

Early Childhood: Building the Foundation for School Success

**Kristen Moisson
Mary L. Peters
Suzette Preston
Beth Zingler**

Title I Innovation, Implementation & Sustainability Conference

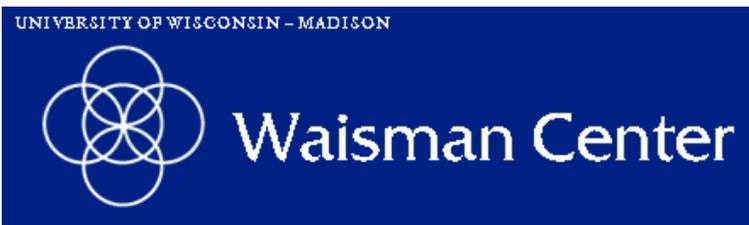
**October 27, 2015
Oshkosh, Wisconsin**

Mary L. Peters

mpeters6@wisc.edu



- Statewide Coordinator, **UW-Madison, Waisman Center**
- Technical Assistance Specialist, **ECTA Center**





Wisconsin Early Childhood Collaborating Partners



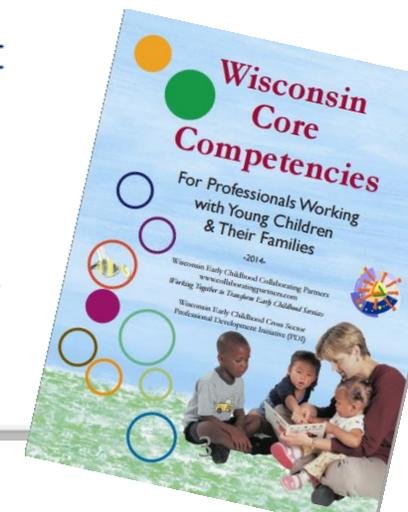
[HOME](#) | [ABOUT](#) | [CONTACT](#) | [LISTSERV](#) |

Welcome to Wisconsin Early Childhood Collaborating Partners (WECCP)

Mission: All children will be healthy, nurtured, safe and successful.

Vision: Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for all children and families.

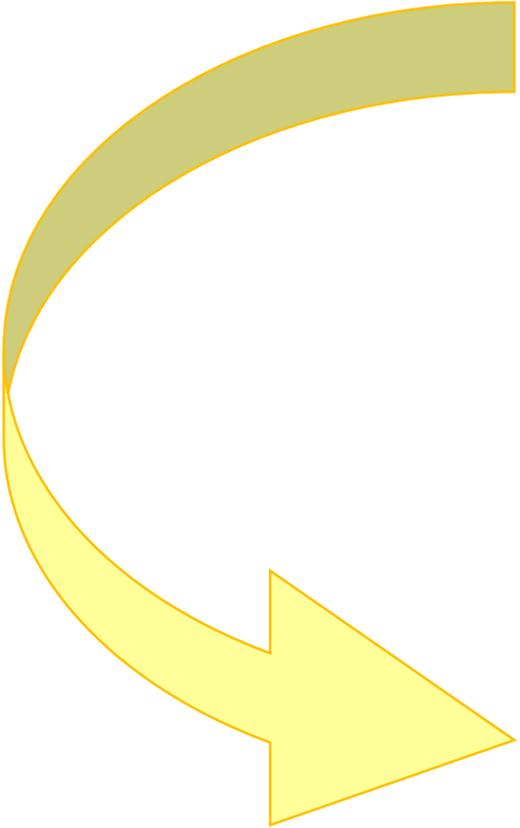
Wisconsin Early Childhood Collaborating Partners include the Departments of Children and Families, Public Instruction and Health Services and related early childhood organizations and agencies.



What does 'IT' look like?



Theory of Action: *Mathematics and Scientific Discovery*



IF Young children *explore* the world
using their senses:

touch, sound, sight,
taste, and smell

THEN Young children *develop*
critical- and mathematical-thinking.

Critical for Children

- **Natural curiosity** is encouraged and supported
- Respect, nurturing, challenge, and encouragement **empower and engage** children.
- Children make **meaningful decisions**.
- Each child has **close, warm relationships** with adults and children in their classroom.
- **Home language and culture** is respected, appreciated, and incorporated

ALL CHILDREN are involved in conversations, individualized and challenging projects, experiments, literacy and building activities

Critical for Families

- Family members are included as partners in all aspects of the educational program
- Home culture is incorporated into all communications.
- Families have opportunities to learn (improve their educational and/or parenting skills)
- Families are supported in connecting with each other

Critical for Teachers, Curriculum, and Classrooms

- Teachers have frequent, meaningful interactions with children.
- Important concepts such as mathematics and early literacy are taught through projects, everyday experiences, collaborative activities, and active curriculum.
- Each child's progress is assessed and necessary adjustments made on a regular basis.
- The curriculum incorporates specified goals, expected outcomes, and assessment procedures.

COMBINATORY PLAY

- Children do naturally what Einstein had to think about!
- High Quality 4K programs plan for it!
- Refresh creativity and attention for solving complex problems

Children who experienced high quality were...

- 25% less likely to drop out of school.
- 40% less likely to become a teen parent.
- 50% less likely to be placed in special education.
- 60% less likely to never attend college.
- 70% less likely to be arrested for a violent crime.

- 39% less special education placement by third grade

ECTA Center eNotes

A News Service from the Early Childhood Technical Assistance Center

eNotes can be viewed and searched online at <http://ectacenter.org/enotes/enotes.asp> and is cross-posted to the ECTA Center's [Facebook](#) and [Twitter](#).



October 23, 2015

In this Issue:

1. [Free Training and Technical Support Opportunity for Pay for Success Initiatives](#)

So

2. [Fur](#)

So

3. [Ach](#)

So

4. [Pro](#)

So

5. [Pub](#)

So

Child Care & Early Education RESEARCH CONNECTIONS

Connect with us:



Browse: [Author/State/Topic](#)



[search tips](#)

[Find Data & Resources](#)

[Understand Research](#)

[Make Connections](#)

New Research

Below are highlights from our most recent acquisitions of research reports and journal articles. *Research Connections* scans its newest acquisitions, focusing on those from key [organizations](#) and [journals](#), to identify articles of high policy relevance to feature here.

- [What are the effects of Head Start on early literacy skills of English language learners compared to their peers?](#)
- [How do early childhood teachers' psycho-social characteristics and their attitudes towards challenging students impact classroom quality?](#)
- [How do face-to-face and webcam literacy compare as coaching strategies for teachers with struggling readers?](#)
- [How does child care regulation affect the cost and quality of child care?](#)
- [What are the long-run impacts of a universal child care program on non-cognitive skills in young children and their life outcomes?](#)
- [What works for reducing problem behaviors in early childhood?](#)
- [QRIS Standards](#)
- [What are the characteristics of family child care providers who engage in online professional development programs?](#)
- [Are number-related home activities and math talk contributors to early math development in Head Start children?](#)

Policy Recommendations

- **Work together for a coordinated system of high-quality early education**

WI EARLY CHILDHOOD COLLABORATING PARTNERS

- **Provide continuous professional development and quality improvement efforts**

WI CORE COMPETENCIES

- **Develop valid measures of early educational quality incorporating recent research on early literacy, mathematical, scientific, and social emotional learning.**

WISCONSIN MODEL EARLY LEARNING STANDARDS

Remember #11

Learn some and **think** some
and **draw** some and **paint** some and
sing and **dance** and **play**
and **work** everyday some.

— [Robert Fulghum, *All I Really Need to Know I Learned in Kindergarten*](#)

Beth Zingler

zinglerb@lena.k12.wi.us



- 5K Teacher – ***Lena Elementary School; Lena, WI***
- DPI Liaison to the Executive Board – ***Wisconsin Kindergarten Association***



LENA
PUBLIC SCHOOL DISTRICT



Community Connections

Lena Elementary School

Beth Zingler



Lena's Path in the Community:

- Field trips to the public library
 - Community based child care
 - Wisconsin Kindergarten Association participation
- 
- 

Weekly Public Library Field Trips



Second graders read to kindergarteners and vice versa!



Large Fry's School Housed Childcare

- We build on children, families, and communities.
 - Mission: To enable all children to reach their full potential as productive, caring, responsible citizens.
- 
- 

Hours of operation 5:30 am - 5:30 pm daily

Located in the Lena School

Structured playtime, active games & preschool curriculum

- Researchers found 89 percent of parents of children in afterschool programs were either "satisfied" or "extremely satisfied" with the afterschool program their child attends.
 - Afterschool programs keep kids safe, help them learn, and relieve working parents of worries about their children's afternoon hours.
- 
- 

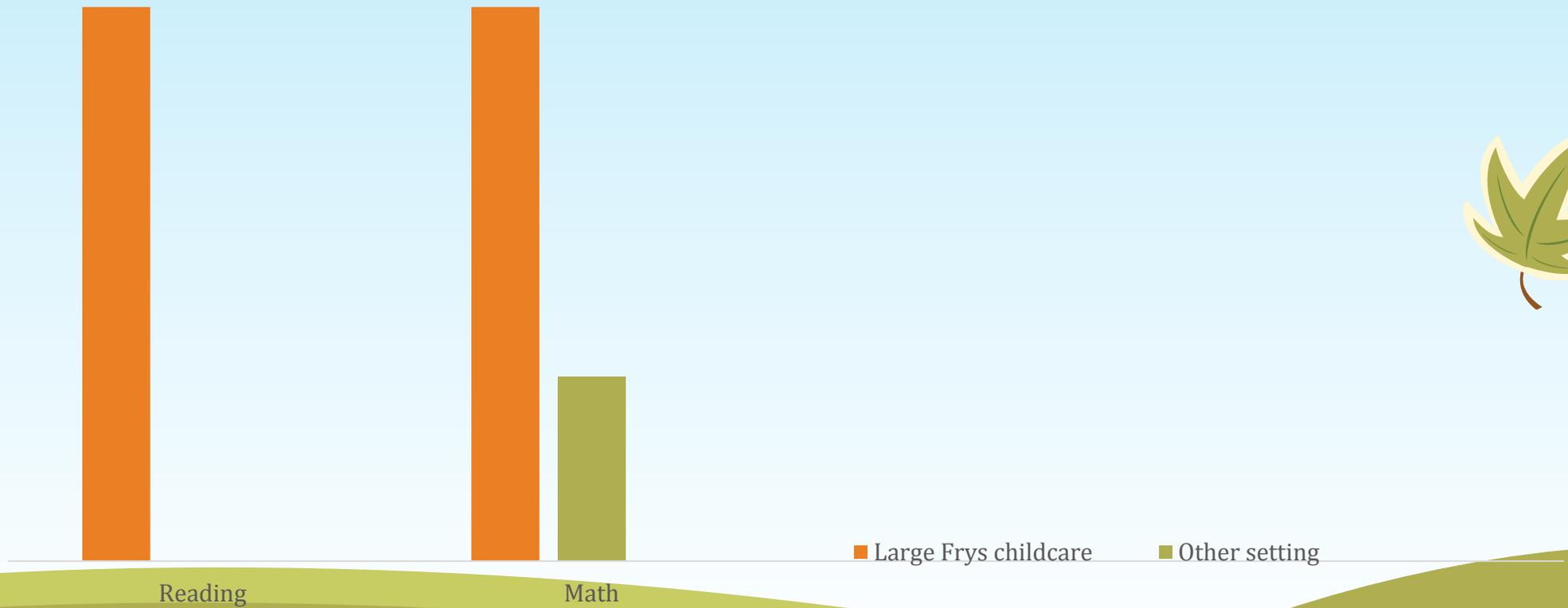
Benefits of quality after school program:

- Oct 2007 study – big gains in test scores, work habits, improved school attendance, engagement in learning
 - More likely to come to school, stay in school and graduate
 - 21st CCLC participants nationwide—43% improved reading scores, 42% improved math scores (Dept of Ed, 2007)
- 

Achievement Increase with High Quality Child Care

Comparison of Advanced Students

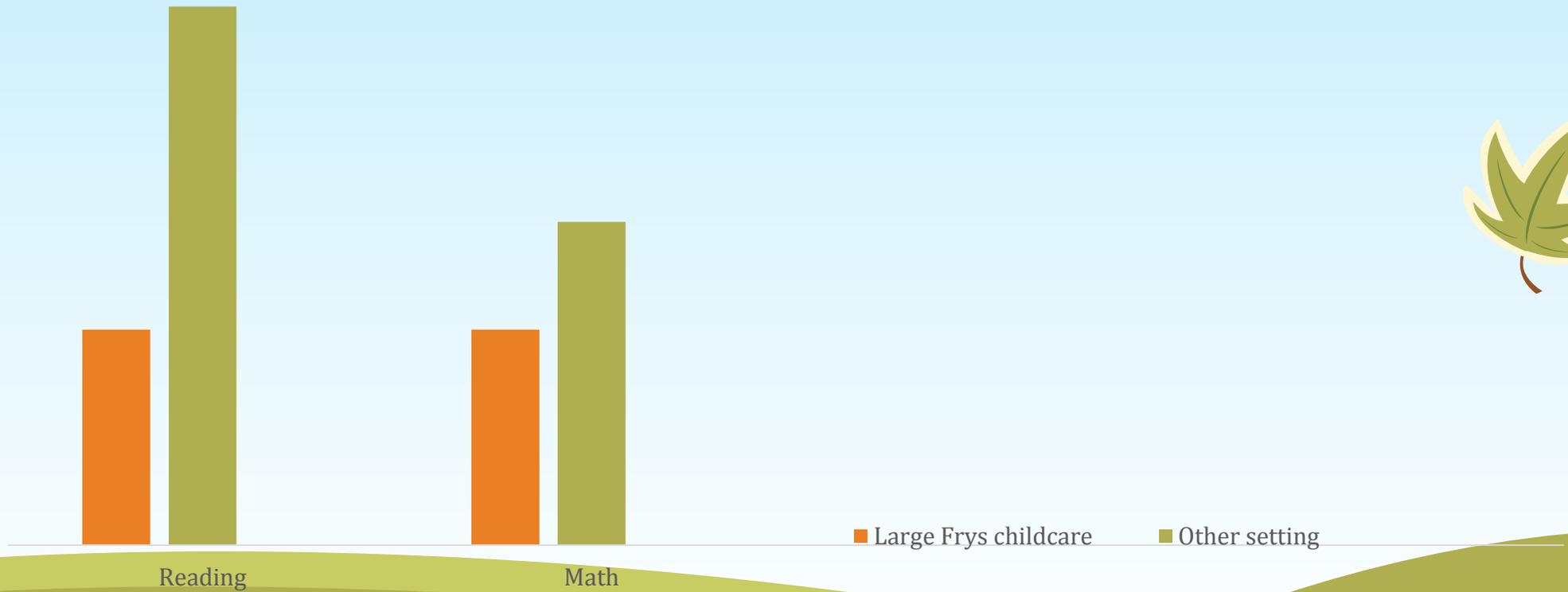
Based on Fall MAPS scores



Achievement Increase with High Quality Child Care

Comparison of Average-Advanced Students

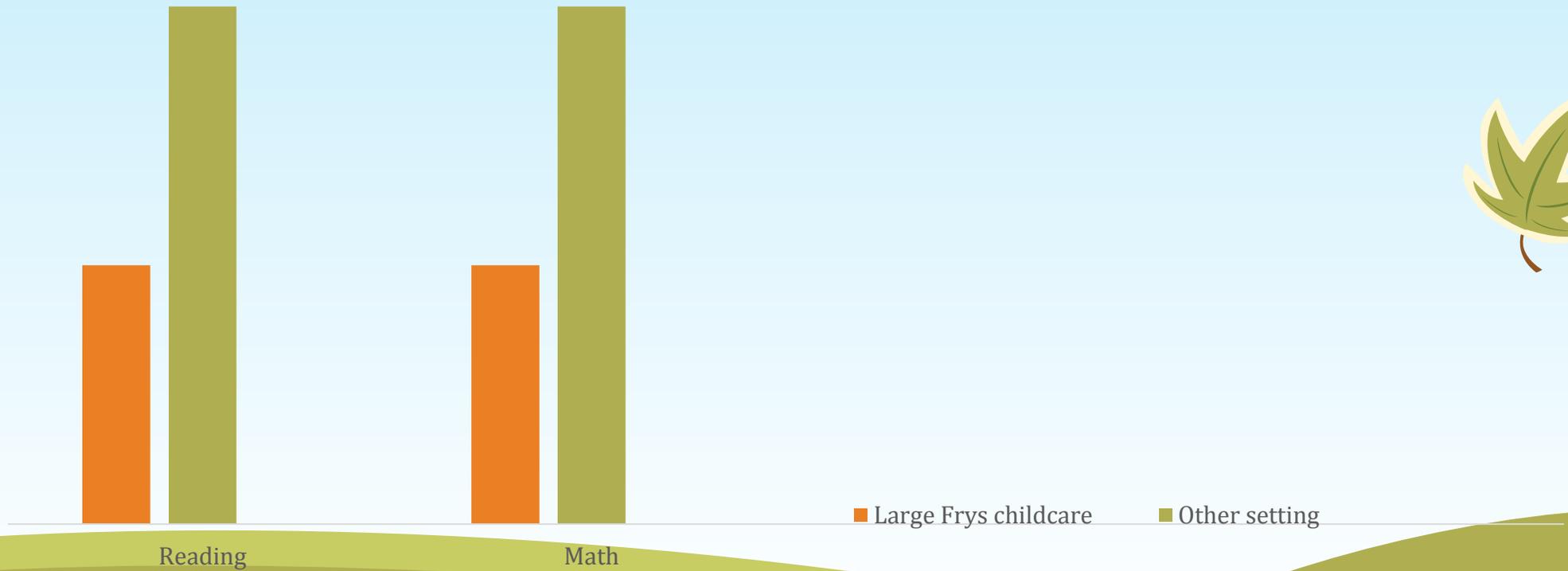
Based on Fall MAPS scores



Achievement Increase with High Quality Child Care

Comparison of Low/Average Student Scores

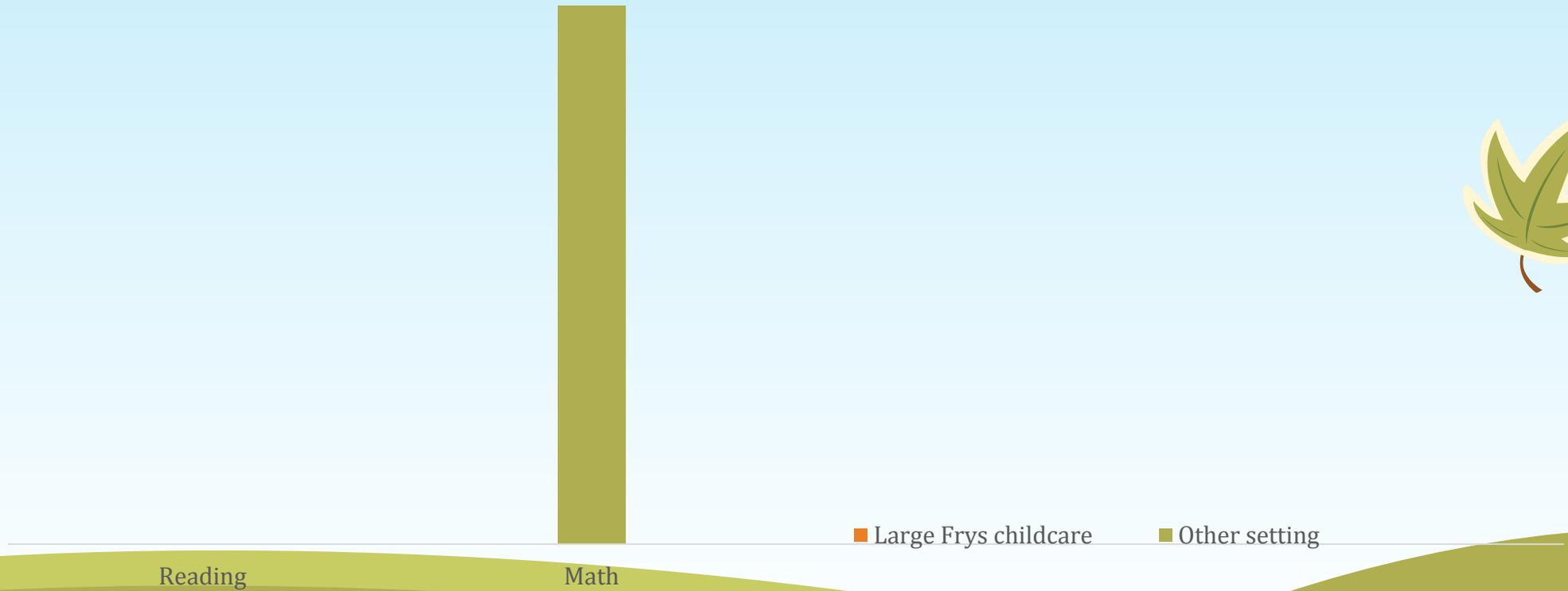
Based on Fall MAPS scores



Achievement Increase with High Quality Child Care

Comparison of Low Scoring Students

Based on Fall MAPS scores



WISCONSIN KINDERGARTEN ASSOCIATION



Suzette Preston

prestonsuzette@aasd.k12.wi.us

- Director of 4 Year Old Kindergarten,
Appleton Area School District



Kristen Moisson

kmoisson@janesville.k12.wi.us



- Principal, **Jackson Elementary School**



School District of Janesville

Wisconsin Resources

- CollaboratingPartners.com
- http://ec.dpi.wi.gov/ec_ec4yrpag

National Resources

- naeyc.org/positionstatements
- nieer.org
- ectacenter.org
- researchconnections.org
- eclkc.ohs.acf.hhs.gov (Head Start TA)

Focus on Quality: From Preschool to Later Success (selected)

- **Barnett, W. S., & Carolan, M. E.** (2014, August). *Facts about fadeout: The research base on long-term impacts of high quality pre-K* (CEELO FastFact). Retrieved from http://ceelo.org/wp-content/uploads/2014/08/ceelo_fast_fact_fadeout.pdf
- **Connors-Tadros, L., Dunn, L., Martella, J., & McCauley, C.** (2015). *Incorporating early learning strategies in the School Improvement Grants (SIG) program: How three schools integrated early childhood strategies into school turnaround efforts to improve instruction for all students*. Retrieved from <http://ceelo.org/wp-content/uploads/2014/12/TurnaroundCaseStudies01-22-15.pdf>
- **Espinosa, L.M.** (2002, November). *High-quality preschool: Why we need it and what it looks like* (Preschool Policy Matters, 1). Retrieved from <http://nieer.org/publications/policy-matters-policy-briefs/policy-brief-high-quality-preschool-why-we-need-it-and>
- **Yoshikawa, H., et al** (2013). *Investing in our future: The evidence base on preschool education*. Retrieved from <http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>