Erikson Institute

REQUEST FOR PARTICIPATION (RFP)

RFP Release Date: Tuesday, February 28, 2017

Application Due Date: Monday, April 10, 2017

Applicant Information Webinars: Tuesday, March 14, 12:00-1:00 p.m. & Thursday, March 16, 11:00-12:00 p.m.

Applicant Interviews: April 24- May 1, 2017

Partner Communities Announced: Friday, May 5, 2017

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Summary/Purpose:	Erikson Institute, the nation's premier graduate school in child development working to improve the care and education of children from birth to age eight, announces a pilot project featuring the implementation of the Early Development Instrument (EDI). The EDI is a neighborhood measure that shows the development of young children within the context of their community. The long-range goals are to identify needs/strengths, to promote equitable distribution and alignment of resources, and to foster better coordination across systems.
Eligible Communities:	Erikson seeks applications from community collaborations/coalitions and school districts to participate in the pilot project. Erikson will partner with a select group of communities to implement the EDI. Ideal partners want to understand the needs of young children and families, formulate policies and advocate for resource alignment to address those needs and to strategically work to ensure better systems coordination.
Benefits to Communities:	As a data tool, the EDI provides more precise data at a neighborhood level, encourages action by engaging a variety of stakeholders, and informs decision-making and planning processes. Communities use the data to advocate for changes to policies, systems, and funding at the local, county, and state levels.
Who do I contact with questions:	Jaclyn Vasquez, Associate Director, EDI edi@erikson.edu, 312-566-4474

For additional information and resources please visit the EDI webpage: www.erikson.edu/edi

Where do I access the application: https://iecfp.wufoo.com/forms/m5sz0rw1nedwrg/

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Expanded Information for the Request for Participation (RFP)

Erikson Institute requests applications from community collaborations / coalitions and school districts to participate in the strategic implementation of the Early Development Instrument (EDI).

ERIKSON INSTITUTE BACKGROUND

Erikson is the premier independent institution of higher education committed to providing quality, innovative academic programs, applied research, direct service, and field-wide advocacy. It educates and inspires caregivers, educators, and social workers to serve the needs of children and families so that all benefit. The programs focus on broadening professional understanding, improving practical skills, and expanding child development expertise. Its history of working collaboratively in local communities to improve education outcomes has earned the trust of civic leaders, school administrators, teachers, and a broad range of community partners.

Erikson's core functions include preparing early childhood leaders to:
- Improve the lives of young children and their families;
- Provide a conceptual framework to promote existing initiatives; and
- Highlight cutting-edge opportunities that add value to the field.

THE EARLY DEVELOPMENT INSTRUMENT

What is the EDI?
The Early Development Instrument (EDI) is a validated, neighborhood measure of illustrating how young children are developing within the context of communities. It is a checklist with 103 questions completed by kindergarten teachers for all children in their classrooms. The EDI is typically filled out during the second half of the school year and is usually repeated triennially. It has been implemented widely in Canada and Australia, as well as in approximately 55 communities throughout the United States by the Center for Healthier Children, Families, and Communities at University of California, Los Angeles. The EDI holistically measures groups of young children in five developmental domains:

1. Physical health and well-being
2. Social competence
3. Emotional maturity
4. Language and cognitive development
5. Communication skills and general knowledge

How is the EDI data used?
Results are reported at a neighborhood level as the percentage of children who are vulnerable or on track in each of the five developmental domains. Those who score at or above the 25th percentile of the national EDI population are considered "on track." If they score at or below the 10th percentile in any domain, they are considered "developmentally vulnerable."

The data are presented through tables and maps that show, for example, the percentage of children in local neighborhoods who are "developmentally vulnerable" in a specific or combination of domains (see www.risktoready.org for an example). Other important indicators that may influence health and well-being (i.e. crime data, poverty, etc.) can be mapped on top of neighborhood-level EDI results.

Community engagement and discussion of data are signature features of the EDI pilot project. Parents, teachers, community members, and other stakeholders play a critical role in providing insight and specificity to the conditions contributing to the reported indicators. The EDI data alone does not tell the complete story, more importantly, it is community informed discussion that leads to a deeper analysis of the data and provide direction for highlighting strengths and addressing disparities.

How does the EDI complement individual assessments?
The EDI is a neighborhood measure and always presents data in the aggregate; no data is ever reported on individual children. This feature creates a distinction from other kindergarten-administered assessments. Although teachers complete a questionnaire for each child, results are not used to evaluate children individually; nor are they used to identify or recommend special education services or to inform curriculum. The data are never applied to ranking teachers, neighborhoods, schools, or school districts. Individual student data will be kept confidential through non-identifiable protocol managed by Erikson.

Coupled with more individualized assessments, including the Kindergarten Individual Development Survey (KIDS), the EDI can serve as complementary data because reports are generated at the neighborhood level where children live and then aggregated for the school they attend. School level reports, which are provided to the school district only, provide direction for tailored, school-specific, interventions thereby avoiding generic or blanket district-wide fixes that might not apply to all neighborhood contexts.

> *Please refer to Frequently Asked Questions (FAQ) located in the appendix*
> *for answers to any queries regarding KIDS.*

What are the community benefits for using the EDI?
As a data tool, the EDI provides more precise data at a neighborhood level, encourages action—especially by engaging parents, teachers, and other stakeholders—and informs decision-making and planning processes. Communities use the data to advocate for changes to policies, systems, and funding at the local, county, and state levels. Because the EDI shows data at a neighborhood level, it contributes to the fundamental need to move all children in the direction of better outcomes.

The EDI—as a neighborhood-level strategy—assists with developing an approach that can support optimum early childhood development and health (physical, social, and emotional). This approach is valuable because it establishes a logical progression—first understanding the needs of young children; next inventorying local programs, services and systems; then formulating policies and practices to better align needs, and finally, working to ensure a coordinated and comprehensive system for children and their families. The EDI's capacity to track changes over time can serve as a baseline and later influence adjustments to investments, policies, and other factors influencing children's health and well-being over time.

The EDI can support community plans to meet the Every Student Succeeds Act (ESSA). At its core, ESSA will serve to encourage states and communities to take a holistic and effective approach to identifying and meeting the needs of young children and their families. Additionally, the alignment of services and the collaboration between community partners and schools can support the re-competition process for the Early Childhood Block Grant (ECBG) and the federal Preschool Expansion Grant. Preschool Development Grants promote thoughtful strategic planning; call for a comprehensive needs assessment; and promote close collaboration within communities to see that resources are used effectively.

The EDI enhances the capacity of stakeholders to make research-based decisions:

- **Parents and community leaders** use reports as tools to highlight strengths and address disparities in early childhood programs, systems, and policies. The data encourages ownership for developing an advocacy action plan regarding early childhood needs presented by the data.
- **Educators and school representatives** use results to help identify the strengths and needs of the children in their schools. Data allows for creating targeted interventions specific to their needs.
- **Elected officials** use EDI data to equitably plan investments, inform policy and practice development decisions, and/or evaluate success over time. Maps help focus investments and identify specific community needs.
- **Researchers** use data to address important questions and drive new initiatives to better understand the genetic, biological, and social factors affecting children's health, well-being, and development.

Who is eligible to apply?

Erikson seeks applications from existing community collaborations/coalitions or school districts across Illinois. Applications should be made on behalf of the community by the community collaboration/coalition or school district. Erikson is particularly interested in receiving applications from coalitions that have been actively working together for more than three years or school districts that have been actively involved with a community collaboration/coalition for at least three years. Successful applications will be able to demonstrate:

- Concern for improving opportunities for young children and their families;
- Ability and capacity to establish/leverage partnerships, including parents from the community served, and multiple entities/stakeholders, and build consensus; and
- Track record for promoting and implementing effective change at a community level.

What is a Community Collaboration/ Coalition?

Community collaborations/coalitions are defined as formalized partnerships among community stakeholders to convene a local "table" to develop and implement strategies to improve the lives of young children and families. Community collaborations/coalitions typically:

- Use a community systems approach to identify and engage all children and families and improve coordination of services and align resources;
- Apply data to identify disparities, match solutions to community needs, plan, evaluate, and reflect;
- Are community-driven and sustained through asset-based community development models emphasizing cross-system teams; and
- Are outcome-oriented and use applied learning in small iterative cycles to optimize outcomes.

What can a community expect from Erikson as a pilot site?

- Training, coaching, technical assistance and resources to implement the EDI
- Support in collecting and analyzing EDI data
- Support in identifying additional community contextual data to compare to EDI results
- Support in developing/refining a community action plan based on EDI results
- Targeted professional development for early childhood educators in early literacy and early math (upon request)
- Advocacy coaching and support
- Limited funding for EDI administration in the form of teacher stipends or substitute teachers

What expectations does Erikson have of pilot sites?

- Serve as the lead partner who convenes community-based organizations, educational institutions, parents, teachers, and other stakeholders for implementing the EDI, analyzing the data, and generating/updating a strategic action plan;
- Have an established collaboration/coalition of cross-sector stakeholders, including parents from the demographics served and teachers from the school districts, who meet on a regular basis;
- Have a desire to collect data to drive decisions;
- Contribute to documenting the EDI implementation process by providing timely feedback;
- Secure commitment from schools to participate in the EDI data collection (including public, private, charter, and parochial schools)
- Support recruitment of kindergarten teachers to administer the EDI; and
- If available, collaboration or school district contributes/leverages financial and/or in-kind support

What are the specific responsibilities for the collaboration/coalition and school district for the EDI pilot?

- Secure signed EDI agreement from authorized representatives of collaborations/ coalitions and school district/private schools.
- Provide student data (i.e. teacher-student roster) from the local schools to aid in administering the EDI.
- Identify Local EDI Champions one (1) school-based representative and one (1) community-based representative to collaborate directly with Erikson and complete identified task list (see example in appendix).
- Recruit kindergarten teachers and ensure full participation in the EDI training scheduled for the **first weeks of December 2017 or January 2018.**
- Ensure EDI data collection by kindergarten teachers is complete **prior to January 31, 2018.**
- Attend EDI Orientation for pilot team members in **summer 2017** (TBD by local champions and Erikson).
- Attendance and active participation in Erikson-facilitated workshops on introducing the EDI, selecting geographic boundaries and demographic data points, analyzing data reports, and developing/updating an action plan.
    - o Erikson will work with appropriate school staff to schedule and coordinate EDI teacher orientations and trainings.
    - o Exact workshop dates will be determined by the pilot team during local champion the orientation meeting.
    - o **Additional workshop dates** will follow with the release of the EDI results.
    - o Training, materials, and technical support are provided without cost to community pilot teams.

What is the timeline for the EDI pilot implementation?
The EDI implementation project has the following components:

1. Select EDI pilot communities
2. Provide each community with coaching and technical assistance on the EDI—its use and administration
4. Support communities with analyzing EDI data and integrating results into an existing strategic plan
5. Facilitate learning network among the communities
6. Document and disseminate report on the EDI pilot project

Key principles guiding the design and execution of this pilot include intentional activities leveraging existing collaboration work and clear expectations of all involved parties.   The provisional timeline for the EDI pilot project implementation is outlined below. Each pilot site is expected to participate in all scheduled EDI activities listed below.

School Year 2017-2018

- June - September 2017
    - Host community EDI pilot orientation in partner communities
    - Convene teachers and administrators to introduce the EDI and pilot project
- October - November 2017
    - EDI discussion and planning meetings with stakeholders
        - Determine geography and neighborhood boundaries
        - Inventory community assets (if not already completed)
        - Identify community data to overlay on the EDI maps
- December 2017 - January 2018
    - Train teachers on how to administer the EDI
    - Enter teacher data into EDI data portal
- February 2018
    - EDI discussion and planning meetings with stakeholders
        - Select community assets to map
        - Select community data to overlay on the EDI maps
- May 2018
    - EDI data (reports, maps, tables) disseminated to schools and community collaborations
        - Meet with community and school stakeholders to interpret data
        - Support communities with broader dissemination plan
- June - August 2018
    - Integrate EDI data into existing community strategic plans/goals
        - Identify short- and long-term opportunities for data application
        - Provide (upon request) coaching on advocacy strategies/tactics

Additional EDI Resources

- https://edi.offordcentre.com
- https://offordcentre.com/edi-early-years/
- Guhn, M., Janus, M. & Hertzman, C. (2007). Special Issue: The Early Development Instrument. *Early Education and Development*, 18 (3).
- Guhn, M., Gadermann, A., Zumbo, B.D. (2007). Does the EDI measure school readiness in the same way across different groups of children? *Early Education and Development*, 18(3), 453-472.
- Janus, M., & Offord, D. R. (2007). Development and psychometric properties of the Early Development Instrument (EDI): a measure of children's school readiness. *Canadian Journal of Behavioral Science/Revue canadienne des sciences du comportment*, 39(1), 1-22. (http://dx.doi.org/10.1037/cjbs2007001)
- Harrison, L. & Janus, M. (2016). Special Issue: International research utilizing the Early Development Instrument (EDI) as a measure of early child development. *Early Childhood Research Quarterly*, 35, 1-134.

APPENDIX

APPENDIX CONTENTS

APPLICATION INFORMATION

To apply to become an EDI pilot site, please complete the online application and upload requested attachments before 5:00 PM on Monday, April 10, 2017.

Selection Criteria
Applicants must be an established community collaboration or school district, fully commit to participating in all the EDI pilot activities, meet expectations, and agree to secure funding to support travel and other related expenses associated with the pilot project. Additionally, all applicants will be scored in four (4) areas:

1.   Community Description and Demographics
2.   Collaboration/Coalition or School District Capacity and Readiness
3.   Interest and Benefit of the EDI
4.   Pilot Team

Details about each criterion is listed below. Applicants are encouraged to use this information to assist with responding to the questions on the online application.

SCORING CRITERIA—Total 100 points

1.   **COMMUNITY DESCRIPTION AND DEMOGRAPHICS** (20 points)
     a.   Define community boundaries
     b.   Describe demographics of the community—gender, race, poverty levels, age, employment status, household income, etc.
     c.   Articulate challenges faced in community, as well as strengths and assets
     d.   Identify number of kindergarten classes and teachers in school districts served by collaboration/coalition or school district
     e.   List school types kindergarten students attend (i.e. public, private, parochial, charter) and number of kindergarteners that attend each type

2.   **COLLABORATION/COLLABORATIVE OR SCHOOL DISTRICT CAPACITY AND READINESS** (30 points)
     a.   Clearly defined vision/mission/purpose focused on strengthening and aligning the local early childhood system
     b.   Effective, delineated and representative leadership
     c.   Well-organized operational structure
     d.   Demonstrated system change accomplishments
     e.   Actively engages cross-sector partners
     f.   Regular membership reflects demographics of the community it serves
     g.   Established collaboration/coalition for at least three years
     h.   Identified funding and/or in-kind support to implement the EDI pilot

3.   **INTEREST AND BENEFIT OF THE EDI** (32 points)
     The collaboration/ coalition or school district has a clearly articulated and compelling reason to participate in the EDI project. The benefit statement should include:
     a.   Positive changes in the community that might be influenced by the results of the EDI
     b.   Anticipated obstacles the collaboration might face during EDI pilot implementation

c. Examples of collaboration participation in data driven processes
d. Strengths and/or resources collaboration can contribute to the EDI pilot
e. Stated value of the EDI and possible outcomes for young children and their families
f. Description of how EDI results could enhance existing collaboration work
g. Resources and/or services collaboration may need from Erikson

4. **EDI PILOT TEAM-** (18 points) The pilot requires a minimum of 3 collaborative partners committed to full participation in all EDI trainings, coaching, and project expectations from June 2017 through August 2018. These team members should include identified local champions who will communicate pilot updates, share key learnings with stakeholders, and engage collaboration/coalition and school district members in applying the knowledge gained from the EDI results into actionable strategies and steps to improve outcomes for young children and families.

   Team members:

   a. Represent key leaders within the collaboration
   b. Consist of collaboration/coalition or school district primary convener/coordinator/staff member
   c. Demonstrate a long-term commitment to the collaboration/coalition or school district
   d. Include a variety of sectors and stakeholders (i.e. school district, early care and education providers, health providers, mental health consultants, early intervention providers, social service agencies, family support and leadership organizations, and other sectors that are committed to serving families and young children)
   e. Champion for early childhood systems change

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COMMITMENT FORM

Please use this template for the portion of the application requiring a signed commitment acknowledging roles and responsibilities of community collaboration and school districts if selected for the pilot project. Once completed upload to the online application.

PILOT TEAM MEMBERS	
Team Member #1: Primary collaboration Convener/Coordinator/Staff	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or Community Systems Development (CSD) effort does this team member represent?	
Anticipated Responsibility in Pilot:	
Signature:	
Team Member #2:	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or CSD effort does this team member represent?	

Anticipated Responsibility in Pilot:

Signature:

Team Member #3:

Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	

What sector or CSD effort does this team member represent?

Anticipated Responsibility in Pilot:

Signature:

Team Member #4:

Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	

What sector or CSD effort does this team member represent?

Anticipated Responsibility in Pilot:

Signature:

Team Member #5:	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or CSD effort does this team member represent?	
Anticipated Responsibility in Pilot:	
Signature:	

If chosen, two team members will serve as Local EDI Champions. Please identify one team member as the School Champion, and one team member as the Community Champion. Refer to the Appendix for a complete list of School and Community Champion tasks for the EDI pilot project.	
School Champion	
Community Champion	

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SCHOOL DEMOGRAPHICS FORM

School Name	School Type (i.e. Public, Private, Parochial, Charter, Other)	Total Number of Kindergarten Classrooms	Total Number of Kindergarten Teachers	Total Number of Kindergarten Students

PARTICIPATING ORGANIZATIONS IN THE COLLABORATION/COALITION AND MEMBERS FORM

Please list all active members of the collaboration/coalition and their role and responsibilities.

Organization Name	Member Name	Title	Collaboration Role/Responsibility
Example: Parent Teacher Organization	Jane Doe	President	Co-Chair

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FREQUENTLY ASKED QUESTIONS (FAQ)

The following table outlines distinctions and opportunities with the Early Development Instrument (EDI) and Kindergarten Individualized Development Survey (KIDS).

QUESTION	KIDS	EDI
Who administers the tool?	The classroom Kindergarten teacher, who has been trained on KIDS, will complete the tool.	The classroom Kindergarten teacher, who has been trained on the EDI, will be expected to complete the EDI for each of their students.
What is timeframe to administer the tool?	State Requirements: 2016-17 – Partial Implementation • Districts can choose one of the two flexibility models to administer KIDS – to a subset of students using the readiness domains or to all students using a smaller subset of readiness domains. • Districts may choose to begin full implementation. 2017-18 – Full Implementation • Districts collect and report school readiness data for all kindergartners. • Districts train new teachers and continue supporting teachers who are already implementing.	Kindergarten teachers will administer the EDI during the second half of the school year. The EDI pilot will require all data for each kindergarten student to be entered in the data portal by January 31, 2018.
How often is the tool administered?	Kindergarten Teachers will implement KIDS every school year. Observations are ongoing throughout the year, and teachers will use the observation data to rate students up to three times during the school year. • The first KIDS rating period is the first 40 days of kindergarten, with additional ratings made by the 105th and	The EDI is administered triennially, once every three years. The EDI data are collected in the second half of the kindergarten year based on the following rationale: • By mid-year sufficient time has passed for teachers to know their students well enough to complete the survey. • Children demonstrating initial

	170th days of enrollment. • Teachers will be required to rate students during the first and third rating periods, while the second rating period will be optional.	weaknesses at the beginning of the school year due to unfamiliarity with school environment or language of instruction should be able to catch up with their peers by mid-year.
What kind of data does the tool produce?	KIDS is an observation assessment tool which measures development of the whole child based on 11 developmental domains. KIDS will allow for: -Individual student development reports -Group and sub group reports -School level reports -District-wide reports - Aggregated state-wide reports -Data will be included in a longitudinal data system linking early childhood systems to school readiness.	The EDI is a population tool that holistically measures groups of young children in five developmental domains: 1. Physical health and well-being 2. Social competence 3. Emotional maturity 4. Language and cognitive development 5. Communication skills and general knowledge
How much time does it take to administer the tool?	The time it takes for completion depends on the teacher and how well they know the assessment instrument. As teachers become more familiar with the assessment their proficiency increases.	The EDI may take approximately 20-30 minutes initially to complete for each kindergarten student. After the first initial surveys, teachers report reducing the time to 7-10 minutes per student.

| How does this tool support instruction? | KIDS is an observation assessment which allows the teacher to gain a documented, detailed, and evidence-based picture of each child. The results provide teachers with a clear roadmap for supporting a successful developmental journey for each child leading into the early elementary grades.

The KIDS tool will also guide professional development for teachers, support alignment of early childhood and elementary school systems, document the importance of birth-to-five programs in preparing children for elementary school, and enable the state to respond to district, school, teacher, and student needs over time. | The EDI is considered a holistic population measure because although the data is collected by kindergarten teachers on individual children, it is always aggregated up and reported most typically at a neighborhood level.

By offering a population focus the EDI:

• Complements other existing local tools, particularly school-based kindergarten assessments that may have a more individual and academic focus
• Delivers key information about early childhood for all children in the context of a community
• Provides opportunity to identify social and environmental factors at the neighborhood level
• Reveals patterns of developmental assets and needs across the community |

If a school administers the EDI, does it also have to administer KIDS?

Yes, KIDS is mandated by the Illinois State Board of Education. However, the EDI, when coupled with more individualized assessments, can serve as complementary data because reports are generated at the neighborhood level where children live and then aggregated for the school they attend. School level reports, which are provided to the school district only, provide direction for tailored, school-specific, interventions thereby avoiding generic or blanket district-wide fixes that might not apply to all neighborhood contexts.

Who can I contact with questions?
If you have questions or general questions about the EDI, please contact Jaclyn Vasquez, the EDI Associate Director, at Erikson Institute by phone (312-566-4474) or email (edi@erikson.edu).

Sources:
Illinois State Board of Education (2016). KIDS Advisory Committee Meeting. March, 17.
Illinois State Board of Education (2016). Fact Sheet KIDS, http://206.166.105.35/KIDS/pdf/kids-facts-sy16.pdf and https://www.illinoiskids.org/
Human Early Learning Partnership (2017), http://earlylearning.ubc.ca/edi/

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KIDS Domains (5) • **Readiness Measures (14)** The data from KIDS will be used to promote the success of every child, guide professional development for teachers, support alignment of early childhood and elementary school systems, and enable the state to respond to district, school, teacher, and student needs over time.	EDI Domains (5) • **Subdomains (16)** The data from the EDI will be used to increase awareness of the importance of the early years, identify areas of strength and weakness in children's development, provide evidence based research to support community initiatives for healthy child development, strengthen relationships between researchers and communities, and provide communities with information to support future planning and service development.
1. **PHYSICAL DOMAIN**	**1. PHYSICAL HEALTH & WELL-BEING DOMAIN** Includes gross and fine motor skills (e.g., holding a pencil, running on the playground, motor coordination), adequate energy levels for classroom activities, independence in looking after own needs, and daily living skills. • **Physical readiness for school day** Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry. • **Physical independence** Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger. • **Gross and fine motor skills** Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.
2. **APPROACHES TO LEARNING: SELF-REGULATION**	2. **SOCIAL COMPETENCE** Includes curiosity about the world, eagerness to try new experiences, knowledge of standards of

	acceptable public behavior, ability to control own behavior, appropriate respect for adult authority, cooperation with others, following rules, and ability to play and work with other children.
3. SOCIAL EMOTIONAL DEVELOPMENT • ATL-REG 1: Curiosity and Initiative in Learning • ATL-REG 2: Self-Control of Feelings and Behavior • ATL-REG 3: Engagement and Persistence	• **Overall social competence** Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident. • **Responsibility and respect** Children who always or most of the time show respect for others, and other's property, follow rules and take care of materials, accept responsibility for actions, and show self-control. • **Approaches to learning** Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes. • **Readiness to explore new things** Children who are curious about the surrounding world, and are eager to explore new books, toys and games.
3. SOCIAL EMOTIONAL DEVELOPMENT • SED 3: Relationships and Social Interactions with Familiar Adults • SED 4: Relationships and Social Interactions with Peers	**3. EMOTIONAL MATURITY** Includes the ability to think before acting, a balance between too fearful and too impulsive, an ability to deal with feelings at the age-appropriate level, and empathetic response to other people's feelings. • **Prosocial and helping behavior** Children who often show most of the helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.

	• **Anxious and fearful behavior** Children who rarely or never show most of the anxious behaviors; they are happy and able to enjoy school, and are comfortable being left at school by caregivers. • **Aggressive behavior** Children who rarely or never show most of the aggressive behaviors; they do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others. • **Hyperactivity and inattentive behavior** Children who never show most of the hyperactive behaviors; they are able to concentrate, settle in to chosen activities, wait their turn, and most of the time think before doing something.
4. LANGUAGE AND LITERACY DEVELOPMENT • LLD 6: Comprehension of Age-Appropriate Text • LLD 8: Phonological Awareness • LLD 9: Letter and Word Knowledge **5. COGNITION MATH DEVELOPMENT** • COG Math 1: Classification • COG Math 2: Number Sense of Quantity • COG Math 3: Number Sense of Math Operations • COG Math 6: Shapes	**6. LANGUAGE & COGNITIVE DEVELOPMENT** Includes reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, ability to understand similarities and differences, and ability to recite back specific pieces of information from memory. • **Basic literacy** Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name. • **Interest literacy/numeracy and memory** Children who show an interest in books and reading, math and numbers, and have no difficulty with remembering things. • **Advanced literacy**

	Children who have at least half of the advanced literacy skills reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences. • **Basic numeracy** Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.
• LLD 3: Communication and Use of Language (Expressive) • LLD 4: Reciprocal Communication and Conversation	**7. COMMUNICATION SKILLS & GENERAL KNOWLEDGE** Includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age-appropriate knowledge about the life and world around. • Communication and general knowledge Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.

Sources:
Illinois State Board of Education (2016). KIDS Advisory Committee Meeting. March, 17.
Illinois State Board of Education (2016). Fact Sheet KIDS, http://206.166.105.35/KIDS/pdf/kids-facts-sy16.pdf
and https://www.illinoiskids.org/
Human Early Learning Partnership (2017), http://earlylearning.ubc.ca/edi/