



Through A Child's Eyes Pre-K Program  
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**THROUGH A CHILD'S EYES PRE-KINDERGARTEN PROGRAM  
PROGRAM EVALUATION  
FOR THE  
2013-2014 SCHOOL YEAR**

**FUNDED BY THE ILLINOIS STATE BOARD OF EDUCATION  
EARLY CHILDHOOD BLOCK  
PRESCHOOL for ALL AGES 3-5  
CHILDREN AT-RISK OF ACADEMIC FAILURE PROGRAM**

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## **I. PROGRAM EVALUATION**

Through A Child's Eyes Pre-Kindergarten Program is funded by the Illinois State Board of Education through the Early Childhood Block Grant – Preschool for All Ages 3-5 program.

The first mandated priority of the Illinois legislature for Pre-School for All/Pre-Kindergarten program funding - children who have been screened/determined eligible to be At-Risk of academic failure.

The Illinois State Board of Education is committed to supporting early childhood education to ensure that all Illinois children develop a strong foundation for learning. The funds provided by the Illinois State Board of Education Early Childhood Block Grant – Preschool for All Ages 3-5 program primarily focus on improving achievement and closing the achievement gap for young children who are At-Risk of Academic Failure. A Prekindergarten At-Risk of Academic Failure program therefore emphasizes the relationship among early childhood education, parenting education and parental involvement, and the future success of a child in school.

The components of the grant are as follows:

- Screening Process to Identify Eligible Children
- Appropriate Educational Program
- Parent Education and Involvement
- Community Collaboration
- Staff Requirements
- Professional Development

At the end of the grant year each program funded by ISBE through the Early Childhood Block Grant – Preschool for All Ages 3-5 program is required to complete a program evaluation to measure their progress in attaining each of the components and emphasis of the grant.

The purpose of this Program Evaluation is to measure the performance of Through A Child's Eyes Pre-Kindergarten Program for the 2013-2014 school year to attain the goal for each component of the Early Childhood Block Grant – Preschool for All Ages 3-5 grant and the emphasis of the Illinois State Board of Education on improving achievement and closing the achievement gap for young children who are At-Risk of Academic Failure. This emphasis is consistent with the first mandated priority of the Illinois legislature for Pre-School for All/Pre-Kindergarten funding – children who have been identified/determined to be At-Risk of academic failure.

The Program Evaluation of the Through A Child's Eyes Pre-Kindergarten Program for the 2013-2014 School Year was prepared in August, 2014.

## **II. BACKGROUND INFORMATION**

### **A. Overview**

Through A Child's Eyes is funded through a grant from the Illinois State Board of Education (ISBE) to provide Preschool for All Ages 3-5 program services to 400 children, three through five years of age, who reside in Cicero and who have been identified to be At-Risk of Academic Failure.

This is the ninth year that Through A Child's Eyes Pre-Kindergarten Program has provided the Pre-kindergarten At-Risk of Academic Failure program services. For each of the eight years that Through A Child's Eyes Pre-Kindergarten Program has provided the Prekindergarten At-Risk of Academic Failure program services, all of the children (100% of the children) served by the Through A Child's Eyes Pre-Kindergarten Program were children who have been determined to meet the first mandated priority of the Illinois legislature for Pre-School for All/Pre-Kindergarten funding – children who have been identified/determined to be At-Risk of academic failure.

### **B. Program**

The Through A Child's Eyes Pre-Kindergarten Program's primary emphasis is on improving achievement and closing the achievement gap for young children who are At- Risk of Academic Failure.

The ISBE Preschool for All Ages 3-5 program is designed to serve children who have been determined, through a screening process, to be At-Risk of academic failure. The targeted population for this program includes children who are At-Risk of academic failure due to environmental, economic, or social-cultural conditions. A disproportionate number of children who are considered to be At-Risk of academic failure come from low income families; this includes low-income working families, homeless families, families where English is not the primary language spoken in the home, and families where one or both parents are teenagers.

The Through A Child's Eyes Pre-Kindergarten Program provides the Pre-Kindergarten Program services at 5310 W. 24<sup>th</sup> Place in Cicero. At this site, Through A Child's Eyes Pre-Kindergarten Program consists of 10 classrooms. Each classroom provides two Pre-Kindergarten sessions, an AM and a PM session, five days a week, Monday through Friday. Each session is 2 ½ hours in length. There are twenty children (20) in each session. The program can provide services to 400 children. A Type 04 Teacher and an Assistant Teacher are assigned to each Pre-Kindergarten classroom. The teacher/student ratio in each classroom is 1 teacher to 10 students.

To provide services as a Pre-Kindergarten program, Through A Child's Eyes Pre-Kindergarten Program is required to have a current Child Care Center license issued by the Illinois Department of Children and Family Services. Through A Child's Eyes Pre-Kindergarten Program has a Child Care Center License issued by the Illinois Department of Children and Family Services. The current license is in effect from 1-15-13 through 1-15-16.

The Through A Child's Eyes Pre-Kindergarten Program successfully attained accreditation by the National Association for the Education of Young Children (NAEYC) in January 2010. This accreditation by the NAEYC Academy for Early Childhood Program for Early Childhood Program Accreditation is effective until 2-1-15.

The Through A Child's Eyes Pre-Kindergarten Program utilizes the Creative Curriculum as a framework. The Creative Curriculum is aligned with the Illinois Early Learning Standards. The Creative Curriculum is provided by a highly trained bilingual staff committed to addressing the needs of the child, as well as the entire family, helping them to achieve their highest potential. The program utilizes a two-way developmental bilingual education model or dual-language education model, identified as the most effective model in preparing English-language learners for long term academic success (1).

The Through A Child's Eyes Pre-Kindergarten Program is staffed by:

- 1 Program Director
- 10 Teachers, each with a Type 04 certificate
- 10 Assistant Teachers
- 3 Parent Coordinators

The ability of the Through A Child's Eyes Pre-Kindergarten Program to retain this highly trained and dedicated staff has been a significant asset in the Program's effort to provide quality educational services on a consistent and ongoing basis to the children enrolled in the program. Additionally, retaining quality staff members assists our efforts to provide a wide array of parent education opportunities and parental involvement activities for the parents of the children who are enrolled in the program.

The Teaching staff has a combined average of 3.95 years of teaching experience within the program.

- 4.2 years for the Teachers, each with a Type 04 certificate
- 3.7 years for the Assistant Teachers

The Parent Coordinator staff has an average of 6.33 years of experience within the program.

(1) Bernice Alejo and Sylvia Puente, November 2007, Forging the Tools for Unity, A Report on Metro Chicago's Mayors Roundtables on Latino Integration, University of Notre Dame, Institute for Latino Studies

We continue to be fortunate to have Iris Corral as Program Director for the Through A Child's Eyes Pre-Kindergarten Program. This was her sixth (6) year as Program Director. Iris has successfully attained an Illinois Director Credential Level III. Her extensive professional background in early childhood, her educational background, her proven leadership abilities, her involvement and commitment to the Cicero community, combined with her high energy level are significant assets to the Through A Child's Eyes Pre-Kindergarten Program. In addition, Iris is currently an adjunct instructor at Morton Community College.

**C. Program Initiatives begun during the 2013-2014 School Year**

- A significant Program Initiative that was implemented during this school year was the "MINDFUL AWARENESS – SUPPORTING THE WHOLE CHILD".

The purpose of the Through A Child's Eyes Pre-Kindergarten Program is to provide a high quality pre kindergarten program which responds to the needs of At-Risk children and their families in the Town of Cicero. The goal of this program initiative is to provide a safe and nurturing environment that promotes the social, emotional, cognitive, verbal, creative, and physical development of the young child. Through this Program Initiative, we wanted to address from a positive, proactive perspective the topic of behavior management, conflict resolution, and/or social/ emotional/development awareness.

This Program Initiative was funded by EQUIP - QUALITY IMPROVEMENTS GRANTS PROGRAM. The first year grant funds were awarded on 8-7-13. We are in the final months of the implementation of the first year funding for this Program Initiative. We recently received notification that we have been awarded a second year of funding for this Program Initiative from EQUIP - QUALITY IMPROVEMENTS GRANTS PROGRAM to continue this Program Initiative.

- Another Program Initiative that was implemented during this school year was our active engagement and participation in the ExceleRate Illinois program to attain a Circle of Quality designation.

ExceleRate Illinois is a statewide quality rating and improvement system designed to make continuous quality improvement an everyday priority among early learning and development providers. The program establishes standards for helping infants, toddlers, and preschool age children develop intellectually, physically, socially, and emotionally. It provides a framework for early learning and development professionals to identify opportunities for improvement, increase their skills, and take steps to make positive changes.

- Another Program Initiative implemented during this school year was to actively collaborate with the members of the Early Childhood Committee of the Cicero Youth Task Force and the Governor's Office of Early Childhood Education in the planning for the future implementation of an Innovation Zone in Cicero. The Innovation Zone concept, which is within Community Systems Development and Innovation Zone a component of Illinois Early Learning Councils implementation of the Race to the Top grant.

Cicero's Race to the Top - Innovation Zone Initiative, "PRIMEROS PASOS/ FIRST STEPS" is designed to address the identified fact that the highest need children, birth to five years of age, defined as low income and linguistically challenged, are underserved in formal preschool and under served in kindergarten. The goal of "PRIMEROS PASOS/ FIRST STEPS" is to increase the enrollment of children, birth to five years of age, , defined as low income and linguistically challenged, into formal early childhood development programs through the use of Parent Ambassadors and a Pop-Up Preschool.

Through A Child's Eyes active collaboration in the Cicero Race to the Top - Innovation Zone Initiative, Primeros Pasos/ First Steps is consistent with and will reinforce, by providing funding for this activity, our ongoing efforts to recruit "Hard to Reach Families".



### **III. DEMOGRAPHIC INFORMATION**

#### **A. Student Information System (SIS)**

##### Overview

The Illinois State Board of Education (ISBE) requires that each funded Pre-Kindergarten program utilize the Student Information System (SIS). In compliance with this requirement, Through A Child's Eyes Pre-Kindergarten Program implemented the Student Information System (SIS) on the first school day for the 2010-2011 school year.

Through A Child's Eyes Pre-Kindergarten Program successfully completed all of the requirements of the Student Information System (SIS) at the end of the 2013-2014 School Year.

##### Demographic Summary Report

The following is a presentation of the SIS Demographic Summary Report for the 2013- 2014 School Year, requested on 6-6-14. This report is a snapshot of the information that is in our active SIS file on the date that the report was requested.

##### Gender

175 Males	43.5%
<u>227 Females</u>	<u>56.6%</u>
402 Total	100%

##### Ethnicity

392 Hispanic	97.5%
4 Two or More Races	1.0%
3 White	0.7%
2 Native Hawaiian or Other Pacific Islander	0.5%
<u>1 Black or African American</u>	<u>0.3%</u>
402 Total	100%

##### Native Language

258 Spanish	64.2%
<u>144 English</u>	<u>35.8%</u>
402 Total	100%

Home Language

301 Spanish	74.9%
<u>101 English</u>	<u>25.1%</u>
402 Total	100%

Active Enrollment (Summary) Report

The following is a presentation of the SIS Active Enrollment (Summary) Report for the 2013-2014 School Year, requested on 6-6-14.

Enrollment

402 children were enrolled in and were provided services by the program during the 2013-2014 school year.

Every child who was enrolled in and provided services in the program in the 2013-2014 school year was identified/determined by the screening process to be At-Risk of academic failure (Priority 1 of the Illinois Legislature and ISBE).

A copy of the identified Student Information System Reports will be made available upon request.

**B. Internally Generated Information**

Overview

Through A Child's Eyes Pre-Kindergarten Program has been able to generate additional information for the 2013-2014 School Year on significant aspects of the children and the families for whom we provided services.

Service Population of the Project

- 402 children were admitted/served in the program who were screened and determined to be At-Risk of academic failure (Priority 1 of the Illinois Legislature and ISBE).
- 0 children were admitted/served in the program who were from families whose income was less than four times the poverty levels established by HHS (Priority 2 of the Illinois Legislature and ISBE).
- 402 children were screened for program eligibility.
- 0 children (who were screened and found eligible for the program) were not admitted to the program because their parents chose not to enroll them.

- 0 children parents failed to enroll their child in the program after several attempts to contact them were made by the Parent Coordinators.
- 0 children were on a waiting list.
- 3 children enrolled in the program were considered homeless.
- 16 children were referred to the local school district, Cicero School District #99, from the program for Special Education screenings/evaluations.
- 15 children were evaluated by the local school district, Cicero School District #99, for Special Education services.
- 7 children who were referred for Special Education screening/evaluations were determined eligible for and received an active IEP. Each of these children then received Pre-Kindergarten program services and Special Education services from Cicero School District # 99.
- 0 children in the program that had an active IEP.
- 8 children who were referred for Special Education screening/evaluations were determined ineligible for Special Education services received. They continued to receive Pre-Kindergarten program services from the program.
- 26 Children were identified as having social - emotional issues. Each of these children received intervention to attend to these issues.

Attendance Rate Children attained an average attendance rate of 79%.

Economic Indicator

Through a Child’s Eyes Pre-Kindergarten program participates in the Child and Adult Care Food Program funded by the United States Department of Agriculture. A requirement of participation in that program is that an Income Eligibility Determinations is required for each child in the Pre-Kindergarten program. Results of that determination are as follows:

261 children	74.4%	were funded at the Free Snack level
64 children	18.2%	were funded at the Reduced Snack level
<u>26 children</u>	<u>7.4%</u>	received no funding
351 Total	100%	

The Income Eligibility Determination for the 2013-2014 school year indicates that 325 children or 92.6% of all of the enrolled children in the program, based upon their household size and household income according to the United States Department of Agriculture Poverty Guidelines, were eligible for funding for snacks through the Child and Adult Care Food Program.

261 children	74.4%	were funded at the Free Snack level
<u>64 children</u>	<u>18.2%</u>	were funded at the Reduced Snack level
325 children	92.6%	received funds based upon their household size and household income according to the United States Department of Agriculture Poverty Guidelines

A copy of the source of the internally generated additional information on significant aspects of the children and the families for whom we provide services will be made available upon request.

**C. Analysis of Demographic Information**

The Student Information System (SIS) provides us with information regarding the demographics of the children who were enrolled in the program. Of particular interest:

97.5% of the children in the program reported their ethnicity as Hispanic.

The ethnicity of the children in the program at 97.5% Hispanic, is well above the reported ethnicity rates of Cicero. The 2012 census estimate indicates that the Hispanic or Latino population of Cicero is 86.6% of the total population of Cicero.

64.2% of the children in the program reported that their Native Language is Spanish.

74.9% of the children in the program reported that their Home Language is Spanish.

402 children were served during the 2013-2014 School Year,

The grant that funds this program requires that Through A Child's Eyes Pre-Kindergarten Program provide services to 400 children each academic year.

Each child who was served by the program was screened and determined to be At-Risk of academic failure based upon Priority 1 of the Illinois Legislature and ISBE.

79.0% average attendance rate was attained by the children in the program.

It is interesting to note that the program's average attendance rate is greater than the average attendance rate when compared to similar children in the Chicago Public Schools. The comparative group is Latino children from low/medium poverty neighborhoods. Our program's average attendance rate is 79.0% whereas the Chicago Public school rate average attendance rate is 70%. This comparison is based upon data developed by Chicago Public Schools, provided in a Research Study Summary "Preschool Attendance in Chicago Public Schools", September 2013.

This is significant because there is a growing body of work, as presented in the Research Study Summary "Preschool Attendance in Chicago Public Schools", September 2013, on the relationship of chronic absenteeism in preschool and a child's ability to attain learning outcomes - kindergarten readiness. Furthermore, a child who displays chronic absenteeism in preschool would not only have lower levels of kindergarten readiness, but they are also more likely to be chronically absent in subsequent grades.

92.6% of the children in the program were determined eligible for funding for snacks through the Child and Adult Care Food Program based upon the household size and household income according to the United States Department of Agriculture Poverty Guidelines.

## **IV. Performance Measures**

### **A. Teaching Strategies GOLD**

#### Overview

Through A Child's Eyes Pre-Kindergarten Program utilizes the Creative Curriculum, which is aligned with the Illinois Early Learning Standards, as a framework. In the 2013-2014 School Year, we continued the implementation of Teaching Strategies Gold as both a seamless assessment tool and as an ongoing observational tool that assists teachers observe children.

It is our belief that the implementation of Teaching Strategies Gold will assist the teachers to increase their effectiveness in their assessments as they identify a child's developmental levels and then describe a child's knowledge, skills and behaviors. Additionally, we will be able to generate comprehensive reports that can be easily customized and shared with family members and other stake holders

With Teaching Strategies Gold we are able to measure a child's performance at a point in time, like a photograph, in those areas of development in which each child was screened and determined eligible for an At-Risk of academic failure program as well in the learning skills areas of Literacy and Mathematics. The points in time that we focus on for this evaluation report are the children's performances at the time of initial enrollment in the program, Fall of 2013, to their performance at the end of the school year, Spring of 2014. With this data, we are able to both compare and contrast the performance scores of the children in the program with widely held expectations for children of the same age and the raw data to demonstrate actual growth of the children in the program.

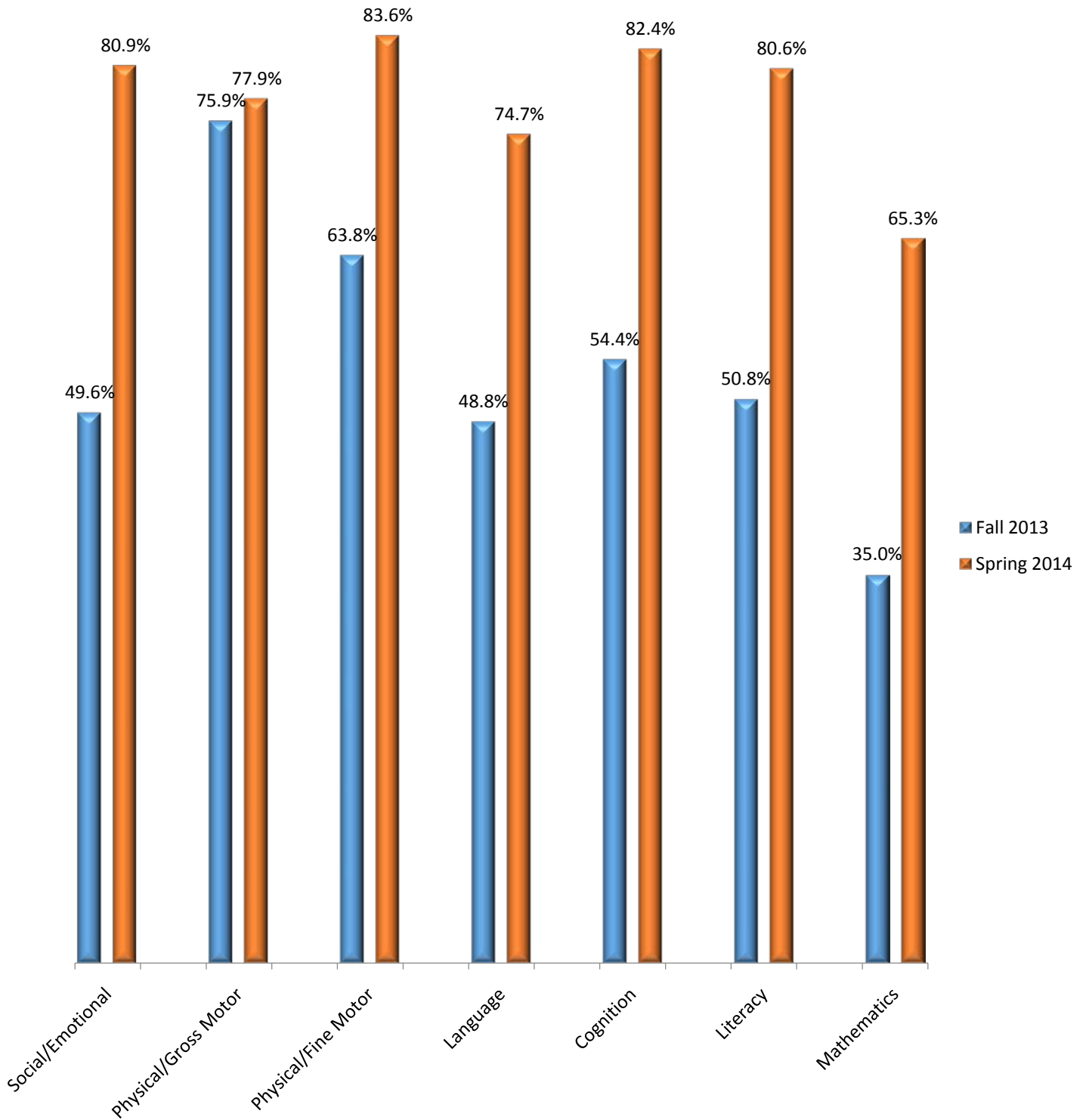
#### Performance Report

The data collected for the Performance Report, when presented in the following column chart format, provides a comprehensive and dramatic presentation of the relevant data that compares the children's performance measured in the Fall of 2013 to the children's performance measured in the Spring of 2014 in each of the areas of development in which each child in the program was screened and determined eligible to be enrolled in an At-Risk of academic failure program as well as in the learning skills areas of Literacy and Mathematics.

The results of the Performance Report, as presented in the following column chart format, clearly demonstrate the significant and positive impact of the program on the performances of the children who participated in the Through A Child's Eyes Pre-Kindergarten program.

# Through A Child's Eyes Pre-Kindergarten Program 2013-2014

% of Children Meeting or Exceeding  
Widely Held Expectations for Children of the Same Age  
Children 3 to 5 Years of Age



## Growth Report

The data collected for the Growth Report demonstrates the children's growth, by comparing the raw scores of the children's performance measured in the Fall of 2013 to the raw scores of the children's performance measured in the Spring of 2014 to demonstrate growth (gains) toward meeting widely accepted expectations for children of the same age in those areas that they were screened/determined eligible to be enrolled in an At-Risk of academic failure program as well in the learning skills areas of Literacy and Mathematics.

7.8 total growth increase in Social/Emotional development  
2.0 total growth increase in Gross Motor – Physical development  
1.6 total growth increase in Fine Motor – Fine Motor development  
6.4 total growth increase in Language development  
8.4 total growth increase in Cognitive development  
11.4 total growth increase in Literacy skills  
5.9 total growth increase in Mathematic skills

The results of the Growth Report clearly demonstrate the significant and positive impact of the program on the growth of the children who participated in the Through A Child's Eyes Pre-Kindergarten program.

A copy of the Teaching Strategies Gold Performance and Growth Report will be made available upon request.

## **B. Internally Generated Performance Measures**

### Overview

Through A Child's Eyes Pre-Kindergarten Program has been able to generate additional performance measures. This performance measure is on student readiness.

### Student Readiness

At the end of the school year, the performance of each child was evaluated by the teacher and the child's parent. One aspect of that evaluation focused on the child's readiness to proceed to their next year school placement. 361 children participated in the Child Readiness Evaluations

176	Children identified as not age eligible to start kindergarten
<u>185</u>	Children identified as age appropriate to start kindergarten
361	Total



The results of the Student Readiness evaluations for the 2013-2014 school year are as follows:

The 176 children who were identified as not age appropriate to start kindergarten for the 2014–2015 school year were evaluated by their teachers and the child’s parent at the end of the 2013-2014 school year. The evaluations were based upon observations and documentation of the child’s academic performance.

For these children the Student Readiness Evaluation identified that:

24	children were identified as Above Average in developmental goals and standards appropriate for this age	13.7%
117	children were identified as Average in developmental goals and standards appropriate for this age	66.5%
19	children were identified as Below Average in developing goals and standards appropriate for this age	10.8%
<u>16</u>	children were not assessed for various reasons	<u>9.0%</u>
176	Total	100%

The 185 children who were identified as age appropriate to start kindergarten for the 2014–2015 school year were evaluated by their teachers and the child’s parent at the end of the 2013-2014 school year. The evaluations were based upon observations and documentation of the child’s academic performance.

For these children the Student Readiness Evaluation identified that:

59	children were identified as Above Average in developmental goals and standards appropriate for this age	31.9%
103	children were identified as Average in developmental goals and standards appropriate for this age	55.7%
15	children were identified as Below Average in developing goals and standards appropriate for this age	8.1%
<u>8</u>	children were not assessed for various reasons	<u>4.3 %</u>
185	Total	100%

A copy of the internally generated performance measure of Student Readiness will be made available upon request.

**C. Analysis of Performance Measures**

Analyses of the Performance Measures clearly demonstrate the significant and positive impact of the program on the performances of the children who participated in the Through A Child’s Eyes Pre-Kindergarten program. Both the Performance and the Growth Reports provided by Teaching Strategies Gold as well as the results of the student readiness evaluations compiled by the child’s

teacher and the parent of the child provide us with significant data and information on the progress that the children have made through participation in the program.

According to the Teaching Strategies Gold Performance Report

The Performance Report demonstrates performance by comparing children's performance measured in the Fall of 2013 to the children's performance measured in the Spring of 2014 in each of the areas of development in which each child in the program was screened and determined eligible to be enrolled in an At-Risk of academic failure program as well in the learning skills areas of Literacy and Mathematics.

The results of the Performance Report, as presented in the preceding column chart format, clearly demonstrate the significant and positive impact of the program on the performances of the children who participated in the Through A Child's Eyes Pre-Kindergarten program.

According to the Teaching Strategies Gold Growth Report

The Growth Report demonstrates progress (growth), by comparing the raw scores of the children's performance reported in the Fall of 2013 to the raw scores of the children's performance reported in the Spring of 2014 to demonstrate progress (growth) toward meeting widely accepted expectations for children of the same age.

- 7.8 total growth increase in Social/Emotional development
- 2.0 total growth increase in Gross Motor – Physical development
- 1.6 total growth increase in Fine Motor – Fine Motor development
- 6.4 total growth increase in Language development
- 8.4 total growth increase in Cognitive development
- 11.4 total growth increase in Literacy skills
- 5.9 total growth increase in Mathematic skills

The results of the Growth Report clearly demonstrate the significant and positive impact of the program on the growth of the children who participated in the Through A Child's Eyes Pre-Kindergarten program.

According to student readiness evaluations conducted by teachers and the child's parent at the end of the school year

88.1% of the children identified as three and four year olds not age appropriate to start kindergarten for the 2014–2015 School Year who were rated were rated as either Above Average or Average in attaining the developmental goals and standards appropriate for this age.

91.5% of the children identified as age appropriate to start kindergarten for 2014-2015 School Year who were rated were rated as either Above Average or Average in attaining developmental goals and standards appropriate for this age.

Of concern is that twenty four (24), or 6.7%, of the children who were to be rated, by teachers and the child's parent at the end of the school year, were not present during the time period that the ratings occurred.

## V. Parental Involvement and Parent Education

### Overview

Through a Child's Eyes provides a wide range of Parental Involvement and Parent Education activities. There is a conscious effort to ensure that both the Parent Education opportunities and Parent Involvement activities program respond to both the needs of the parent and their requests when developing and implementing the wide range of Parent Education opportunities and Parent Involvement activities.

### Parent Involvement

The following numbers represent the unduplicated count of parents participating in the stated activity:

610 parents	Attended Parent/Teacher Conferences
348 parents	Volunteered in Classroom activities
221 parents	Participated in the Week of the Young Child Activity at the Pre-Kindergarten program site
153 parents	Participated in the Parent Council
110 parents	Attended Social/Informational Meetings
22 parents	Attended Field Trips/Museum
11 parents	Participated in a parade for young children in the community
6 parents	Parent Support/Advocacy Group Activity

### Parent Education

The following numbers represent the unduplicated count of parents participating in the stated activity:

224 parents	Parent-Child interaction activity
21 parents	Parent skill development activities
15 parents	Abriendo Puertas/Opening Doors Training each of these parents completed the pre and post surveys
11 parents	Health and Nutrition workshop classes
5 parents	On to One Consultations/Counseling
2 parents	linked to other community resources

### Parental Involvement Activities and Parent Education include:

Website: Through A Child's Eyes launched a website for Through A Child's Eyes Pre-Kindergarten Program. The website address is: **[www.tace.info](http://www.tace.info)**. The website, which has both an English and

Spanish language presentation capability, was developed to provide information regarding the pre-kindergarten program.

Monthly Newsletter: The Monthly Newsletter, in English and Spanish, is designed to be family friendly and focuses on a monthly theme. Articles in the newsletter provide information to parents on topics such as child growth and development, helpful hints, and information concerning program.

Monthly Parent Workshop: The Monthly Parent Workshop, provided in English and Spanish, provides information on child growth and development and issues that are of concern to parents.

In conjunction with the Latino Policy Forum, we have incorporated Abriendo Puertas/Opening Doors curriculum as a component of our Parent Involvement and Parent Education activities. Abriendo Puertas/Opening Doors is an evidence-based, culturally sensitive parent engagement/leadership training program for Latino parents with children 0-5 years of age. The comprehensive curriculum of Abriendo Puertas/Opening Doors, developed “for Latinos by Latinos”, focuses on the cultural values, key strengths, and experiences of Latino families. This is the third year we have incorporated this approach into our Parent Involvement and Parent Education activities.

Parent Volunteer Program: The Parent Volunteer program provides various volunteer opportunities for parents to participate in their children’s education. Included are classroom volunteer, door monitor, crossing guard, and Parent Representative to the Parent Council.

A copy of the source of the internally generated information of the Parental Involvement and Parent Education activities will be made available upon request.

### Analysis

The information provided on Parent Involvement and the Parent Education section of this report indicates that there is a high level of parent participation in the activities provided by the program. The level of parent participation reported for the 2013-2014 School Year is greater than the level of participation reported in previous years.

## **VI. External Programmatic Reviews**

### **A. Illinois State Board of Education**

#### Overview

The Through A Child's Eyes Pre-Kindergarten Program is funded through a grant from the Illinois State Board of Education (ISBE) to provide Prekindergarten At-Risk of Academic Failure program services to 400 children, three through five years of age, who reside in Cicero.

#### Activity

Through A Child's Eyes Pre-Kindergarten Program participated in a Quality Assurance Monitoring visit during the 2012-2013 school year.

Through A Child's Eyes was required to submit an Annual Report Update for 2014 on the Program Improvement Plan Compliance Checklist document. In preparation for development of the 2014 Annual Report, the 2013 report was reviewed and discussed with the program staff and Board of Directors of Through A Child's Eyes. Program staff actively participated in the development of the 2014 Annual Report. The 2014 Annual Report Update Program Improvement Plan was submitted to ISBE on 5-22-14.

A copy of the 2014 Annual Report Update on the Program Improvement Plan Compliance Checklist document, submitted to ISBE on 5-22-14, will be made available upon request.

### **B. Illinois Department of Children and Family Services**

#### Overview

The Through A Child's Eyes Pre-Kindergarten Program is required to have a current Child Care Center License issued by the Illinois Department of Children and Family Services (DCFS).

#### Activity

DCFS did not visit the Pre-Kindergarten program during the 2103-2014 School Year.

Through A Child's Eyes Pre-Kindergarten Program has a current Child Care Center License issued by the Illinois Department of Children and Family Services (DCFS). The effective dates of the current Child Care Center License issued by the Illinois Department of Children and Family Services (DCFS) are from 1-15- 13 to 1-15-16.

A copy of the DCFS License document will be made available upon request.

### C. ExceleRate Illinois

ExceleRate Illinois is a new statewide system that promotes quality in early learning and development programs, helping agencies and their staff make continuous quality improvement a top priority. This continuous quality improvement approach will ensure that Illinois children will be prepared for success in school and in life.

Illinois is making an additional investment in early learning and development providers who pursue continuous quality improvement through ExceleRate Illinois. ExceleRate Illinois recognizes early learning and development program providers for their ongoing efforts to improve the quality of their care by awarding Circle of Quality designations. Providers designated with either a Bronze, Silver, or Gold Circle of Quality designation can receive a one-time bonus payment after their eligibility for a Circle of Quality designation is established.

Through A Child's Eyes actively engaged and participated in the ExceleRate Illinois program to attain a Circle of Quality designation. In Spring of 2014, Through A Child's Eyes received an ExceleRate Gold level Circle of Quality designation

### D. **National Association for the Education of Young Children (NAEYC)**

#### Overview

Since the Through A Child's Eyes Pre-Kindergarten Program was opened in 2005-2006, the Board of Directors established as a programmatic goal the attainment of accreditation by the National Association for the Education of Young Children (NAEYC). Through A Child's Eyes Pre-Kindergarten Program successfully attained Accreditation by the National Association for the Education of Young Children (NAEYC) in January 2010. The Accreditation by the NAEYC Academy for Early Childhood Program for Early Childhood Program Accreditation is effective until 2-1-15.

#### Activity

There were two activities concerning accreditation by the National Association for the Education of Young Children (NAEYC) this School Year.

1. The NAEYC Academy for Early Childhood Program requires that each accredited program submit an Annual Report due on the anniversary of their Accreditation. The stated purpose of this Annual Report is to:

Ensure that accredited programs are continuing to meet NAEYC Early Childhood Program Standards and Accreditation Criteria; Increase accountability of the NAEYC Accreditation system for children, families and all customers of NAEYC Accreditation; and, Provide NAEYC with the most up-to-date information related to the program's current daily operations and overall characteristics.

Iris Corral, Program Director of the Through A Child's Eyes Pre-Kindergarten Program submitted to NAEYC the Fourth Annual Report in January of 2014. NAEYC approved the Annual Report by the Through A Child's Eyes Pre-Kindergarten Program on 4-18-13.

A copy of the NAEYC Annual Report will be made available upon request.

2. In that the program's accreditation by the NAEYC is effective until 2-1-15. We initiated the process to renew our NAEYC accreditation during the 2013-2014 School Year. Iris Corral, Program Director of the Through A Child's Eyes Pre- Kindergarten Program submitted our Intent to Renew NAEYC Accreditation documentation on 1-25-14. NAEYC accepted our Intent to Renew Accreditation documentation on 6-27-14 and indicated that they will complete an accreditation review during the Fall of 2014.



## **VII. NATIONAL ASSOCIATION for the EDUCATION of YOUNG CHILDREN (NAEYC) FAMILY SURVEY and TEACHER SURVEY**

### **A. Family Survey**

#### Overview

Through A Child's Eyes Pre-Kindergarten Program administered the National Association for the Education of Young Children (NAEYC) Family Survey to the parents of the children who were enrolled in the program during the 2012-2013 school year. Iris Corral, Program Director, originally initiated the administration of the Family Survey in 2009 as part of the self-study phase of the accreditation process of the National Association for the Education of Young Children (NAEYC).

Through A Child's Eyes has continued to administer the NAEYC Family Survey because the results of the Family Survey provide a substantial amount of information concerning the perspectives of the parents of the children in the program. Surveys such as this NAEYC Family Survey and ongoing daily dialogue with parents in the program are aimed at program improvement.

Through A Child's Eyes Pre-Kindergarten Program has an underlying belief that there is a need for a strong collaboration between our administrators, teachers, and families so that the program continues to improve in meeting the needs of the family as a whole.

#### Activity

The NAEYC Family Survey was administered for the 2013-2014 school year at three different events. The Through A Child's Eyes Pre-Kindergarten Program's Parent/Child Activity Day, The Week of the Young Child Make and Take Activity, and during the Spring Parent Teacher conference at two special survey day events. The Family Survey was available in both English and Spanish. In total three hundred and forty nine (349) Family Surveys were distributed. Two hundred and forty five (245) Family Surveys were completed and returned. Parents were provided an area to complete the survey. A sealed box labeled "Return Parent Surveys Here" was made available to the parents to provide the parents with a confidential way of returning their completed Family Survey.

A copy of the actual NAEYC Family Survey that was administered and a copy of the report of the results of the NAEYC Family Survey will be made available upon request.

### Analysis of Family Survey

The NAEYC Family Survey is comprised of a series of twenty four (24) questions that are grouped into ten (10) criterion standards. The criterion standards are as follows: Relationship, Curriculum, Teaching, Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management.

NAEYC requires a 50% return rate for the Family Survey to be considered valid.

Through A Child's Eyes Pre-Kindergarten Program reported a 70% return rate for the NAEYC Family Survey.

NAEYC requires a 75% or better score for each criterion for that criterion to be counted as met.

Through A Child's Eyes Pre-Kindergarten Program reported a 94.81% Pass Rate for the NAEYC Family Survey. Our reported Family Survey Pass Rate is commendable (top 25%) when compared to other programs.

Two (2) survey questions on the Family Survey were specifically designed for families with babies. Since our program does not provide services to families with babies, the responses to those two (2) survey questions were not included in our analysis of the Family Survey. This analysis of the results of the Family Survey is based upon the parents' responses to twenty two (22) questions. The recorded responses for all twenty two (22) of the questions were extremely positive.

Through A Child's Eyes Pre-Kindergarten Program reported that for each of the twenty two (22) survey questions the parental responses were within the range of 91% to 99% of agreement by the parents.

Results of the Family Survey show that, overall, families served by the program are satisfied with the program and feel that it is beneficial to their child and their family as a whole.

The results of the NAEYC Family Survey will be shared with the program staff.

## **B. Teaching Staff Survey**

### Overview

Through A Child's Eyes Pre-Kindergarten program administered the National Association for the Education of Young Children (NAEYC) Teaching Staff Survey to the teaching staff for the 2013-2014 school year. Iris Corral, Director of the Program, originally initiated the administration of this survey in 2009 as part of the self-study phase of the accreditation process of the NAEYC.

Through A Child's Eyes has continued to administer the NAEYC Teaching Staff Survey because the results of the Teaching Staff Survey provide a substantial amount of information concerning the perspectives of the staff in the program. Surveys such as this NAEYC Teaching Staff Survey and ongoing daily dialogue with staff members in the program are aimed at program improvement.

Through A Child's Eyes Pre-Kindergarten Program has an underlying belief that there is a need for strong collaboration between our administrators, teachers, and families so that the program continues to improve in meeting the needs of the family as a whole.

### Activity

The NAEYC Teaching Staff Survey was distributed to staff at the end of the school year. Staff was given 2 days to complete the survey. The Program Director was available if there were any questions or concerns about the survey. In order to ensure confidentiality, the completed surveys were returned by means of a survey box provided in the sign-in area of the main office. This procedure ensured that all of the surveys remained anonymous. Through A Child's Eyes Pre-Kindergarten program distributed nineteen (19) surveys. Nineteen (19) surveys were completed and submitted.

A copy of the actual NAEYC Teaching Staff Survey that was administered and a copy of the report of the results of the NAEYC Teaching Staff Survey will be made available upon request.

### Analysis of Teaching Staff Survey

The questions on the Teaching Staff Survey are grouped into ten (10) criterion standards. The criterion standards are as follows: Relationship, Curriculum, Teaching, Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management.

NAEYC requires an 80% return rate for the results of the Teaching Staff Survey to be considered valid.

Through A Child's Eyes Pre-Kindergarten Program reported a 100% return rate for the NAEYC Survey.

NAEYC requires a 75% or better score for each criterion for that criterion to be counted as met.

Through A Child's Eyes Pre-Kindergarten Program reported a 92.09% Pass Rate for the NAEYC Family Survey. Our reported Family Survey Pass Rate is commendable (top 25%) when compared to other programs.

There were several questions on the Teaching Staff Survey that were specifically designed for teaching staff working with infants. Since our program does not provide services to families with babies, the responses to those questions were not included in our analysis of the Teaching Staff Survey.

The cumulative results for each criterion of the Teaching Staff Survey are as follows:

Relationship	95.0%
Curriculum	98.8%
Teaching	84.0%
Assessment	94.3%
Health	90.3%
Teachers	95.7%
Families	85.7%
Community Relationships	72.0%
Leadership and Management	92.9%

The cumulative results of each of the criterion of the Teaching Staff Survey range from 85.7 to 98.8%. The Teaching Staff Survey has provided the program with valuable information that will assist the program's efforts to provide quality educational services to the children and their families who are served by this program.

The results of the NAEYC Teaching Staff Survey will be shared with the program staff.

## **VIII. Progress On Attaining Goals for Each Component of the Grant**

### **A. Screening Process to Identify Eligible Children**

#### **Goal: Illinois' neediest children will be identified and served**

This goal has been attained for the 2013-2014 School Year.

#### **Demographic indicators that support this finding are as follows:**

402 children were enrolled in and provided services by the program during the 2013-2014 School Year.

Every child enrolled in and provided services by the program in the 2013-2014 School Year had been screened and determined eligible to be enrolled in this At-Risk of academic failure program (Priority I of the Illinois Legislature and ISBE).

#### **Screening and Eligibility Determination Process**

The screening process used to identify children eligible for the At-Risk of Academic Failure Pre-Kindergarten program is a two step process.

The first step includes the administration of the Dial-R to each child. If the results of the Dial-R indicate that the child shows a three to six month delay in one or more of the following developmental areas: language, cognition, fine and/or gross motor, and social/behavioral skills, the child is determined eligible for admission into the Pre-Kindergarten Program.

The second step is the administration of a screening tool to identify children who have characteristics of children who are At-Risk of academic failure. The target populations for this grant are children who, due to environmental, economic, economic, or social-cultural conditions are At Risk of Academic Failure.

Results of the screening process and their child's eligibility status was shared with each parent. The individual who completed the screening process for a child will share the results of the child's screening with that child's parent. That sharing will include their child's eligibility status and responding to any concerns the parent may inquire about.

Children who demonstrate the greatest number of eligibility criteria, most At-Risk, will be enrolled in the program.

Utilizing this screening and eligibility determination process we ensure that every child who was enrolled in and provided services by the

program in the 2013-2014 School Year had been screened and determined eligible to be enrolled in this At-Risk of academic failure program (Priority I of the Illinois Legislature and ISBE).

#### Recruitment of “Hard to Reach Families”

Recognizing that every child who was enrolled in and provided services by the program in the 2013-2014 school year was screened and determined eligible to be enrolled in this At-Risk of academic failure program (Priority I of the Illinois Legislature and ISBE), there continues to be a substantial number children who would qualify for Pre-Kindergarten At-Risk of Academic Failure programs in Cicero who are either unaware that programs of this type or that any Early Childhood services are available in the Cicero community.

This concern about “Hard to Reach Families” has been a concern that the Through A Child’s Eye Pre-Kindergarten Program has been struggling with since the creation of the program 8 years ago. It is continually commented on and noted by both professional staff and parents of the Cicero Youth Task Force Early Childhood Committee (a community collaboration in which the Through A Child’s Eyes Pre-Kindergarten Program actively participates) that “people just don’t know” what Early Childhood resources and services are available in Cicero or feel that these services are not needed for their child.

This is also a shared concern of the Illinois State Board of Education (ISBE). ISBE’s concern is that despite the legislative prioritization, there are many families who could benefit from Pre-Kindergarten program services who are yet unaware of or unable to access those services.

Responding to these concerns, the Through A Child’s Eyes Pre-Kindergarten program has decided to develop and implement a plan of action to ensure that we recruit and then retain in the program “Hard to Reach” families.

Originally developed in the 2011-2012 school years by Iris Corral, Program Director of the Through A Child’s Eyes Pre-Kindergarten program, there has been a continuation of this effort in subsequent school years to reach out to “Hard to Reach” families in Cicero.

The action plan to reach the targeted “Hard to Reach Families includes: the continuous updating and revising of our marketing materials and our website:

- to continue to enhance our community partnerships,

- to search out and to include at public presentations on early childhood education opportunities in the community (example parent groups, church related groups, etc.), and
- to include the parents of children in the program (either current or past) in the public presentations

## **B. Appropriate Educational Program**

**Goal: Pre-kindergarten children will show gains in all developmental areas including literacy, cognitive, social, and emotional development.**

This goal has been attained for the 2013-2014 school year.

Performance indicators that support this finding are as follows:

The program uses the Creative Curriculum for Preschool which is aligned with the Illinois Early Learning Standards.

The program utilizes a two-way developmental bilingual education model or dual-language education model identified as the most effective model in preparing English-language learners for long-term academic success.

Performance measures compiled at the end of the 2013-2014 school year indicated that there have been significant gains in all developmental areas. The analyses of the Performance Measures clearly demonstrate the significant and positive impact of the program on the performances of the children who participated in the Through A Child's Eyes Pre-Kindergarten program.

According to the Teaching Strategies Gold Performance Report

The Performance Report demonstrates performance by comparing children's performance measured in the Fall of 2013 to the children's performance measured in the Spring of 2014 in each of the areas of development in which each child in the program was screened and determined eligible to be enrolled in an At-Risk of academic failure program as well in the learning skills areas of Literacy and Mathematics.

The Performance Report results, as presented in this evaluation, clearly demonstrated the significant and positive impact of the program on the performances of the children who had participated in the Through A Child's Eyes Pre-Kindergarten program.

### According to Teaching Strategies Gold Growth Report

The Growth Report demonstrates gains (growth) of the children who participated in the program by comparing the raw scores of the children's performance reported in the Fall of 2013 to the raw scores of the children's performance reported in the Spring of 2014 as they move toward meeting widely held expectations for children of the same age in those areas that they were screened and determined eligible to be enrolled in an at-risk of academic failure program as well in the learning skills areas of Literacy and Mathematics.

The Growth Report results, as presented in this evaluation, clearly demonstrated the significant and positive impact of the program on the growth of the children who participated in the Through A Child's Eyes Pre-Kindergarten Program.

### According to student readiness evaluations conducted by teachers and the child's parent at the end of the school year

88.1% of the children identified as three and four year olds not age appropriate to start kindergarten for the 2014–2015 school year, who were rated were rated as either Above Average or Average in attaining the developmental goals and standards appropriate for this age.

91.5% of the children identified as age appropriate to start kindergarten for the 2014-2015 School Year who were rated were rated as either Above Average or Average in attaining developmental goals and standards appropriate for this age.

## **C. Parent Involvement and Parent Education**

**Goal: Parents will be involved in their children's educational process and will gain knowledge and skills in parenting.**

This goal has been attained for the 2013-2014 School Year.

### Performance indicators that support this finding are as follows:

The program provides a wide range of Parent Involvement and Parent Education activities to provide the parents with information on child growth and development and the further development of their parenting skills.

The level of parent participation in Parental Involvement and Parent Education activities offered by the program for the 2013-2014 School



Year is greater than the level of participation in Parental Involvement and Parent Education activities reported in previous years.

The results of the National Association for Education of Young Children (NACEYC) family survey show that overall the families are satisfied with the program and feel that it is beneficial to their child and their family as a whole.

#### **D. Community Collaboration**

**Goal: Children and families will receive all services needed through a seamless and unduplicated system.**

This goal has been attained for the 2013-2014 school year.

Performance Indicators that support this finding are as follows:

Through A Child's Eyes Pre-Kindergarten Program is an active participating member in the following community collaborations that were developed for Cicero.

Child and Family Connections #7  
Cicero School District # 99  
The Children's Center of Cicero/Berwyn (Early Head Start and Head Start Provider in Cicero)  
Erie Neighborhood House  
West Suburban Pre-kindergarten Providers Council (WSPPC)  
Morton College Early Childhood Advisory Committee  
All Our Kids: Early Childhood Network – Cicero (AOK)  
Cook County Department of Public Health  
Cicero Youth Task Force (CYTF)  
Latino Policy Forum Early Childhood Acuerdo  
Junior Achievement

Illustrative examples of our Community Collaboration efforts are as follows:

- Our continued active involvement with the members of Morton Community College Early Childhood Advisory Committee, since 2008, in the planning for and implementation of the "Bridging the Gap" conference. This conference is designed to provide Teacher to Teacher (community based Pre-Kindergarten and Kindergarten teachers from both the Cicero and Berwyn School Districts') to meet and discuss the preparation of the children for the transition to Kindergarten focusing on curriculum and an opportunity to visit both Kindergarten and Preschool Classrooms and the sharing of resources used for activities.

- Our continued active involvement with the members of the All Our Kids: Early Childhood Network – Cicero (AOK) and the Cicero Youth Task Force (CYTF), since 2003 in the planning for and the implementation of the Week of the Young Child in Cicero. There are child-parent orientated activities each day of the Week of the Young Child.
- Our active involvement with the members of the Early Childhood Committee of the Cicero Youth Task Force and the Governor's Office of Early Childhood Education in the planning for the future implementation of "PRIMEROS PASOS/ FIRST STEPS" designed to address the identified fact that the highest need children, birth to five years of age, defined as low income and linguistically challenged, are underserved by formal preschool and under served in kindergarten. The goal of "PRIMEROS PASOS/ FIRST STEPS" is to increase the enrollment of children, birth to five years of age, defined as low income and linguistically challenged, into formal early childhood development programs through the use of Parent Ambassadors and a Pop-Up Preschool.

#### **E. Staff Requirements**

**Goal: Staff will have the knowledge and skills needed to assist children in reaching their full potential.**

This goal has been attained for the 2013-2014 school year.

Performance indicators that support this finding are as follows:

All staff of the Through A Child's Eyes Pre-Kindergarten Program hold the appropriate certifications and/or qualifications for the position for which they were hired.

Iris Corral has attained an Illinois Director Credential Level III.

The Through A Child's Eyes Pre-Kindergarten Program has been able to retain a highly trained and dedicated staff.

The Teaching staff has an average of 3.95 years of teaching experience within the program.

The Parent Coordinator staff has an average of 6.33 years experience within the program.

The Program Director has functioned in the capacity as Program Director within the program for 6 years.

## **E. Professional Development**

**Goal: Staff will continue to gain skills and knowledge, based upon current research and best practices, to improve outcomes for children and families.**

This goal has been attained for the 2013-2014 School Year.

Performance indicators that support this finding are as follows:

100% of the staff have a written Professional Development Plan

Through A Child's Eyes Pre-Kindergarten Program funds formal Professional Development opportunities for all of the program staff. The formal Professional Development opportunities are developed by the Program Director with input from staff based upon the needs of the children in the program and provided to the staff based upon their role and responsibilities within the program:

- Teacher's (23.5 hours)
- Assistant Teacher's and Parent Coordinator's (23.5 hours)

During the 2013-2014 School Year:

Eight Teachers completed Early Learning and Development Standards Training - A Gateways Approved Training

Four Teacher Assistants earned their Associates degree.

Two Teacher Assistants completed a 1 hour college credit course at Morton Community College on Creative Curriculum/Gold.

A copy of the Professional Development opportunities will be made available upon request.

## **IX. CONCLUSIONS**

Based upon the information presented in this program evaluation report it can be stated that:

The Through A Child's Eyes Pre-Kindergarten program has demonstrated their attainment of the goal for each component of the Early Childhood Block Grant Preschool for All Ages 3–5 program from the Illinois State Board of Education (ISBE) for the 2013–2014 School Year.

The Through A Child's Eyes Pre-Kindergarten program has demonstrated that their attainment of the goal for each component of the Early Childhood Block Grant Preschool for All Ages 3–5 program from the Illinois State Board of Education (ISBE) for the 2013–2014 School Year grant was attained in such a manner as to be consistent with the:

- First mandated priority of the Illinois legislature for Pre-School for All/ Pre-Kindergarten funding is for children who have been identified/determined to be At-Risk of academic failure; and,
- The emphasis of the Illinois State Board of Education on the relationship among early childhood education, parenting education and parental involvement, and the future success of a child in school.