The DELL-D Journey

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

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

Purpose of ERF (and DELL-D)
- Create “centers of excellence” in communities with many low income families
- Enhance children’s emergent literacy learning through professional development for teachers and resources for classrooms
- Achieve qualities of “scientifically based reading research” (SBRR) in classroom
  - Areas of SBRR
  - How they are taught
“Emergent Literacy”

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

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Lowest Income</th>
<th>Highest Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize letters of alphabet</td>
<td>39%</td>
<td>85%</td>
</tr>
<tr>
<td>Identify beginning sounds</td>
<td>10%</td>
<td>51%</td>
</tr>
<tr>
<td>Write own name</td>
<td>54%</td>
<td>76%</td>
</tr>
<tr>
<td>Amount of time read before kindergarten</td>
<td>25 hours</td>
<td>100 hours</td>
</tr>
<tr>
<td>Accumulated exposure to words</td>
<td>13 million words</td>
<td>45 million words</td>
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</tbody>
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*adapted from Neumann 2006

But evidence of risk is present even earlier!

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

Required Components in All ERF Grants

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

Broad foundational curriculum

- Creative Curriculum
- Weekly coaching - build and improve on what is in place
- Observations using broad quality rating systems (Early Language & Literacy Classroom Observation; CLASS)
Early literacy curriculum
- TROPHIES
  - 5 units, 25 themes typical of early childhood
  - Emergent literacy scope & sequence embedded into themes
  - Checks & coaching on curriculum implementation

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

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

Intensive, ongoing professional development
- Training
  - Year 1 - five 10-hour institutes
  - Year 2
    - three 10-hour institutes
    - monthly small-group meetings
- Coaching
  - 5 coaches
  - Weekly visits (100 hours/year)
    - observation/feedback using specific procedures
    - focus on environment, curriculum, teaching interactions
  - Support for coaches
For children who need more support ....

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

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

**Changes in Children’s Scores During Year 2**
- What we measured
  - IGDIs ("Baby Dibels") - rhyming, alliteration, picture naming
  - PALS - alphabet (large, small letters), letter sounds, print concepts, name writing
  - Comprehension (DELL-D assessment)
  - PPVT - receptive language
### Year 2 IGDI Scores for Kindergarten Bound DELL-D Children

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre</th>
<th>Post</th>
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</thead>
<tbody>
<tr>
<td>Name Writing</td>
<td></td>
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<tr>
<td>Capital Letters</td>
<td></td>
<td></td>
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<tr>
<td>Small Letters</td>
<td></td>
<td></td>
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<tr>
<td>Print Concepts</td>
<td></td>
<td></td>
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<tr>
<td>Letter Sounds</td>
<td></td>
<td></td>
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<tr>
<td>Non-Word Internalized</td>
<td></td>
<td></td>
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<tr>
<td>Language Development</td>
<td></td>
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<tr>
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<td>Phonemic Clusters</td>
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### Year 2 PALS Categories

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### Year 2 PPVT Scores for K-Bound Children

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### Year 2 Listening Comprehension Scores

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Kindergarten Follow-Up: "DIBELS"

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

### End of Kindergarten Year: DIBELS Scores for Low-Income DELL-D and Non-DELL-D Children

<table>
<thead>
<tr>
<th>Category</th>
<th>DELL-D Children (n = 82)</th>
<th>Other Children (n = 390)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Naming</td>
<td>68%</td>
<td>43%</td>
</tr>
<tr>
<td>Phoneme Segmentation</td>
<td>83%</td>
<td>74%</td>
</tr>
<tr>
<td>Nonsense Word</td>
<td>65%</td>
<td>53%</td>
</tr>
<tr>
<td>Word Use</td>
<td>53%</td>
<td>46%</td>
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### End of Kindergarten Year: Percentage of Low-Income DELL-D and Non-DELL-D Children Meeting Kindergarten Benchmarks

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<td>45%</td>
<td>37%</td>
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<tr>
<td>Phoneme Segmentation</td>
<td>50%</td>
<td>46%</td>
</tr>
<tr>
<td>Nonsense Word</td>
<td>50%</td>
<td>34%</td>
</tr>
<tr>
<td>Word Use</td>
<td>34%</td>
<td>28%</td>
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On the Road
We’re getting there!