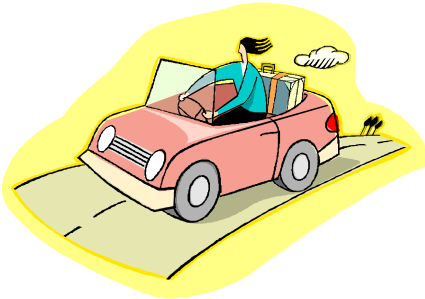


The DELL-D Journey



- o Developing Early Language & Literacy in Danville
- o Early Reading First, U.S. Department of Education

DELL-D Partners

- o University of Illinois (Champaign-Urbana) - Early Childhood and Parenting (ECAP)
- o Danville District #118 - EC classrooms at East Park who are NOT in Preschool for All
- o ECICAP Head Start - Roselawn & Laura Lee
- o Danville Area Community College - Child Care Program
- o *In Years 1 & 2 - Center for Children's Services - Early Learning Center*

Early Reading First

- Federal grant program
- Department of Education (DOE)
- Direct grants to projects
- Personnel development focus
- Based on peer-reviewed grant proposals

Purpose of ERF (and DELL-D)

- Create "centers of excellence" in communities with many low income families
- Enhance children's emergent literacy learning through professional development for teachers and resources for classrooms
- Achieve qualities of "scientifically based reading research" (SBRR) in classroom
 - Areas of SBRR
 - How they are taught

“Emergent Literacy”



- Literacy skills that develop BEFORE children enter formal schooling
- Skills that provide the FOUNDATION for reading, writing, and other school subjects

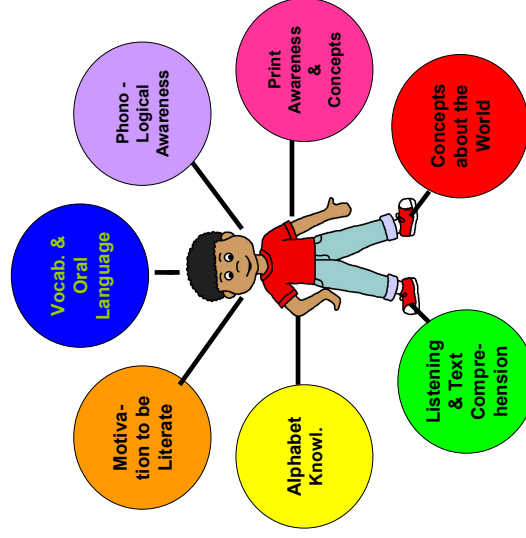
What ARE these skills?

- Vocabulary & oral language
- Phonological awareness
- Print awareness & concepts
- Listening and text comprehension
- Alphabetic knowledge
- Concepts about the world
- Motivation to be literate



Rationale for ERF

- High rate of reading failure in schools
- Learning to read & write well has its foundations in early language & literacy skills
- Important indicators of reading success/failure are present early in life
- Poverty and its associated conditions are associated with having fewer of these experiences
- Preventing failure is more effective than trying to fix problems - intervening early WORKS!



Evidence of Risk at Start of Kindergarten

Area	Low income	High income
Recognize letters of alphabet	3%	8%
Identify beginning sounds	1%	5%
Write own name	5%	7%
Amount of time read to before kindergarten	2.5 hours	1.0 hours
Accumulated experience with word	1.3 million words	4.5 million words

*adapted from Neuman, 2006

But evidence of risk is present even earlier!



- Child Trends (2009)
 - Differences between children in poverty and other children are present as early as **9 months**, and the gap is even bigger by **24 months**
 - Differences occur in the areas of cognition (thinking, problem solving, use of language), health, and behavioral ratings

Required Components in All ERF Grants

- Ensure broad EC foundation
- Adopt proven early literacy curriculum
- Develop literacy-rich classroom environments
- Implement screening & ongoing progress monitoring
- Provide intensive, ongoing professional development
- Evaluate effects on classrooms & children



Broad foundational curriculum

- o Creative Curriculum
- o Weekly coaching - build and improve on what is in place
- o Observations using broad quality rating systems (Early Language & Literacy Classroom Observation; CLASS)





Early literacy curriculum

- o TROPHIES
 - o 5 units, 25 themes typical of early childhood
 - o Emergent literacy scope & sequence embedded into themes
 - o Checks & coaching on curriculum implementation





Literacy-rich classrooms

- o Classroom materials & resources
- o Professional development (focus of training & coaching)
- o ELLCO (literacy throughout the classroom - areas, materials)
- o *(just beginning - CLASS [emotional support, classroom organization, intentional teaching])*



Screening & ongoing monitoring

- o Literacy assessments - 3 times/year
 - o Where children are - where they are starting, what they need
 - o Planning for large & small groups, for individual children
 - o Progress over time
- o Variety of benchmark assessments (PPVT, PALS, IGDIs, story comprehension)
- o Curriculum-based measures



Intensive, ongoing professional development

- o Training
 - o Year 1 - five 10-hour institutes
 - o Year 2
 - o three 10-hour institutes
 - o monthly small-group meetings
- o Coaching
 - o 5 coaches
 - o Weekly visits (100 hours/year)
 - o observation/feedback using specific procedures
 - o focus on environment, curriculum, teaching interactions
 - o Support for coaches

For children who need more support

Small Group Tutoring

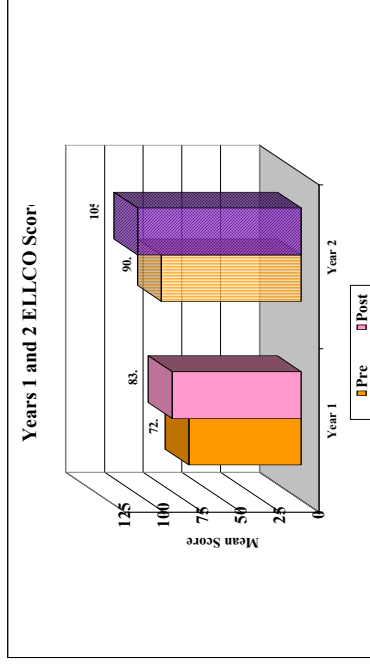
- o Children achieving in lowest 20% on assessments in fall
 - o Standardized language assessment (PPVT)
 - o Consistency seen in other assessments (especially picture naming and letter naming)
- o Twice/week tutoring
 - o Specific areas of focus, plan
- o Re-evaluate all children based on winter testing
 - o Same as above, PLUS Progress/lack of progress

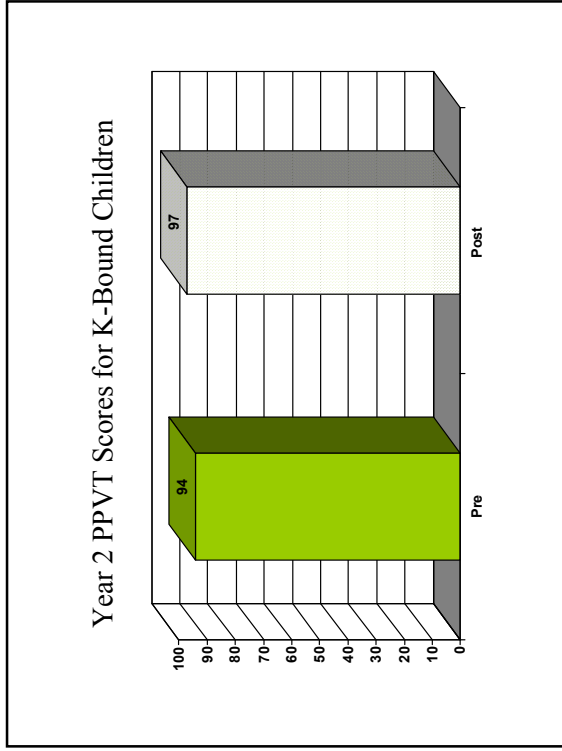
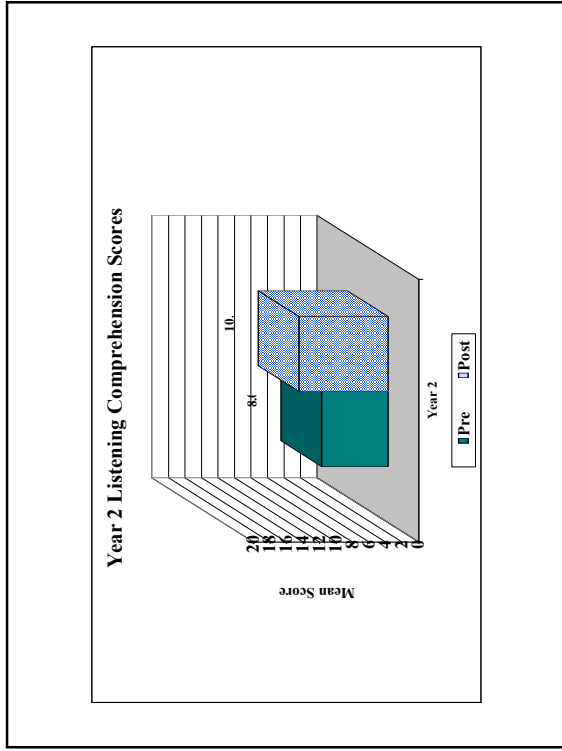
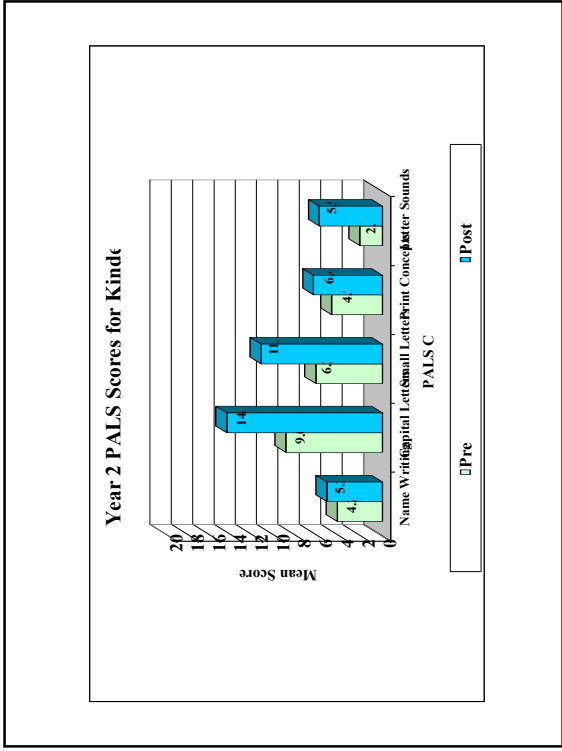
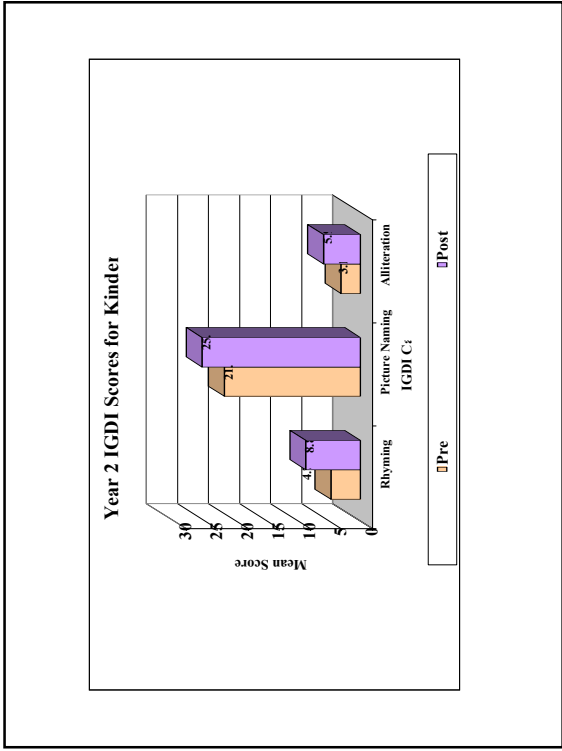
Family involvement opportunities

- o Monthly family events
- o Weekly library nights
- o Curriculum-linked parent newsletters
- o Monthly take-home flyers
- o One-on-one visits for some families

Changes in Children's Scores During Year 2

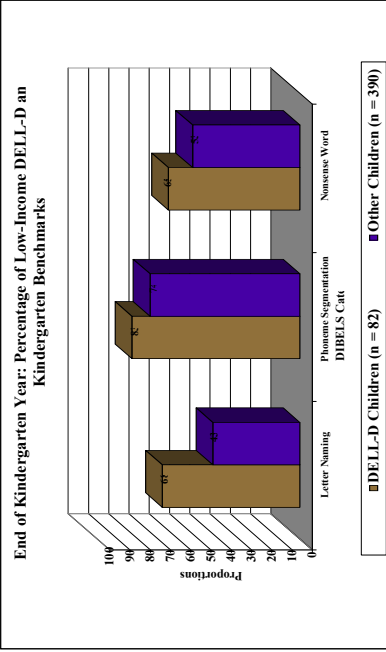
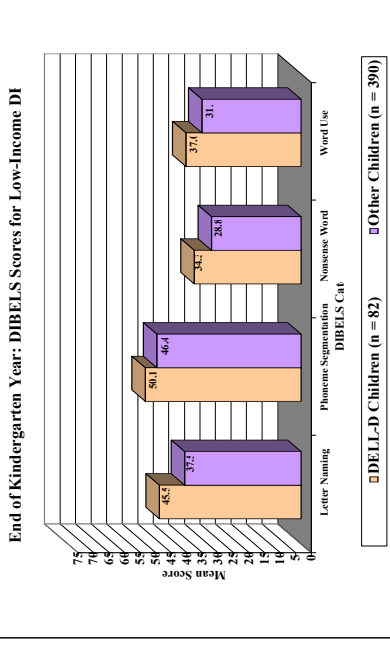
- o What we measured
 - o IGDIs ("Baby Dibels") - rhyming, alliteration, picture naming
 - o PALS - alphabet (large, small letters), letter sounds, print concepts, name writing
 - o Comprehension (DELL-D assessment)
 - o PPVT - receptive language



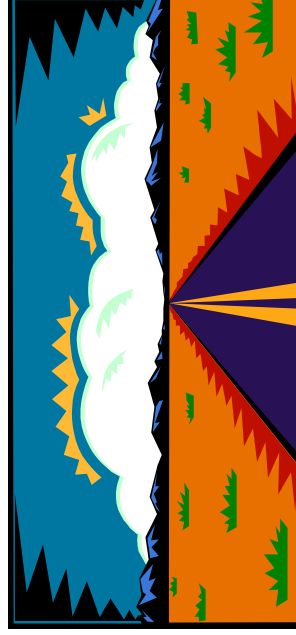


Kindergarten Follow-Up: "DIBELS"

- o Spring - 4 assessments
 - Letter Naming Fluency (name as many as possible)
 - Phoneme Segmentation Fluency (say sounds in word)
 - Nonsense Word Fluency (read short nonsense word)
 - Word Use Fluency (use word in sentence)



On the Road



We're getting there!

