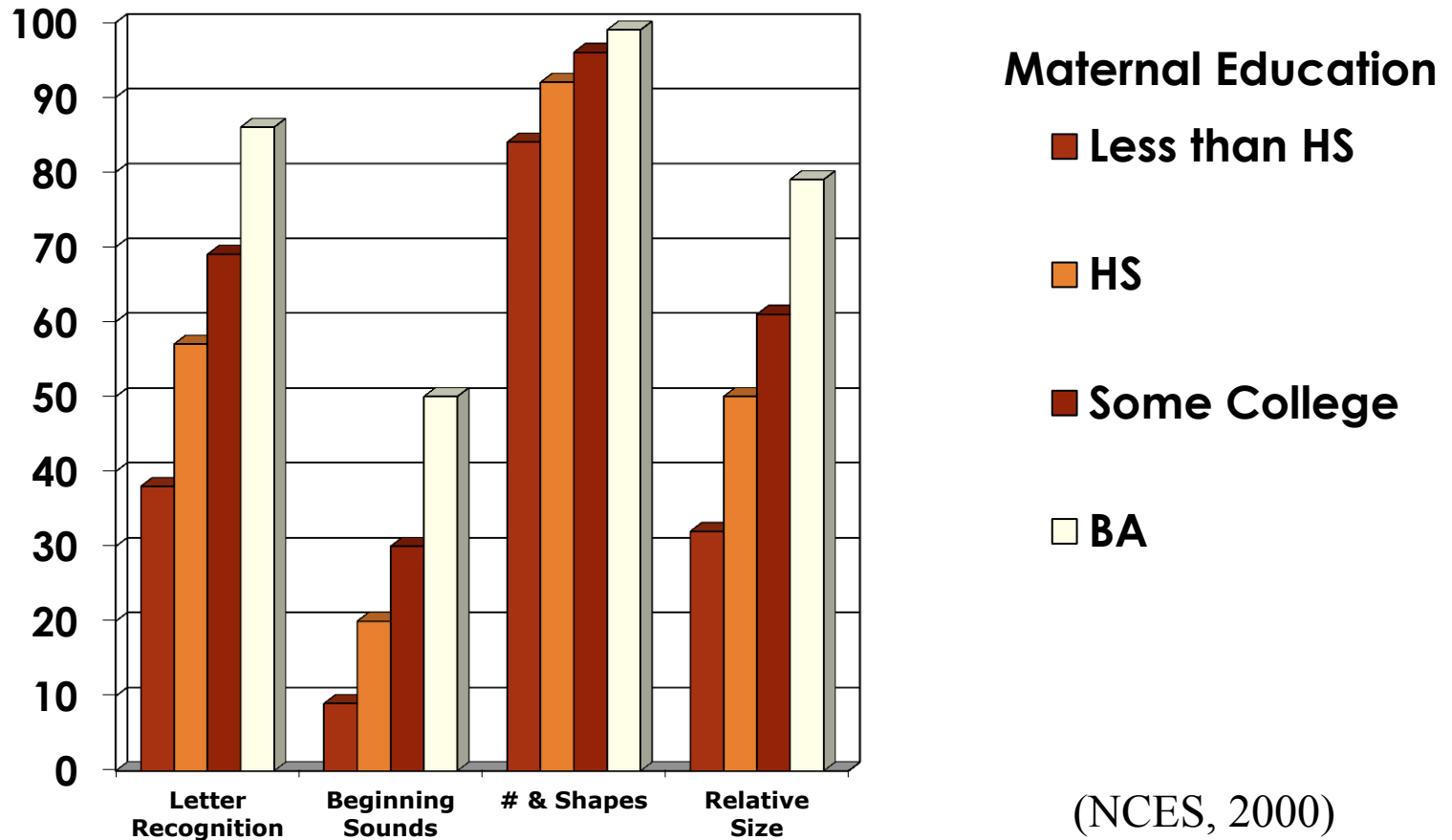
# Why Does A Birth - Grade 3 Approach Matter?

- Children's experiences during the early years provide the foundation for later school success.
- A smooth, coordinated learning experience from birth to age 8 is important to children and families.
- From birth to age 8, children learn the essential foundations of reading and writing.
- High quality early care and education is a profitable investment.

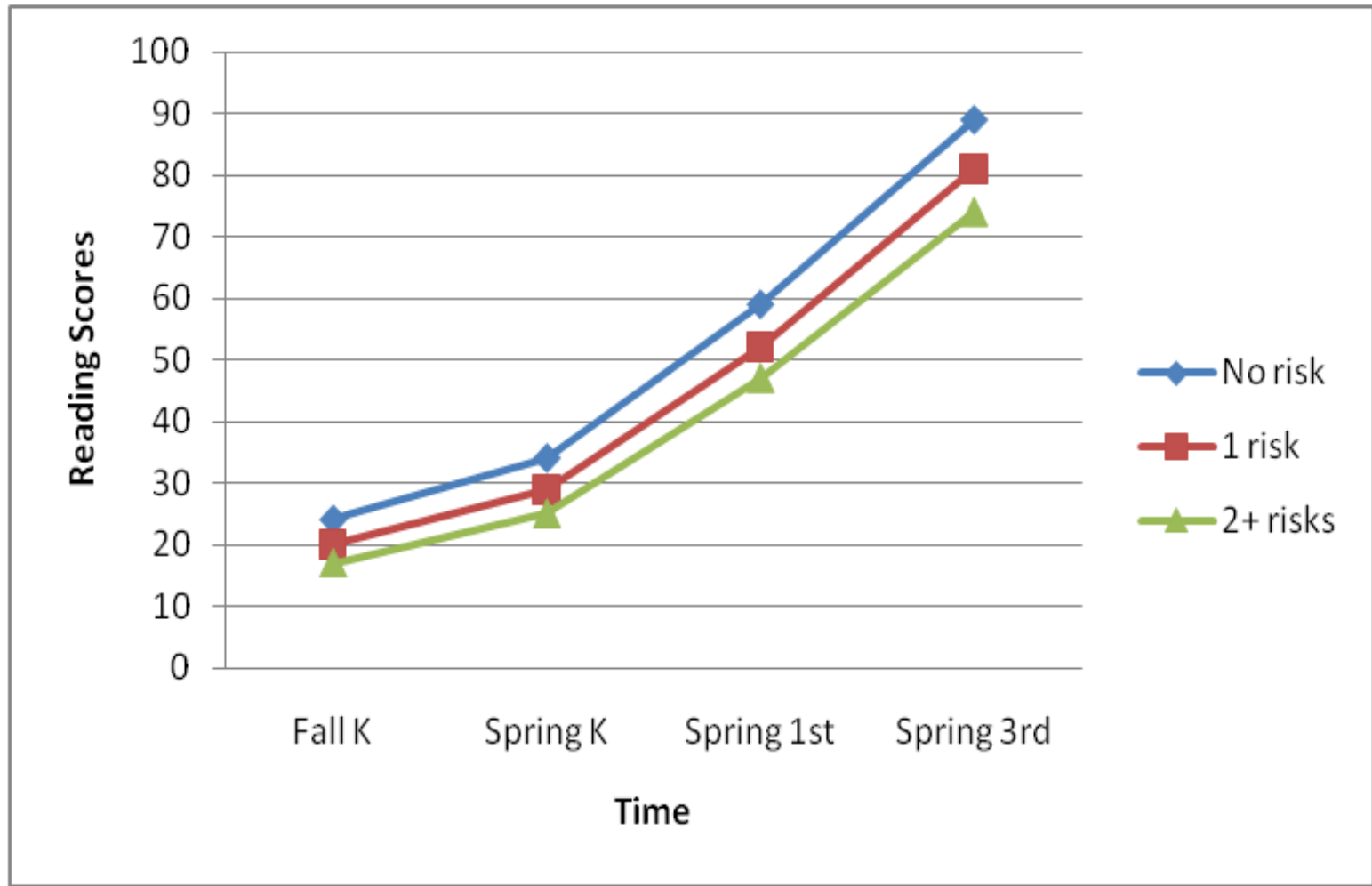


# The Numbers Paint a Picture...But Don't Tell The Whole Story

Percent of Kindergarteners Passing Proficiency Levels in Fall



# Gaps Widen Over Time



(NCES, 2000)

# What If All Hoosier Children Experienced High Quality Birth to Grade 3 Teaching?

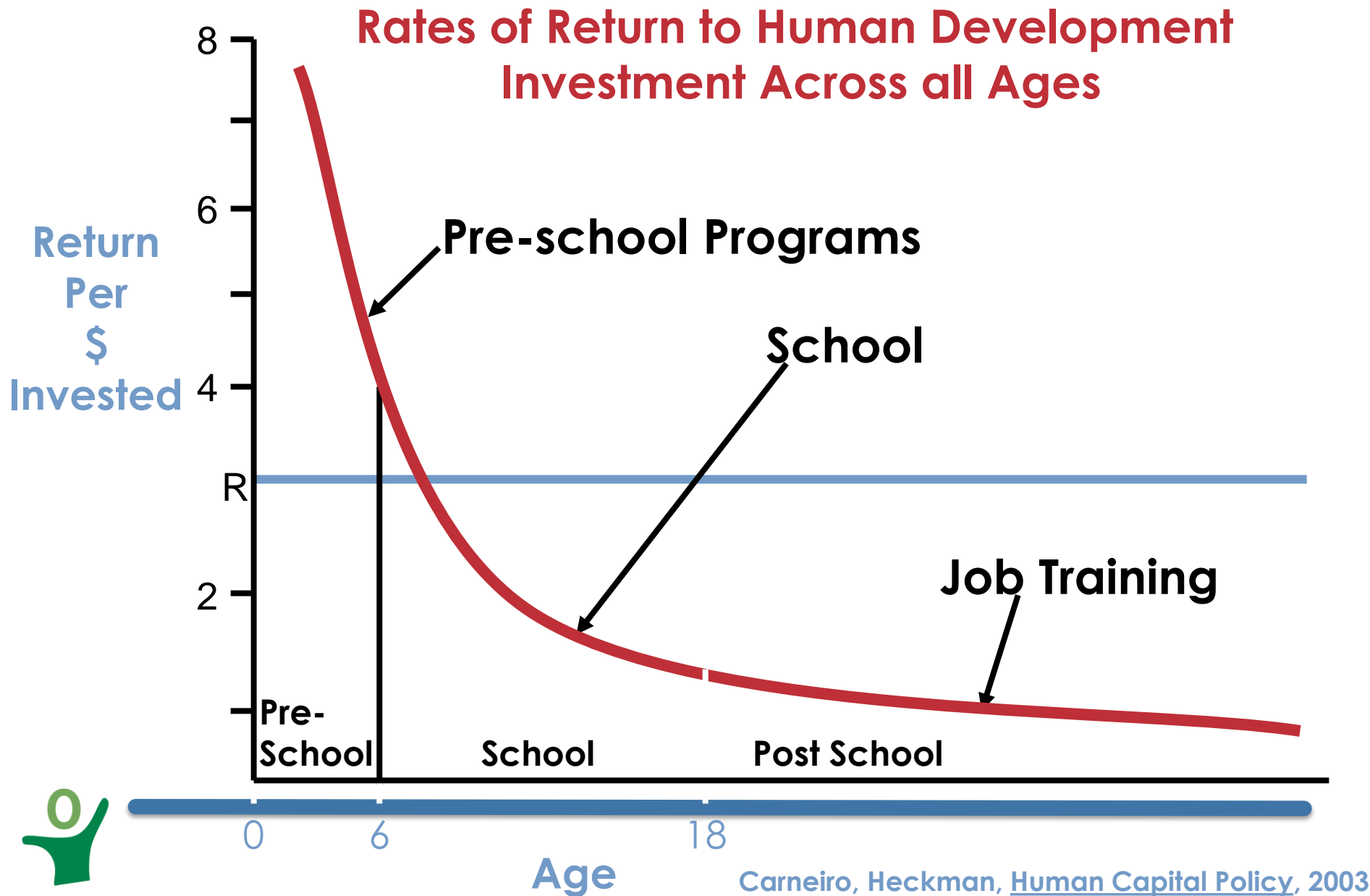


# Pay NOW or Pay MORE Later

- What children see, hear, and experience, from birth, effects how they learn and develop...
  - Brain development and toxic stress
  - “30 million word” gap
  - Poverty
- And it impacts what costs and productivity of future generations







# Poverty and Opportunity to Learn



# What If ... zip code didn't matter?

## Community of Poverty

- 358 reading resources for 7,000 children
- 4 places to buy books (mostly coloring books)
- No adults read with their children at the library

## Community of Affluence

- 16,453 reading resources for 1,200 children
- 11 places to buy books
- Adults read with children 47 out of 60 minutes at the library (approx. 2,435 words)
- 14x the number of words in print



# How Could All Hoosier Children Succeed?

- ✓ **Convince the community that we have an urgent problem (and give them tools to address it)**
- ✓ Invest in high quality early childhood programs and K-3<sup>rd</sup> grade
- ✓ Reduce chronic absenteeism
- ✓ Combat summer learning loss



# Think- Pair-Share

- Are educators sufficiently informed, alarmed and focused on early achievement gaps?
- Are parents receiving accurate, honest feedback on how well their children are progressing?
- How do we highlight the problem to mobilize improvement - and not strengthen negative stereotypes?



# Ask Families to Do 4 Things

- ***Ask to commit to 4 family routines:***
  - Put children to bed by 8 pm every night
  - Positive discipline (say 3 positive things for every 1 negative or correcting statement)
  - Read a book with your child at least every night (20 mins./day = 120 hours/year)
  - Eat dinner & talk with your child every night (no TV or texting)

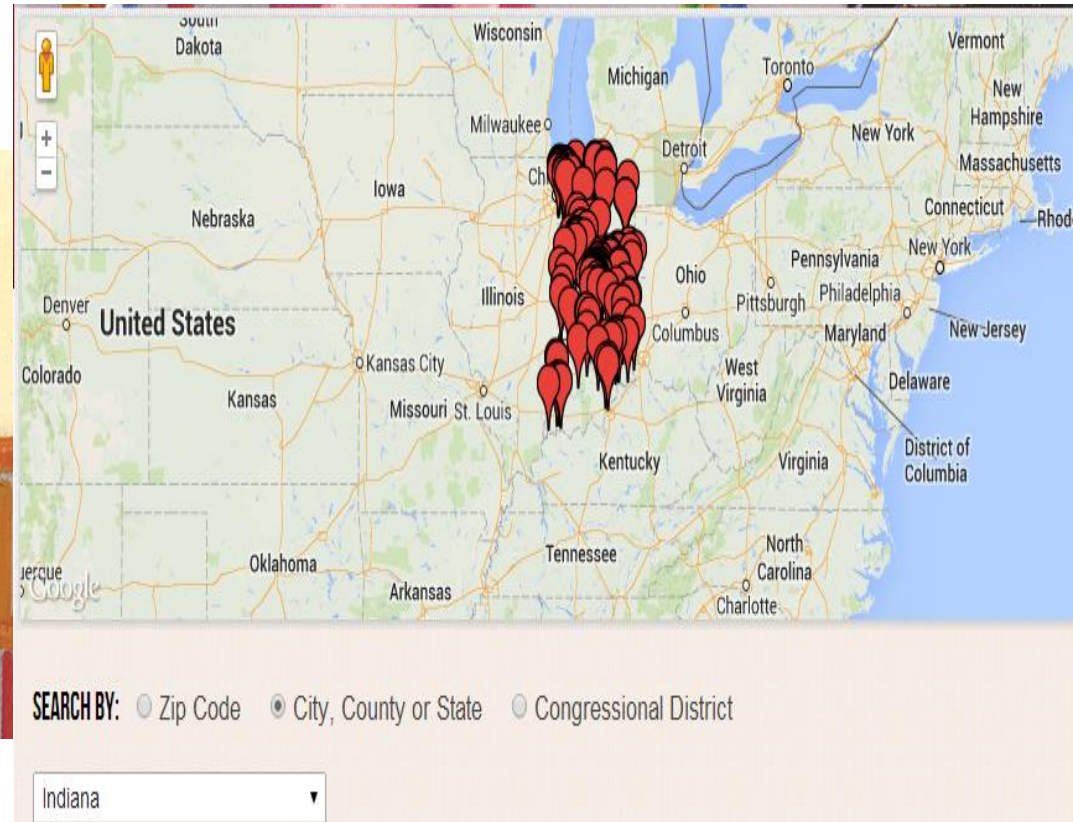
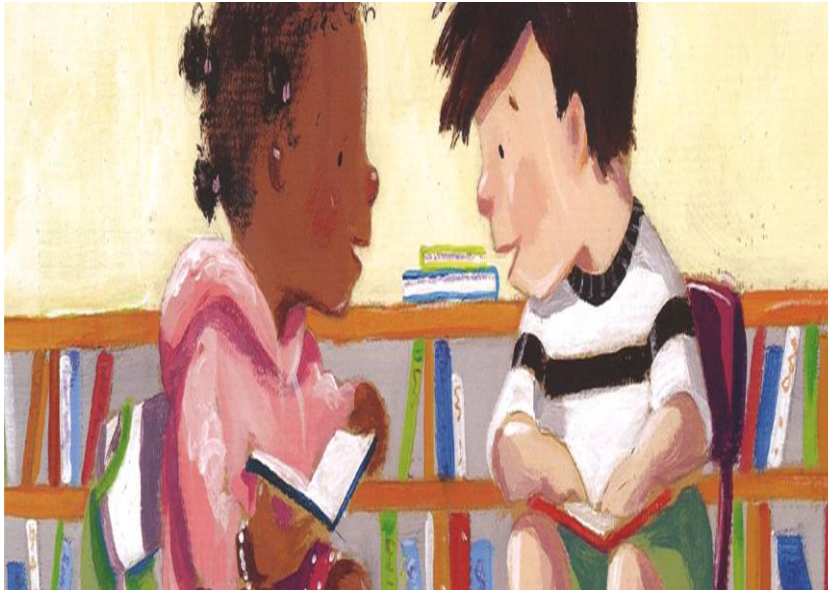




# The Campaign for Grade Level Reading in IN



# Reach Out and Read in IN



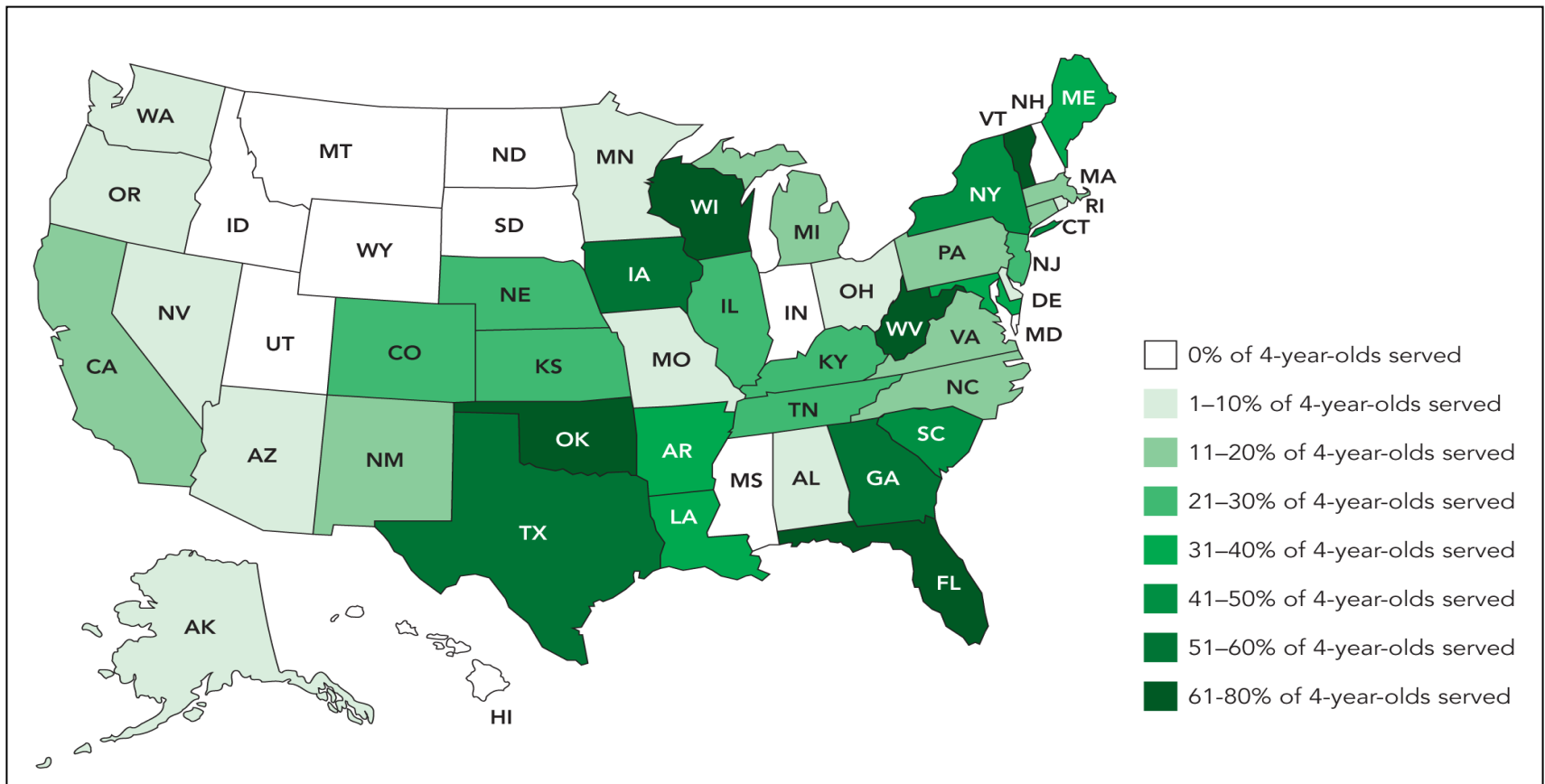


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# IN is not on the map...yet!



# IN's Goals for Early Learning

1. Recognize Early Learning as a Birth-3<sup>rd</sup> grade continuum
2. Develop a statewide accountability and improvement system
3. Align early learning and academic standards
4. Establish statewide transition protocols
5. Create a comprehensive system of formative measures



# Kindergarten is the Bridge

- The transition to K is critical to maintaining/building success in 0-5
- Full day, High Quality Kindergarten is an essential bridge to 1<sup>st</sup>-3<sup>rd</sup> grade
- High quality kindergarten balances:
  - Academic rigor and play/curiosity
  - Executive function and soc-emot skills
  - Child Directed + Teacher Directed acts.



# 3 Key Factors for Effective Teaching



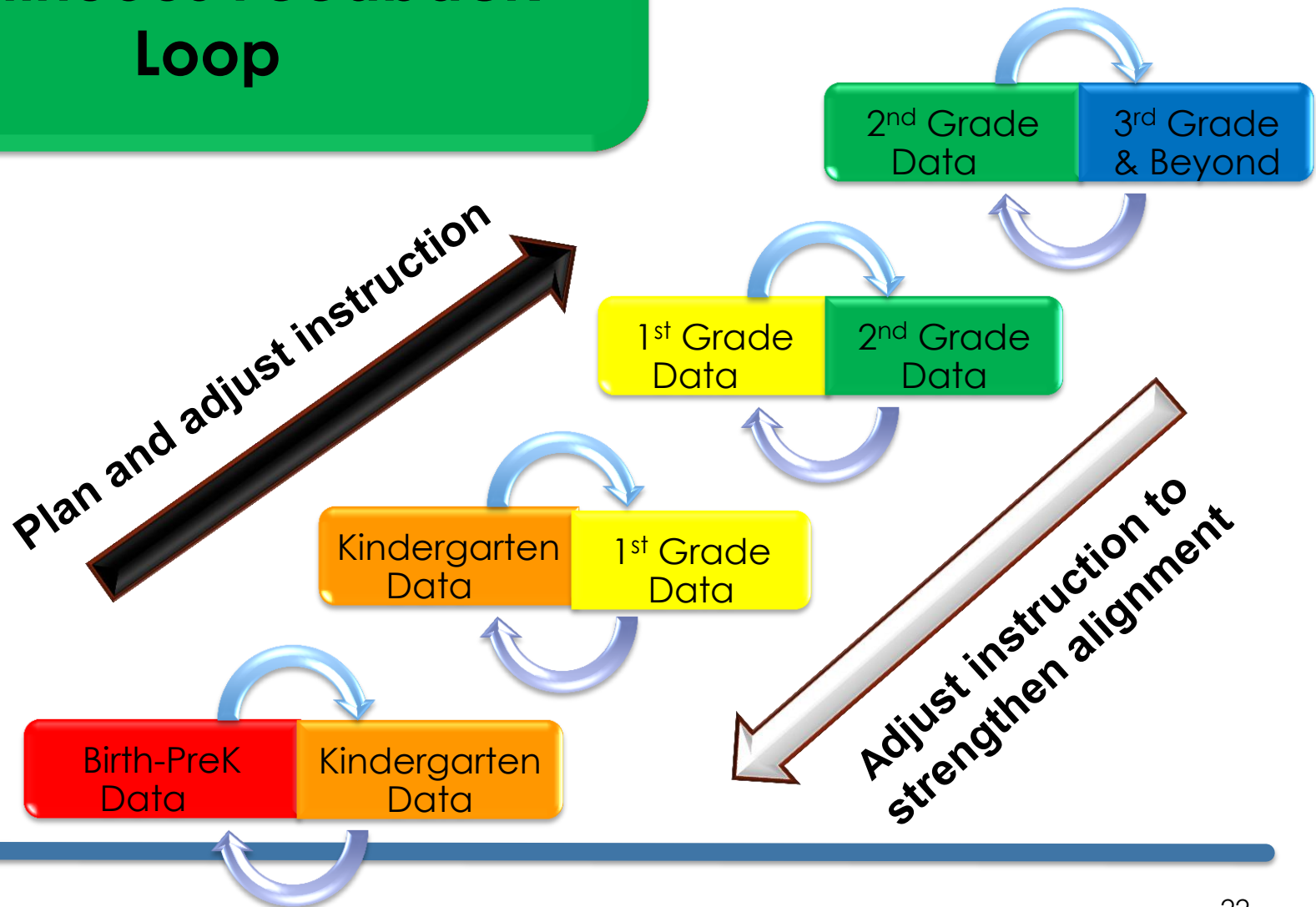
Developmentally  
Focused  
instruction

Intensive  
Professional  
Development

Regular  
monitoring of  
child progress



# Formative Assessment: Continuous Feedback Loop



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# Why Focus on Attendance?

## **Increased Student Absences are:**

- An early warning sign of potential drop-outs
- Predictive of academic failure
- A flag for student dis-engagement
- Costly for each school and surrounding community

## **Measures of Attendance are:**

- Available
- Easily understood

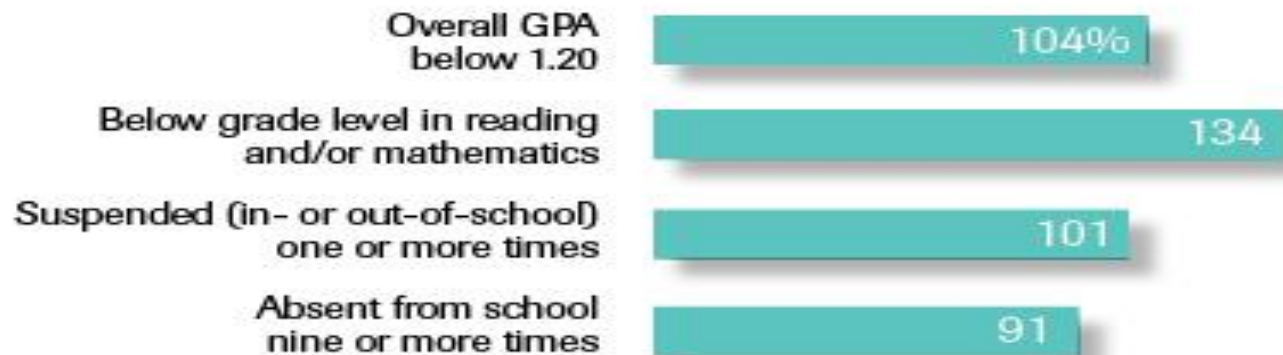




# Early Warning Signs

## FLAGGING STUDENTS AT RISK

As early as 1st grade, factors such as reading below grade level or racking up more than nine absences in a year can exponentially increase the odds that a student will eventually drop out of school, according to Montgomery County's data.

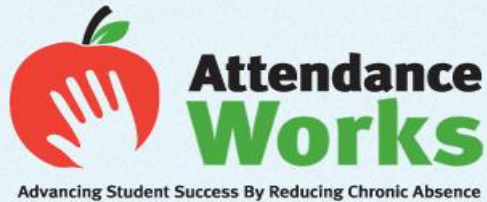


SOURCE: Thomas C. West, Montgomery County Public Schools

EDUCATION WEEK



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CHRONIC ABSENCE IS A CRITICAL EARLY WARNING SIGN  
THAT STUDENTS AND SCHOOLS  
ARE HEADED OFF TRACK.



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**Attendance Works** is a national and

**Attendance Awareness Month**

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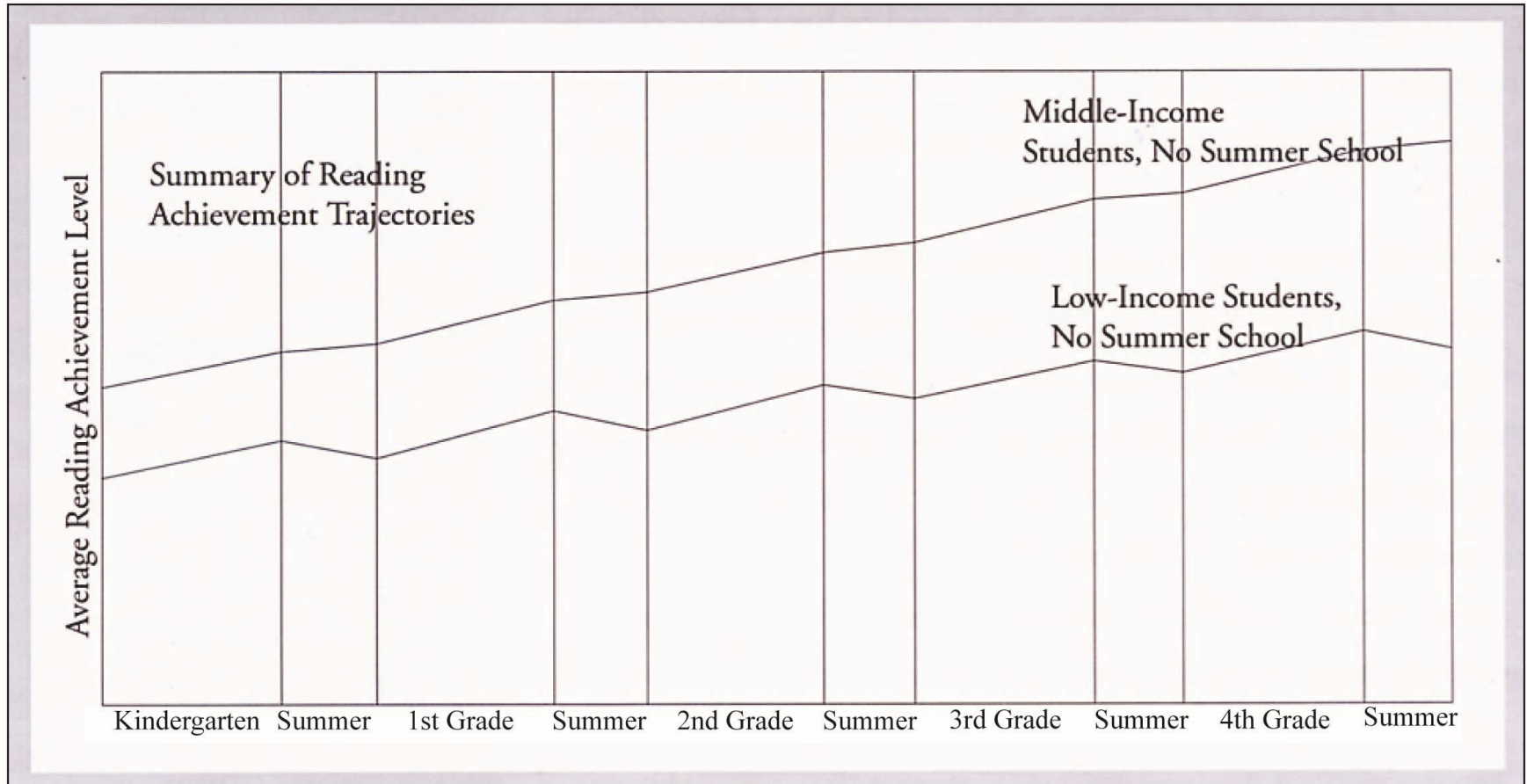
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# Mitigate Summer Learning Loss



Fairchild, R. McLaughlin, B. & Brady, J. (2006). Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning. Baltimore, MD: Center for Summer Learning.



# What's Next?







**Thank You!**



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