


Case Study: Leveraging KIDS to understand school readiness



CAROLE ROBERTSON CENTER
for Learning



OUR MISSION

To educate, enrich, and empower children and families.

OUR VISION

To help build a just and equitable society, the Carole Robertson Center for Learning, in partnership with families, will be a beacon of best practices, innovation, and impact in early childhood and youth development.





CAROLE ROBERTSON CENTER
for Learning

Our Core Values

Commit to empower and support our staff.

Seek innovation, collaboration, and continuous improvement.

OUR CHILDREN AND FAMILIES COME FIRST. TO DO THIS, WE MUST:

Work respectfully, transparently, and with integrity.

Listen with open minds and caring heart.

Take joy and pride in our work.



WHAT WE DO, WHO WE SERVE

EARLY CHILDHOOD CARE & EDUCATION (ECE)

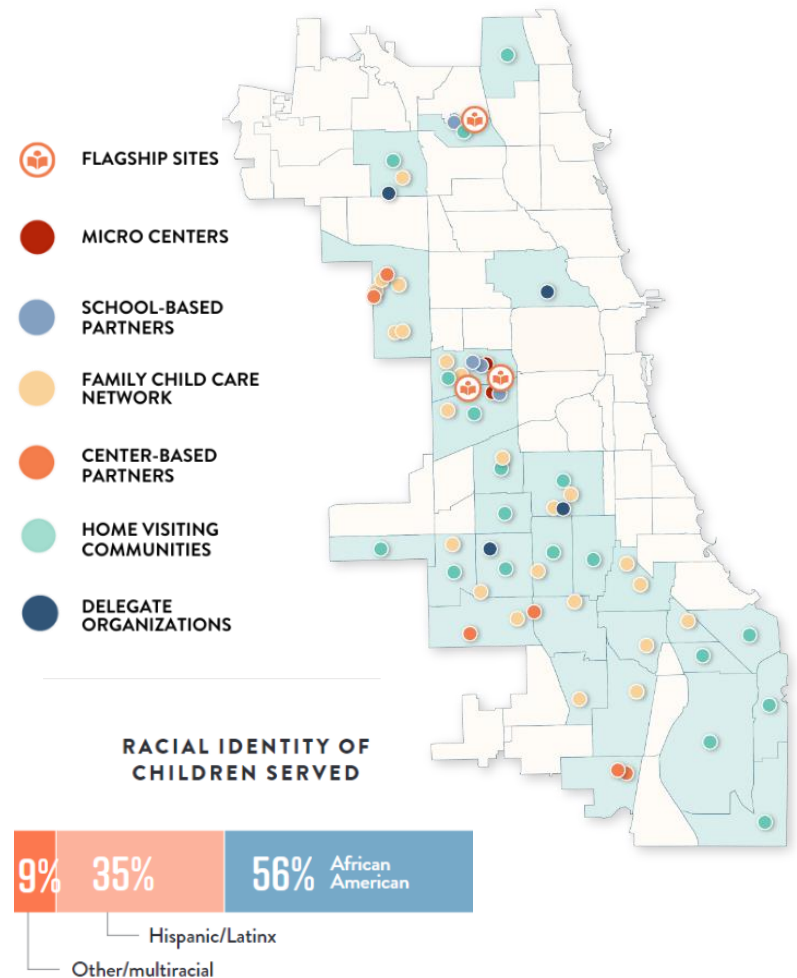
Prenatal to 5 - Serving 1,500

- Flagship Sites (3)
- Micro Centers (2)
- Home Visiting Communities (18)
- Family Child Care Network (23)
- Center-Based Partners (6)
- Delegate Organizations (2)
 - Erie Neighborhood House
 - Metropolitan Family Services

OUT-OF-SCHOOL TIME (OST)

Ages 5-17 – Serving 500

- Flagship Sites (3)
- School-Based Partners (3)
 - Lawndale Community Academy – Lawndale
 - Saucedo – Lawndale
 - KIPP Ascend Primary - Lawndale
 - Legacy Charter School Chicago – Lawndale
 - Herzl – Lawndale
 - Alessandro Volta Elementary – Albany Park



Organizational Theory of Change

The Problem We Are Working to Solve

BIPOC children living in divested communities in Chicago are more likely to experience generational poverty and trauma and have unequal access to education and opportunity.

The Outcomes We Seek

Build the skills & expertise of our staff

Increase use of evidence-based practices

Increase family engagement

Reduce effects of & address trauma through our work

Improve learning & development in key domains

Build trust with families to advocate for the child's learning

Ensure children are on-track & stay on track for school success

Increase engagement with high-quality partners

Increase use of data & evaluation for continuous improvement

The Impact We Aim For

Advance educational and social equity for the children we serve.

Bridging Academic and Social Emotional Supports into Kindergarten (BASES-K)



Breaking barriers by creating spaces for dialogue between schools, families, preschool, and kindergarten teachers.

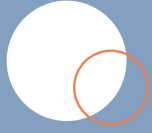


Supporting the early learning workforce through ongoing learning, reflection, and coaching.



Partnering with families to build social capital and capacity to advocate for and support their children and each other.





BUILDING THE EXPERTISE OF STAFF



Professional Learning at Carole Robertson Center



CHANGE DRIVERS

High Quality Program instruction

ACTIVITIES FOR CHANGE

All staff engage in a professional learning system embedded within organizational model (PEDAGOGY + COLLABORATION)

- Some combination of: Feedback loops, Professional goal-setting, Professional learning communities, coaching, family cafes, data dialogues

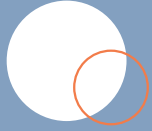
CHANGE AGENTS

Educators + OST + FSS staff attend PLCs; regularly receive feedback loops

BASES-K Specialists: Provide Curriculum TA to PreK teachers and participate in PLCs

Program Advisors coach educators in coaching cycles and support facilitation of PLCs

Senior Program Advisor coaches BASES-K Specialists, Directors, and Program Advisors; Facilitates PLCs



OUTCOMES: MEASURING IMPACT



Measurement Framework

Child Outcomes	Educator Outcomes
Family Outcomes	School Outcomes



BASES-K Evaluation

Child

How are children progressing towards Kindergarten Readiness?

Family

Do families feel comprehensively supported by the Center?

Do families receive targeted supports as their child matriculates to Kindergarten?

Educator

Do staff feel valued as professionals? Do their educational beliefs align with current best practices in the ECE field?

Are staff able to leverage their physical environment? Are staff able to implement the curriculum with fidelity and are child-teacher interactions improving?

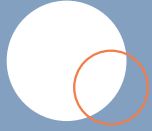
School

Are Carole Robertson staff able to build transformational relationships with Kindergarten teachers?

How do we all understand Kindergarten readiness?

Increase use of data and evaluation for continuous improvement





Child Outcomes: KIDS and TSG Data

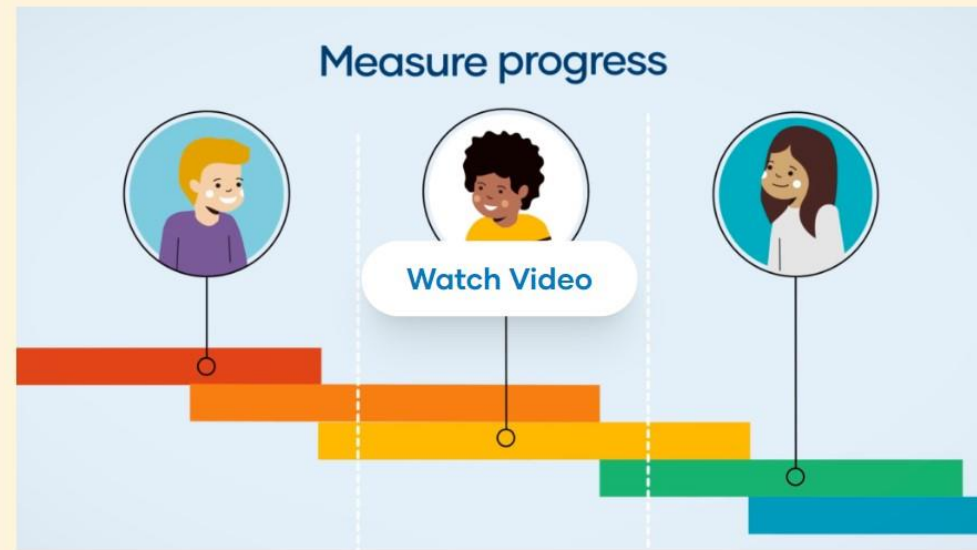


Teaching Strategies GOLD

GOLD[®]

Move beyond measurement.

Drive differentiated, effective instruction. Inform instruction without disruption by embedding authentic, observation-based assessment into each part of your day.



KIDS: EVERY ILLINOIS CHILD READY FOR KINDERGARTEN



The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten.

KIDS Implementation at Carole Robertson Center

- Began with OST kinder children
- Scaled to all Pre-K children matriculating to kindergarten
- Pilot Pre-K launch in 2021-2022 program year
- Collected by teachers and BASES-K specialists



Teaching Strategies GOLD / KIDS Comparison



CAROLE ROBERTSON CENTER
for Learning

KINDERGARTEN INDIVIDUAL DEVELOPMENT SURVEY
(KIDS)/TEACHING STRATEGIES GOLD READINESS
COMPARISON REPORT

Link to KIDS Assessment Process Outline [here](#)

of children with TSG data

46

of children with KIDS data

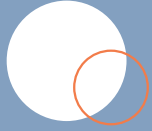
46

KIDS DATA



TSG DATA





Learnings To-Date



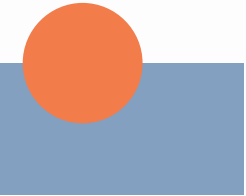
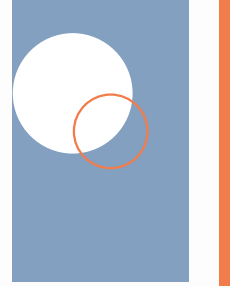
One Year In, We've Learned....

- How we collect child-level data is pivotal to our understanding of readiness
- The TSG/KIDS crosswalk doesn't tell the whole story
- Building transformational partnership with schools and families is essential to bridging the pre-K / kinder divide



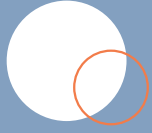
Questions? We (might) have answers!





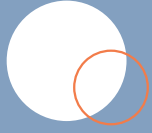
Thank You!!!





APPENDIX

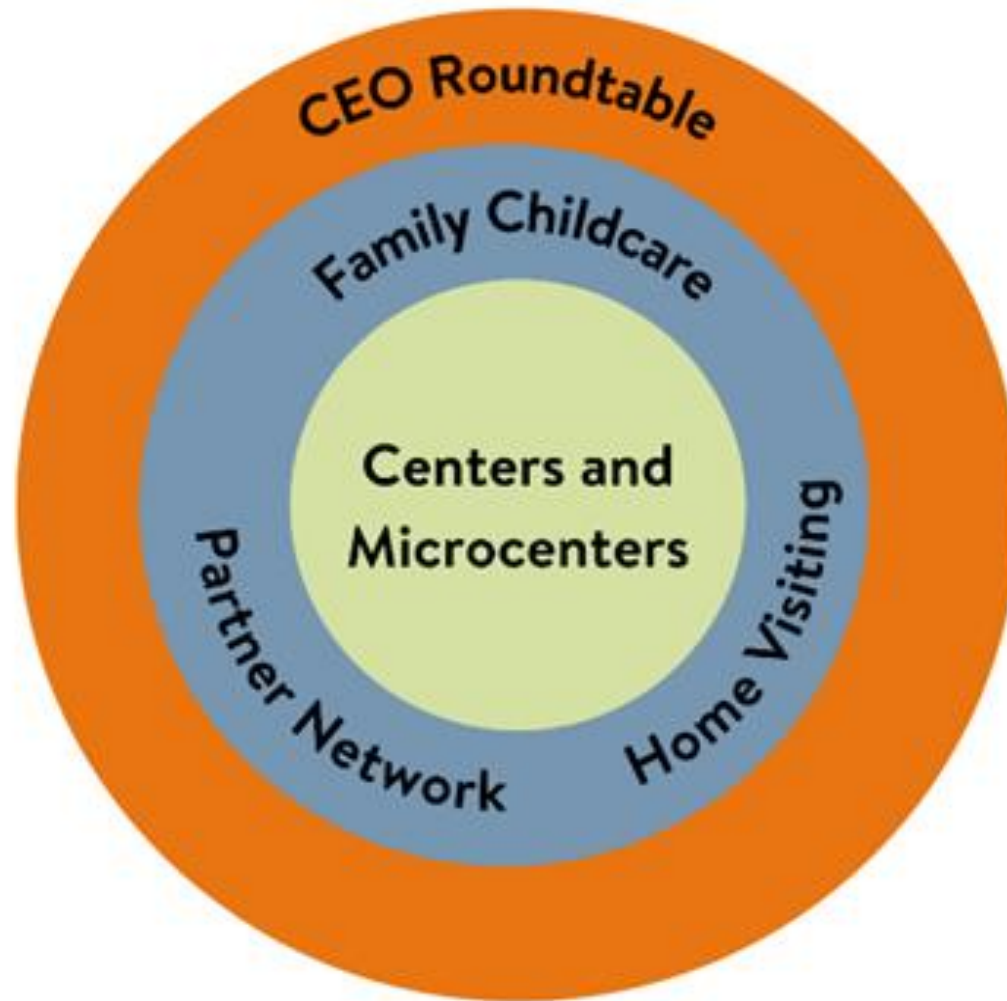


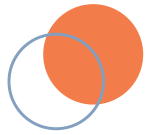


STRENGTHEN TO SCALE



Strengthening & Scaling

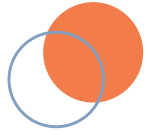




CRCL Antibias Literacy Teachers



INFORM...

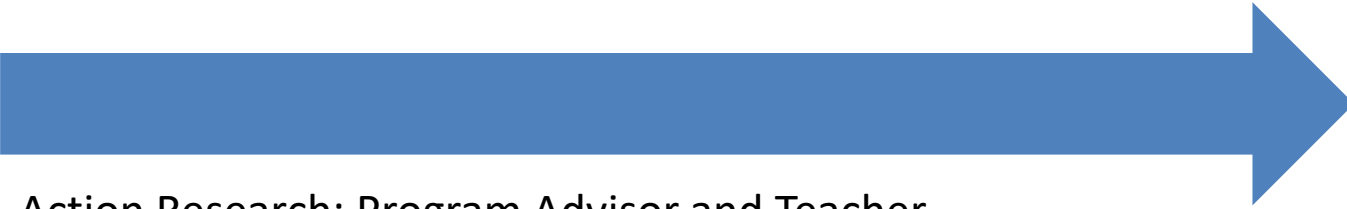
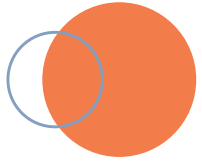


ACT...

STUDY...



Creating a Parallel Process



Action Research: Program Advisor and Teacher



Action Research: Teacher and Child

