



# AN OVERVIEW OF EARLY LEARNING IN CCSD59

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# Agenda

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- Types of programming
- Historical trends
- Requirements
- Planning for the future

# TYPES OF PROGRAMMING

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# A Snapshot

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**Total Enrollment:**  
365

**Preschool for All (PFA Grant):**  
104

**Blended (non-PFA):**  
261

**Students with IEPs:**  
166

**Tuition:**  
145

\*The numbers listed are constantly changing, as they correspond with students' third birthdays or screenings.

# Programs in CCSD59

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- **Special education programming:** for children who have a disability.
- **Grant-based programming:** The Preschool for All Program (PFA) is funded by a state grant for children who meet at-risk program criteria.
- **Tuition-based programming:** for children who are typically developing.

# Special Education Program Eligibility

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- Special education preschool is for children who have been identified as having one or more (of 14) specific disability categories.
- Funded as part of the federal IDEA Grant at \$55,917 for SY24.
- Students may participate in a range of special education and related services:
  - a. **Resource services:** The child is brought to school for a weekly appointment to receive therapy.
  - b. **Early Childhood Blended Classroom:** There is a mix of students with and without disabilities in the classroom.
  - c. **Early Childhood Instructional Structured Teaching Classroom:** These classrooms are self-contained and have only students with disabilities.
- *CCSD59 is required to provide special education programming for preschool children.*

# Preschool for All Program Eligibility

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- The Preschool for All Program is a preschool program funded by an Illinois state grant for children ages 3-5 years old (not eligible for kindergarten) who meet program criteria.
- Funded at \$632,506 for SY24.
- “The first priority in awarding grants must be given to applicants that propose to serve children who have been identified as at risk of academic failure... The second priority in awarding grants must be given to applicants proposing to serve primarily children whose family’s income is less than four times the poverty guidelines” (ISBE, 2022).
- At-risk children are those who, because of their home and community environment, are subject to language, cultural, economic, and like disadvantages.
- *This program is not required (but we must provide it or return the grant money).*



# Tuition- Based Program Eligibility

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- Tuition-based programming is for children who are typically developing; they do not have disabilities and do not qualify for at-risk programs.
- There is no state or federal funding for this programming.
- *CCSD59 is not required to provide this programming.*

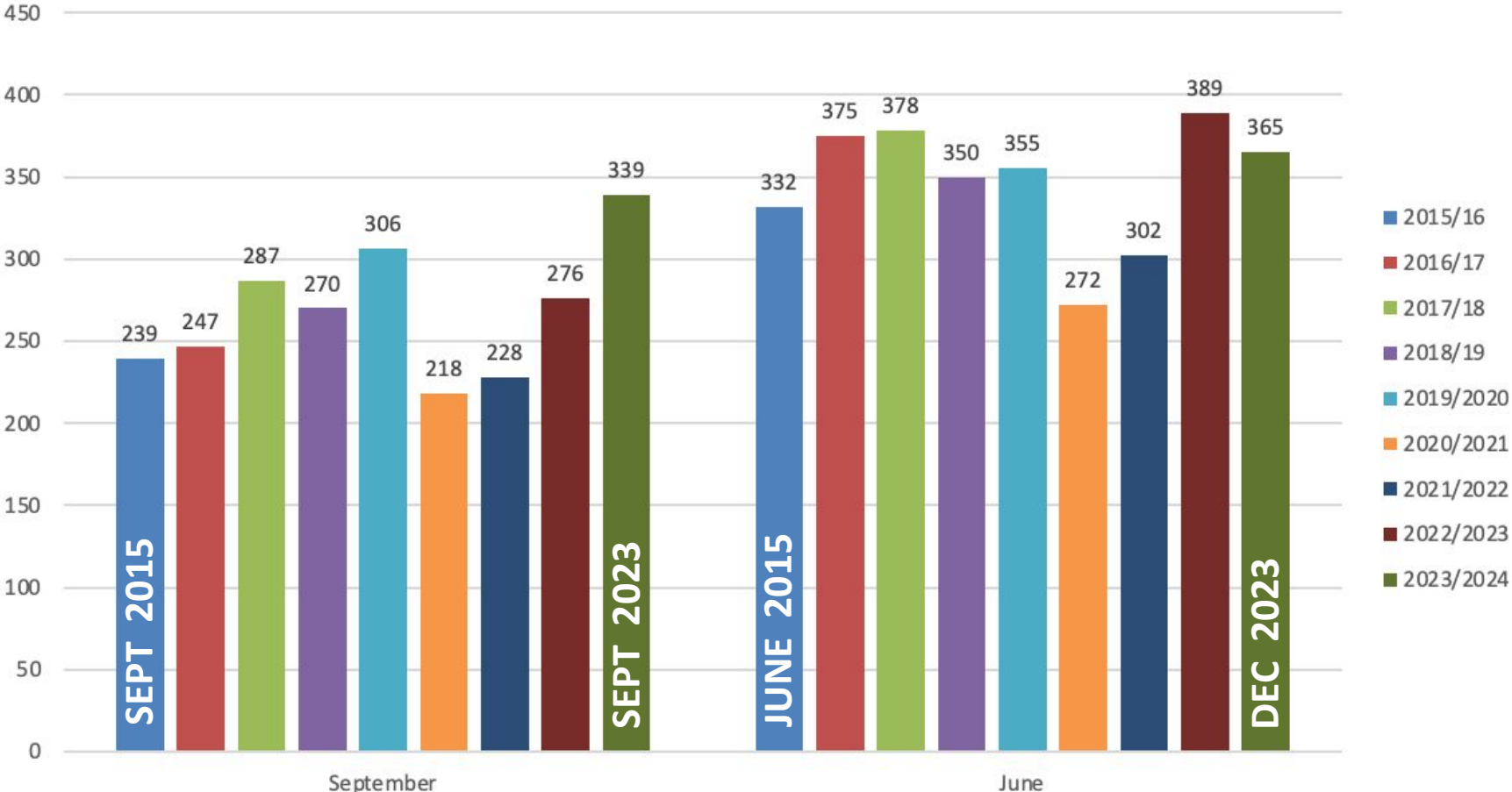


# HISTORICAL TRENDS

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# Enrollment Data 2015/16- 2023/24



# Enrollment Trends

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	Total Students	Special Education	At Risk	Tuition
SY24 (as of 12/21/23)	365	166	54	145
SY23	389	192	65	132
SY22	302	183	70	49
SY21	276	201	58	17

# Enrollment Trends

	Pre-School for All
SY24 (as of 12/21)	104
SY23	118
SY22	121
SY21	110



# Recognitions and Celebrations



- **Gold Circle of Quality Program:** Gold Circle programs meet or exceed specific quality benchmarks on learning environment, instructional quality, and all administrative standards; group size and ratios; qualifications; and professional development.
- **Play & Learn:** These free classes are for children (ages 0 to 5) of CCSD59 to enjoy with their parent or guardian present.
- **Family University:** we have served 124 families in six sessions (2 and 1/3 years) providing them with parent education, a preschool-like experience for 2-3 year olds, and sibling care with homework help
- **Community Partnerships:** YWCA, Kenneth Young, Mount Prospect Library, Police & Fire Departments & Community Connections, the Elk Grove, Des Plaines, and Arlington Heights Libraries, Des Plaines Salvation Army, and local churches.

# REQUIREMENTS

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# Program Curriculum

(must align with the Illinois Early Learning and Development Standards)

- **Creative Curriculum (Current)**
  - This curriculum framework uses project-based learning as a way for children to apply skills and focuses on these four areas of development: social/emotional, physical, cognitive, and language.
- **Scholastic PreK on MY Way (Piloting)**
  - This curriculum is language, literacy and math rich, while also providing learning in science, social studies, tech, fine arts and physical development. In addition, it has a strong component that helps young children develop SEL, executive functioning, motivation and creativity. This is available in English and Spanish.
- In addition, we use a number of other curricular resources to meet the needs of our students.



# Staffing Requirements

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## PFA

- Certification: PEL with early childhood education, early childhood special education (if program is blended), English as a second language or bilingual (if students are language learners or in a bilingual class).
- Ratio: One adult to 10 children with a maximum of 20 children being served in each session (if not blended).

## Special Education

- Certification: PEL with early childhood special education (align with PFA if blended).
  - *In CCSD59, we require all teachers to have all three certifications.*
- Ratio: Dependent on student need and the nature of programming.

# Monitoring/Audits

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## PFA

- [Early Childhood Block Grant 3-5 Compliance Checklist](#) - 20 specific requirements with documentation to demonstrate compliance with grant requirements (more for some programs).
- Early Childhood Environment Rating Scale: 3rd Edition (ECERS)
- Annual self-assessment and continuous quality improvement plan.
- Grant periodic reporting.

## Special Education

- Special education profile with Indicator progress
- Grant periodic reporting

# Accountability Measures: Assessment

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## PFA

- Each child has a portfolio measuring progress over time and involves regular observations and data collection. Portfolios reflect at least two benchmarks from the language arts, math, social-emotional, science, social studies, physical, fine arts, and English Language Learners (if applicable) domains of the IELDS per reporting period.

## Special Education

- Reporting progress on IEP goals each trimester.
- State Performance Plan Indicator 7: A results indicator that measures the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved: Positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

# PLANNING FOR THE FUTURE

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# Why did we receive additional grant money?

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District 59 is considered a preschool desert. A desert is an area of the state where there is an insufficient number of publicly funded slots/seats to serve at least **80%** of 3- and 4-year-old children from low-income families. These are not all located at public school settings.

- **FY 24: 34.3%** of need met; **287** slots needed in order to reach the **80%** threshold. Data sources:
  - 2022 Illinois Early Childhood Asset Map data (i.e., number of Head Start and ECBG programs by county – excluding Chicago)
  - 2020 Census data (i.e., data on poverty levels, number of children living in poverty)
  - 2023 ECBG data (i.e., newly awarded programs, continuation programs, estimated number of children served, actual number of children served)

# Additional Programming

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- Received additional PFA funds for SY24 (\$117,000), renewable for SY25. After that, must rewrite.
- One classroom (two sessions- 1 AM/1 PM) at Ridge.
- Serving 30 students who qualify as at-risk.

# Future Possibilities

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- Expansion/additional classrooms added at Ridge or another site.
- Creation of full-day preschool classrooms at multiple sites.
- Expansion will need to consider monitoring and compliance requirements for staff and physical space.



Our **WHY**



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