This Early Learning Guidebook (ELG) is a statewide resource tool to develop, expand, and sustain high-quality programs by providing information to support young children’s development and learning, as well as how to fund such programs. Once considered a strategy to support working parents with child care needs, most states now view access to high-quality preschool programs as both a critical long-term economic investment in the future workforce and a precursor to school success. Drawing on the best available research and using Indiana specific data, the benefit-cost analysis indicates that a high quality, state-funded early childhood education program would yield anticipated benefits of $3.83 to $4 per dollar invested, according to an Indiana University research team. Click here to read the full report. Rigorous, long-term evaluation studies have found that children who participate in high-quality preschool programs are 40 percent less likely to drop out of school and 50 percent less likely to be placed in special education (Atchison & Diffey, 2018). If you’re interested in learning more about the economic impact early childhood can make on a community, view a video clip here. In the absence of a state-wide fully funded early childhood education program, this Early Learning Guidebook (ELG) is designed to support schools in developing a preschool program, expanding existing programs, and ensuring all programs are high-quality.

Current guidelines for preschool programs operated by a school or school district in Indiana fall outside of the parameters of what is required for a licensed child care facility, as well as outside of what the Indiana Department of Education oversees. Policies and guidelines for preschool programs within a private school or public school, or school district are currently based solely upon the type of funding the school uses to support the program (e.g. Title I and Part B). However, it is recommended that schools follow best practices in the early learning field as will be described in this guidebook.
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Common Early Learning Terms, Programs, and Organizations to Know Before Reading
**Authentic Assessment:** The process of gathering evidence and documentation of a child’s learning and growth in ways that resemble real life as closely as possible (e.g. observing and documenting a child’s work in the environment and routines, e.g. as the child plays in the block area or is eating a meal). To measure growth and progress, a child’s work is compared to his/her previous work rather than to the work of others. Authentic assessment is based on what the child actually does in a variety of contexts at points throughout the school year, and represents the child’s application, not mere acquisition of knowledge and skills.

**Child and Adult Care Food Program (CACFP):** The U.S. Department of Agriculture’s Child and Adult Care Food Program plays a vital role in improving the quality of child care by making it more affordable for many low-income families. Each day, 3.2 million children receive nutritious meals and snacks through CACFP. The program also provides meals and snacks to 112,000 adults who receive care in nonresidential adult day care centers. Similar to the School Nutrition Program, but with additional requirements.

**Child Care Development Funds (CCDF):** A program authorized through the US Department of Health and Human Services (HHS) and administered in Indiana through the Indiana Family and Social Services Administrations (FSSA), Office of Early Childhood and Out-of-School Learning (OECOSL) for the purpose of having one single integrated child care funding system that assists low-income families through subsidized child care and increases the availability of quality child care services. It combines several child care programs: TANF/child care; Transitional Child Care; At Risk/Title IV-A for the Social Security Act. CCDF serves infants/toddlers (0-3), preschoolers (3-4), kindergarteners/school aged children (up to 13 years old). It is commonly known as the childcare voucher program (CCDF), but families can choose to use their vouchers at a preschool program within a school, once the school has met certain requirements of the program.

**Child Care Resource and Referral Network of Agencies (CCR&R):** Indiana’s child care resource and referral agencies provide services to families, child care providers, and communities in these ways: Families can find information about the different types of child care available that would meet their specific needs, access information about the characteristics of a quality child care program and receive information about other community resources. Early Educators can receive professional development in early care and education and recommendations for operating a quality early education program. Community members and organizations can access information about the
supply and demand for child care, including information on the types of programs available, types of programs parents are asking for and the gaps between the two.

**Child Development Associate (CDA):** The Child Development Associate (CDA) Credential™ is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children. The Council for Professional Recognition works to ensure that the nationally-transferable CDA is a credible and valid credential, recognized by the profession as a vital part of professional development. Early Educators with a CDA have knowledge of how to put the CDA Competency Standards into practice and understanding of why those standards help children move with success from one developmental stage to another.

**21st Century Community Learning Center (CCLC)**

21st Century Community Learning Centers program is a federally funded program focused on increasing academic success through high-quality afterschool programs. Community Learning Center is an entity within a local education agency, a community based organization, public or private organization, or a consortium of such agencies and organizations which offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, during holidays, fall/spring breaks, or summer recess). These programs serve youth in high need, low performing areas. 21st CCLC funding is competitive, and application for funding is released every three years. An application for funding was released in 2017 and 2018 and will be released again in 2020 and 2021.

**Developmental Stages:** Natural or common divisions of the process of human growth characterized by types of behavior, biological properties or manifestations, and mental processes.

**Developmentally Appropriate:** Any behavior or experience that is matched to the maturity of the individual child with respect to age, needs, interests, developmental levels, and cultural background.

**Early Childhood:** Birth to eight years of age.

**Early Childhood Development:** The process by which children from birth to age eight gradually gain the skills and confidence needed to succeed in their present environment and the cognitive skills needed to form a foundation for school readiness and later school success.
Early Childhood Education (ECE): Activities and experiences that are intended to affect developmental changes in children from birth through the primary units of elementary school (grades K-3).

Early Learning Advisory Council (ELAC): ELAC is working to ensure that children ages birth to 8 years and their families have access to affordable, high-quality early childhood education programs that keep children healthy, safe and learning. The Governor appoints ELAC committee members who offer guidance and input to the Governor’s Office and Indiana General Assembly. [www.elacindiana.org](http://www.elacindiana.org)

Early Learning Foundations: The Foundations are Indiana’s early learning development framework and are aligned to the 2014 Indiana Academic Standards. This framework provides core elements that children should achieve from birth to age five in order to be ready for future success. They create common language and expectations for the early childhood field. The Foundations include English/Language Arts, Mathematics, Social and Emotional, Approaches to Play and Learning, Science, Social Studies, Creative Arts, and Physical Health and Growth. *(The Foundations are not a curriculum, a lesson plan, or an assessment tool.)*

Experiential Learning: Acquisition of knowledge and skills through work, play and other life experiences outside of the traditional classroom environment; learning by doing.

Family and Social Services Administration (FSSA): FSSA is a health care and social service funding agency. Established by the Indiana General Assembly in 1991 to consolidate and better integrate the delivery of human services by state government. FSSA is led by the Secretary who is appointed by the Governor and is a member of the Governor’s cabinet. There are six care divisions in FSSA, but the relevant division to this guidebook is The Office of Early Childhood and Out-of-School Learning (OECOSL). OECOSL oversees early care and education and out-of-school time programs meaning before and after-school programs. OECOSL administers the childcare licensing and inspection program for child care centers, ministries, and child care homes. Additionally, OECOSL oversees preschool programs within schools who apply to become a Legally Licensed Exempt Provider (LLEP) in order to accept either CCDF voucher and/or On My Way Pre-K vouchers. Schools with preschool programs who do not apply to become an LLEP are not regulated by OECOSL, and are not bound by OECOSL licensing regulations, per licensure exemption laws.
**High-Quality Preschool Program**: An early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality. In Indiana, OECOSL defines High-Quality Preschool as a program that enrolled in and achieved Level 3 or Level 4 in Paths to QUALITY™, or for private schools, is nationally accredited by a state approved accrediting body.

**Kindergarten Readiness**: A definition that was developed and approved by the Early Learning Advisory Committee (ELAC) for the state of Indiana in the summer of 2014: “In Indiana we work together so that every child can develop to his or her fullest potential socially, emotionally, physically, cognitively and academically. Through growth in all of these domains, the child will become a healthy, capable, competent and powerful learner.”

Readiness encompasses multiple domains of growth and development, and includes concepts like language and literacy, cognition, general knowledge (including early science and mathematics concepts), approaches to learning, physical well-being and motor development, and social-emotional development. Young learners develop skills and abilities across all of these developmental domains in a highly interrelated manner, building confidence and expertise as new competencies are mastered. But children often progress unevenly within and across domains, meaning that ongoing observations may be needed to get a sense of a child’s developmental trajectory. Similarly, there is high variability in what is considered the “normal range” of child development. Young children are constantly developing and acquiring new skills, but the rate at which early learners acquire new concepts and skills varies significantly among children (Regenstein et al., 2018).

**Legally Licensed Exempt Provider (LLEP)**: The Child Care and Development Fund (CCDF) program requires child care providers or preschools receiving CCDF funding to meet certain standards of health and safety. These standards are called Provider Eligibility Standards (PES). These laws affect registered ministries and legally licensed exempt providers (LLEP), both home-based, center-based, and school-based that choose to accept CCDF vouchers. Schools by law are exempt from FSSA/OECOSL licensing regulations, however if a school would like to accept CCDF vouchers or OMW Pre-K vouchers, they must go through the LLEP process and meet the PES standards as described above. Schools who do not wish to accept CCDF or OMW vouchers do not have to complete the LLEP process.
Licure exemptions under OECOSL: The following types of preschool programs are exempt from child care licensure under FSSA per IC 12-17-.2-2-8. (This is not to be confused with Legally Licensed Exempt Providers LLEP who must be certified through FSSA) *Edited to include only relevant portions to schools.

1. A program for children enrolled in grade kindergarten through 12 that is operated by the Department of Education or a public or private school.

2. A program for children who become at least three years of age as of December 1 of a particular school year (as defined in IC 20-10.1-2-1) that is operated by the Department of Education or a public or private school.

3. A program operated to serve migrant children that: a) provides services for children from migrant worker families; and b) is operated during a single period of less than 120 consecutive days during a calendar year.

4. A child care program operated by a public or private secondary school that:
   a. Provides day care on the school premises for children of a student or an employee of the school;
   b. complies with health, safety, and sanitation standards as determined by the division under IC 12-17.2-2-4 for child care centers or in accordance with a variance or waiver of a rule governing child care centers approved by the division, under IC 12-17.2-2-10; and
   c. substantially complies with the fire and life safety rules as determined by the state fire marshal under rules adopted by the division under IC 12-17.2-2-4 for child care centers or in accordance with a variance or waiver of a rule governing child care centers approved by the division under IC 12-17.2-2-10.

On My Way Pre-K (OMW Pre-K): On My Way Pre-K is the state pilot preschool program that will open up to all 92 counties beginning July 1, 2019. It is administered through the Office of Early Childhood and Out-of-School Learning (OECOSL) under the direction of the Family and Social Services Administration (FSSA). This pilot program is one component of a larger vision to improve the lives of children and families in our state. On My Way Pre-K provides grants for four-year-olds from low-income families, to allow them access to high-quality Pre-k programs the year before they begin kindergarten. The program is flexible and is built around the needs of families, offering options for full-day or partial-day programs. Families can also choose to use the program only during the school year or they can continue through the summer.

Paths to QUALITY™ (PTQ): A free, voluntary Tiered Quality Rating and Improvement System (TQRIS) designed to raise the standard of quality in early childhood education
in Indiana. Paths to QUALITY™ includes four levels of standards, with each level having progressively higher levels of standards.

Here is a link to two additional glossaries you may find helpful when navigating early childhood education.  This one is housed on the OMW Pre-K Provider site, while the second is on the ELAC site.

**Registered Ministry:** Registered ministry means child care or preschool provided as an extension of a church or religious ministry that is a religious organization exempt from federal income taxation under Section 501 of the Internal Revenue Code, unlicensed but registered with the state board of health and state fire marshal's office. Non public schools can enter Paths to Quality from this status in addition to the LLEP path or becoming a licensed center.
Benefits of Pre-K
Local education agencies (LEAs) looking to improve long-term student outcomes, accelerate educational progress, and close achievement gaps cannot afford to ignore the early years. Gaps between low-income and middle-class children appear early and increase over time. Such gaps in social-emotional and academic readiness for kindergarten lead to gaps in literacy and math proficiency by third grade, which in turn led to gaps in high school graduation rates and college and career-readiness. High quality early childhood services can effectively address these gaps (Jacobson, 2014).

The benefits of quality Pre-K are three-fold. It benefits children, families, and it even benefits Indiana as a whole:

**Children:** Show accelerated gains in kindergarten (KDG) readiness skills in ELA and math, demonstrating 15 months of gain in only nine months of participating in a high quality program. Social skills show significant gains as well. Children identified as having high levels of at-risk behaviors at start of school year, show a significant decline of these behaviors by the end of the year. A majority of children identified as delayed at the start of program, exited the program at or above age level.

**Families:** When families have a quality program their child can attend, it allows them to continue working, start working, or continue their education. Fifty percent of parents of students in Indiana's Pre-K pilot program have reported they have been able to increase work hours. Additionally, 35 percent report they were able to find new employment.

**Indiana:** For every $1 spent on high-quality Pre-K, Indiana saves an estimated $4 in future special education costs, remediation, and grade retention, among other savings.

Data from Early Learning Indiana - https://earlylearningin.org/the-state-of-pre-k-in-indiana/

For additional research and information on creating a P-3 continuum, see Kristie Kauerz’s views. https://www.naesp.org/sites/default/files/Kauerz_MA13.pdf
Early Learning Funding
Overview in Indiana
Flow of Federal Early Learning Funds in Indiana

This graphic from the Bipartisan Policy Center (BPC) demonstrates the flow of federal early learning funds in Indiana and its complexity.¹ BPC has ranked Indiana 12th in their integration and efficiency of our early childhood system. The Indiana Fact Sheet can be found here: https://bipartisanpolicy.org/wp-content/uploads/2018/12/Indiana-State-Fact-Sheet.pdf

¹ More in depth description of these funds found in additional funding sources chapter.
State and Local Preschool Scholarship Pilot Programs
On My Way Pre-K (OMW)

Indiana’s pre-K pilot, On My Way Pre-K, was created under IC12-17.2-7.2. On My Way Pre-K provides low income four-year olds with access to free, high quality pre-K the year before they start kindergarten. Previously, grants were available in only 20 Indiana counties: Allen, Bartholomew, Dekalb, Delaware, Elkhart, Floyd, Grant, Harrison, Howard, Jackson, Kosciusko, Lake, Madison, Marion, Marshall, Monroe, St. Joseph, Tippecanoe, Vanderburgh, and Vigo. However, HB 1628 signed by the Governor recently opens it up to all counties beginning July 1, 2019. The grant may only be accepted by qualifying institutions, including those on Level 3 or 4 of the State’s voluntary rating system, Paths to QUALITY™. Families must qualify for the program demonstrating eligibility based on income. A family’s income must fall within 127 percent of the federal poverty level (in certain counties this may go as high as 185 percent once all under 127 percent are served. See your local OMW Pre-K Project Manager for specifics). Participating families must have a service need (working, going to school, job training, etc.). Children must be four years old by August 1 to qualify. Families apply for the grant in the spring for the fall school year. All applications are placed in a randomized lottery process. Here is the link to the paper application for families in Marion County to apply. Here is the link to the paper application for families in the other counties to apply. Finally here is the link to the online application for families in all counties.

Schools: Must be a Legally Licensed Exempt Provider (LLEP) or Licensed Child Care Center through OECOSL and rated at Level 3 or 4 on Indiana’s quality rating system, Paths to QUALITY™. More information about becoming an LLEP and enrolling in Paths to QUALITY™, see the chapter on additional funding sources. Here is a link to the provider eligibility guidelines for all types of providers. Check tabs for requirements and exemptions specific to schools. Here is the link for the application process for schools to become an OMW provider. For more information on attendance requirements and reimbursement cycles, review each tab under this provider information page. Finally, the Resources and Tools tab on the OMW Pre-K Provider website has a wealth of information and tools including videos to help schools navigate the process.

Already an approved OMW Pre-K Provider: Once you are an approved OMW provider, you have additional support navigating the program with the assigned Pre-K Manager for your region. Their role is vast and they are able to support your work in

2 Nonpublic schools affiliated with a religious organization may enter the system as a Registered Ministry instead of becoming an LLEP or licensed center.
various ways. Additionally, IDOE has heard from participating schools that because of the unique attendance policy to ensure reimbursement, schools may consider offering a separate “Back to School/Meet the Teacher” night for OMW families, where you can talk more in depth about attendance expectations, and the requirements for either approving attendance, or swiping their card for attendance. Additionally, here is a link to the preschool Attendance Works toolkit which could offer more general attendance support.

Early Childhood Matching Grant (EEMG)
The Early Education Matching Grant (EEMG) was one of Indiana's initial efforts to provide publicly funded quality preschool. The purpose of the EEMG was two-fold: to provide high-quality early learning programs to four-year-olds of families with incomes lower than 100 percent of the federal poverty level; and to evaluate the success of these initial efforts to inform future investments. The Early Education Matching Grant (EEMG) program, established by the Indiana General Assembly in 2013 was repealed in the 2017 legislative session, and is no longer available. Existing EEMG providers were grandfathered into On My Way Pre-K.

Indy Preschool Scholarship Program (Indy PSP)
For families who live in Marion County only, grants are also available for children who will be three years old by August 1. Children between the ages of three and four who are from families living at or below 185 percent of the Federal Poverty Level may be eligible for an IndyPSP scholarship. First priority will be given to children from families living at or below 127 percent of the Federal Poverty Level. Here is the link for families to apply, note it is also the OMW Pre-K application for Marion County. This program is scheduled to end after the 2019-2020 school year.

Funding Sources Example: Blue & Yellow pieces are annual dollar amounts from IDOE. Gray pieces can increase and allow you to expand your program and serve more children.
Additional Funding Sources: Blending and Braiding Funds
Blending and Braiding Funding Streams

In order for programs to effectively deliver high-quality, comprehensive, early education programming to young children and families, they must maximize public and private sector investments by using funds from multiple funding streams. Combining these funding streams is referred to as “blending” and “braiding” funds. At the program level, when funds are blended, funds from two or more separate funding sources are wrapped together within one program budget to pay for a unified set of program services to a group of children. In blending, costs are not necessarily allocated and tracked by individual funding source. When funds are braided, two or more funding sources are coordinated to support the total cost of services to individual children, but revenues are allocated and expenditures tracked by categorical funding source. In braiding, cost allocation methods are required to assure that there is no duplicate funding of service costs and that each funding source is charged its fair share of program and administrative costs (Wallen et. alt., 2013).

Title I

Title dollars may be used to fund or partially fund a preschool or Pre-K program at schools by redirecting existing Title I funds to support preschool. Many of the processes and expectations are the same for this type of usage. If districts choose to have a Title I school-wide program at the elementary site, all children in that school’s attendance boundary are eligible to attend. Schools will need to have a student selection process in place if there is not enough space for all children to attend, in order to determine children most at risk. Head Start, homeless students, and foster children would still be automatic qualifiers. For larger school districts, you cannot use Title I funds to implement a preschool program throughout the district that benefits all preschool students unless all schools are Title I schools operating a schoolwide program. Keep in mind you can blend and braid funding in the same classroom, a Title eligible school can have children receiving Title funds and children receiving On My Way Pre-K all in the same classroom. Title Preschools are still required to meet the state teacher requirements, and for this age group the requirements are as follows:

Teacher: Minimum of CDA, Preferred Degree in Education, Early Childhood, or Child Development
Teacher Aide/Assistant: Minimum of CDA, ParaPro certification, or two years of college

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3 If seeking Paths to QUALITY™ certification, Level Three requires that 50% of all preschool staff, teachers and assistants/aides have a CDA at minimum.
Some districts have elected to offer separate contracts for these preschool teachers and aides as an additional option to consider.

Additional Federal non-regulatory guidance can be found here and here. For additional support, contact the Title staff person designated for each LEA.

**CCDF**
The Child Care and Development Block Grant (CCDBG) Act authorizes the Child Care and Development Fund (CCDF), which is the primary Federal funding source devoted to providing low-income families who are working or participating in education or training activities with help paying for child care and improving the quality of child care for all children. The purpose of CCDF is to increase the availability, affordability and quality of child care. The CCDF program in Indiana is administered through the Indiana Family and Social Services Administration (FSSA) in the Office of Early Childhood and Out-of-School Learning. Preschool providers must be able to demonstrate compliance with their standards prior to the receipt of any CCDF or state On My Way Pre-K funds. The Office of Early Childhood and Out-of-School Learning (OECOSL), Legally Licensed Exempt Provider (LLEP) Department, is responsible for the verification of compliance with these standards. See link for current standards. After reviewing the requirements for becoming an LLEP, if the school is ready to apply, print and follow these instructions to submit your application. For more information on becoming a Legally Licensed Exempt Provider review this map to learn who the LLEP consultant is for your county. Your LLEP consultant can answer any of your questions about these packets. It is recommended that a principal consider assigning the completion of this packet to a staff member, as it is detailed and requires various specific steps to complete.4

After becoming an LLEP, programs receive tuition reimbursement for the children who attend their program with a CCDF voucher. CCDF reimbursement rates are tiered based on the Paths to QUALITY™ level of the program. CCDF reimbursement rates are established through a market rate survey that is conducted every two years by the Office of Early Childhood and Out of School Learning (OECOSL). Market rates are the rates that child care programs charge in a particular area. The CCDBG requires states to demonstrate that reimbursement rates are sufficient to ensure families receiving CCDF vouchers have access to child care. To determine if Indiana’s reimbursement rates are sufficient, the Office of Early Childhood and Out-of-School Learning compares

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4 All schools may instead choose to become a licensed center, and nonpublic schools affiliated with a religious organization may instead choose to become a registered ministry. More information about those distinctions can be found here. Any school planning to serve children under three must be licensed.
the percentile of current CCDF reimbursement rates with the market rate data collected in the market rate survey. Here is the link to select your county to view current reimbursement rates. This information will be helpful to see how much CCDF will reimburse the school for a specific child’s attendance, as well as help you determine the approximate market rates for the area if you plan to charge tuition or offer a sliding scale for preschool students. A final consideration around CCDF, is that this money is reimbursed to the school, generally a couple weeks after attendance is submitted through their portal. Parents either swipe a card to input attendance, or a school administrator enters the attendance and parents must approve it through the portal prior to submission.

While the OMW Pre-K Provider website was set up specifically for programs to navigate the On My Way Pre-K process, it can still be useful to schools who are only interested in becoming an LLEP and/or Paths To Quality provider. Here is a link to the provider eligibility guidelines for all types of providers, check tabs for requirements specific to schools. Here is the link showing the steps and process for schools to become an LLEP and/or PTQ provider. For more information on attendance requirements and reimbursement cycles, review each tab under this provider information page. Finally, the Resources and Tools tab on the site has a wealth of information including videos to help schools navigate the process.

**School Lunch Program**

There are two options to consider when thinking of how to be reimbursed for meals served to preschool age children. Schools who serve meals to preschoolers and another grade like kindergarten in the same service area at the same time, also known as co-mingling, may complete a grade reconfiguration to include Pre-K and choose to serve the K-5 meal pattern to both grade groups and continue to follow all School Nutrition Program requirements. This option does not allow for reimbursement of any snacks the preschoolers are given.

If schools do not co-mingle, and preschoolers either eat at a separate time or place, they must follow the Preschool meal patterns as outlined here, following the Child and Adult Care Food Program (CACFP). This option does allow for the reimbursement of snacks given to the preschoolers as well. There are additional guidelines around reporting requirements as well, including meal production records etc. Additional FAQ’s between may be found here. There is a webinar available on the inTEAM e-Learning
Courses portal to explain some of the requirements. For further clarifications, please contact the Indiana Department of Education’s Child Nutrition Programs

**Developmental Preschool Programs**

Indiana’s special education law (Article 7) requires that students be educated with nondisabled peers in the least restrictive environment. One reason for this is based in Bandura’s Social Learning Theory, where in this case, exceptional preschool learners observe typically developing peers, or models, behaving in various ways. Children then encode those observations to their long-term memory, and at some point imitate those behaviors. Some schools and districts have begun to take an inclusive look at preschool, realizing the value all students receive from an inclusive environment. Rather than creating a separate community preschool for typically developing children, they have expanded their Developmental Preschools to be Inclusive Preschools, enrolling both typically developing children and children with varying needs into the same classrooms. This looks different in each district, as some schools have a preschool teacher who is dually certified in Early Childhood and Special Education, whereas some schools may have one teacher of record certified in Special Education who spends a portion of their day in one class, and a portion of their day in another, and the Early Childhood teacher is scheduled in the classroom opposite the Teacher of Record (TOR). Consider how this is beneficial to all preschool children, and how this funding stream can also be leveraged to expand preschool in your school or district. Find more information on inclusive preschool classrooms in this article.

Indiana public school corporations – including public charter schools and State-operated schools such as ISD, ISBVI, and Turnaround Academies, **but NOT Special Education Cooperatives, Interlocals or Joint Service Centers** – may voluntarily participate in one or both types of Medicaid claiming for school-based services and activities. Indiana statute IC 12-15-1-16 requires all public school corporations to be ENROLLED as Indiana Medicaid Providers whether or not they choose to participate in Medicaid claiming for covered IEP services. Examples of these services are: physical therapy (PT), occupational therapy (OT), speech-language/hearing services, applied behavioral analysis (ABA) therapy, audiology, nursing care furnished by an R.N., outpatient mental health, and covered services furnished as telemedicine services. Additionally:

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5 As defined by Section 619 Part B
IEP-required Specialized Medical Transportation (to/from the service site) on a day when the student receives another Medicaid-covered IEP-required service. Finally, the State of Indiana places no restrictions on schools’ use of Medicaid funds; however, there may be local policies, agreements (“MOUs”), or school board decisions that dictate how a local educational agency (LEA) may spend its Medicaid money.

For more information on this visit our School-Based Medicaid page. To brainstorm the idea of inclusive classrooms or for other related questions contact the Office of Special Education at specialeducation@doe.in.gov.

Parent Paid Tuition
Schools and districts may be able to expand preschool programs further by creating a parent paid tuition option. If your school or district were to consider this funding stream, consider reviewing the CCDF market rate for your county when determining what families will be charged. These market rates are put out by FSSA/OECOSL every two years and reflect the amount families may be expected to pay for full-day programs their children attend in your county.

21st Century Community Learning Center (CCLC)
21st Century Community Learning Centers is a federally funded program focused on increasing academic success through high-quality afterschool programs. Community Learning Center is an entity within a local education agency, a community based organization, public or private organization, or a consortium of such agencies and organizations which offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, during holidays, fall/spring breaks, or summer recess). These programs serve youth in high need, low performing areas. To meet the requirement of high need, or low performing areas, qualifying schools must have a D or F rating, or 40 percent of students classified as reduced or free lunch. 21st CCLC funding is competitive, and application for funding is released every three years. An application for funding was released in 2017 and 2018 and will be released again in 2020 and 2021. These funds can be used to extend the hours preschool children are able to spend in your school. For example, if you fund preschool from 9 a.m-3 p.m., but find parents are looking for programs that run from 8 a.m.-5 p.m., schools can use these funds to create a high quality before and after school program to extend the hours preschoolers are able to be in the building.

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6 Not available to all schools, see requirements in text.
The purpose of the initiative is to establish 21st Century Community Learning Center (CCLC) programs that provide economically disadvantaged students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites, located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high quality services to support student learning and development, that may include, but are not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, and others. The 21st CCLC program must also engage adult family members of actively participating students, through educational and personal development opportunities.

As long as the program meets the established guidelines, after-school programs for Preschoolers can be funded through 21st CCLC. Although “students” are designated in statute as the intended beneficiaries of the program, IDOE believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school. IDOE’s Early Learning Foundations and Early Childhood Developmentally Appropriate Practices should guide program activities and structure. A play-based learning environment, with intentional activities that align to the Early Learning Foundations is expected. For more information contact 21CCLCprogram@doe.in.gov or visit our website.

**Capacity Building Grants**

House Enrolled Act 1004 allows the awarding of grants for expansion plans for any existing Level 3 or Level 4 Paths to QUALITY™ providers or potentially eligible providers serving pre-K (4 year-old) children. After June 30, 2017, any provider or potentially eligible provider that meets the requirements under the statute may receive grant funding. Funding may not exceed the total of twenty percent (20%) of the pilot funding during each State fiscal year. Since money in the pilot fund differs each fiscal year depending on the number of enrollees, the amount of grant funding available will differ each fiscal year. Early Learning Indiana (ELI) has partnered with OECOSL to provide funding for areas not allowed by legislation, including capital improvements and match requirements, which are made possible by funding from the Lilly Endowment. Through these grants, high-quality programs can add more classrooms and seats to serve more Hoosier families. ELI has awarded more than $1.5 million in grants to early
learning programs across the state and has helped to create more than 1,300 new high-quality seats for Hoosier children since 2015. [Here](#) is a link to an article regarding the 2018 grantees. ELI and OECOSL offer Capacity Building Grants to coalitions or individual programs. Programs are often encouraged to apply as a coalition. You can find more information about coalitions in the OMW Pre-K chapter. [Here](#) is the link to OECOSL’s page about capacity building grants. [Here](#) is the link to ELI’s page regarding their capacity building grants. Additional grant opportunities from FSSA can be found [here](#), though at this time there are no additional grants available to schools.

**Charter Schools**

For the last two school years, the Indiana Department of Education has presented a Charter School Program (CSP) Quality Counts grant that emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana’s challenging academic standards. The funding from this grant must be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. According to the CSP Guidance on the Use of Funds to Support Preschool Education (December 2014), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Similar to the On My Way requirements, programs must participate in Indiana’s Paths to QUALITY™ (PTQ) and achieve a level 3 or 4 on the quality rating and improvement system. Additional information may be found [here](#).

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7 There is a third round of capacity grants available from FSSA at the time of this Guidebook’s release. However, it is only available to select counties. Applications are due Friday June 5, 2019, see [their page](#) for more information.
Partnerships with Other Programs
Partnerships with Other Programs
In addition to blending and braiding of funding sources, schools may consider thinking outside the box and forming partnerships with other programs, which could involve further blending and braiding of funding or even “outsourcing” preschool services in their buildings.

Head Start
Partnerships between Head Start and preschool providers that blend funds and deliver full-day, full-year services are one of pathways to consider. Head Start Grantee and delegate staff find strategies for building these partnerships in terms of securing funding, expanding existing services, and providing full-day services. See Head Start website for more information. Additionally, this article has more information: Working Together to Help the Youngest.

Additionally, if your district has empty classrooms, but is not yet ready or able to take the plunge into preschool, you may consider contacting your local Head Start Grantee. Head Start programs often have extensive waiting lists of families, and could be interested in your space. If districts offer space to Head Start, Head Start is able to serve more families, the school districts receive more children who are kindergarten-ready and are already in their door, so are more likely to stay, and children and families get the care and services they need. It is likely that Head Start programs would also be drawn to the table as they are required to report on how they brought 20 percent of their grant award back in. If schools were to offer space, utilities, “specials” teachers, or even janitorial staff in-kind, Head Start programs may find it easier to meet this requirement.

Districts should consider partnering with their local Head Start Grantee even if they aren’t sharing space, and districts receiving Title funds are obviously now required to partner with Head Start programs through ESSA. This partnership does not have to look like what is described above. Head Starts and districts can also collaborate on what they want the transition to kindergarten to look like. Asking one another, what are some things you’re needing from us? Some districts have created a form with what information they have written parent permission to pass on, RTI, anecdotal notes etc. Head Start collects a lot of data that could be very useful to districts.
Finally, collaborating with the Head Start enrollment coordinator in your area can lead to referrals of additional children who did not qualify for Head Start, but may qualify for your district’s program.

**Additional “Outsourcing” Examples**

Child Care Network: Child Care Network, Inc. (CCN) is a 501 (c) 3 not-for-profit corporation located in Seymour, IN. CCN operates preschool in Jackson County within four public school buildings, two different school corporations. Each program is a licensed child care center at Level 3 Paths to QUALITY™. The relationship with the school system results in CCN using the classroom, receiving custodial/maintenance services, and IT services as an in-kind donation allowing the agency to keep the costs down. The buildings allow CCN to hold family nights, preschool sign ups, and graduations within the buildings in the evenings for little to no charge as well. All of these things assist CCN with providing the quality programming that it has. Without the relationship with the school system, CCN would not be able to provide preschool within Jackson County.

Day Early Learning Centers: Day Early Learning, part of Early Learning Indiana (formerly Day Nursery) is a 501 (c) 3 not-for-profit agency located in Indianapolis, IN. ELI operates one of its nine locations within a charter school in Marion County. This program is licensed, and nationally accredited through ELI. Much the same as CCN, ELI receives custodial/maintenance services, use of the classrooms, office space, and outdoor space as part of their partnership agreement. The school allows ELI to hold family nights, graduations etc. in their space as well. Without the relationship with ELI, the charter school would likely not be able to provide preschool services, which feeds into their charter school enrollment.

**After School Programs**

Depending on the hours you are able to offer services, and the needs of the families served, districts may also consider partnering with programs like the YMCA for before and after care for preschoolers if the school is not able to offer the service themselves.
Paths
To
Quality™
Paths to QUALITY™ (PTQ) is a voluntary Tiered Quality Rating and Improvement System (TQRIS) designed to raise the standard of quality in early childhood education in Indiana. Paths to QUALITY™ includes four levels of standards, with each level having progressively higher levels of standards. Paths to QUALITY™ helps professionals improve the quality of their program through professional development opportunities, one-on-one coaching relationships, and other free resources. Here is a link to the page.

After you have become either an LLEP or Licensed Child Care Provider as outlined on the previous page, the next step for public schools in becoming an On My Way Pre-K provider, or to simply be recognized as a Quality Provider in your county is to register for the Paths to QUALITY™ program. If by this point you have not already been in contact with a Paths to QUALITY™ Coach, visit this page to find contact information for your area. If you are a Non-public school, you may not be required to participate in Paths to QUALITY™ in order to be an OMW provider, but you must be accredited through one of the bodies listed in the chapter on accreditation. Additional information on Paths to QUALITY™ Standards specifically for schools can be found here.
National Accreditation of Early Learning Programs
Approved Accrediting Bodies

There are multiple national accrediting bodies that early learning programs may select from when seeking accreditation. Each of these accrediting bodies requires compliance to a specific set of standards. Through the process of accreditation, Early Learning Providers participate in a series of in-depth self-assessments, independent observation, and assessment by professional experts. In general, accreditation assesses the center's staff qualifications, parent engagement, teacher-child interactions, quality of curriculum and assessment, health and safety practices, and administrative policies. The entire process typically takes between one and two years, and programs may not be eligible to enroll in the accreditation process until they have been open at least one year. Additionally, there are Accreditation Facilitation Projects (AFPs) that support the quality improvement efforts of early learning programs as a part of broader efforts to raise program quality. AFPs provide technical assistance and other support to programs working on accreditation through individually tailored services from an assigned coach. They help programs understand the steps of the accreditation process and the language of accreditation processes. The Indiana Accreditation Project is through Indiana AEYCY and provides coaching and financial resources to early care and education facilities that are enrolled in Paths to QUALITY™. Here is a link to their scholarship application process.

To meet the highest standards for high quality early care and education, Level 4 Paths to QUALITY™ requires the program to achieve and maintain accreditation by one of the following nationally recognized accrediting bodies approved by the Office of Early Childhood and Out-of-School Learning for schools:

- National Association for the Education of Young Children (NAEYC)
- National Early Childhood Program Accreditation (NECPA)
- Council on Accreditation (COA)
- Association of Christian Schools International (ACSI)
- North Central Association (NCA)/AdvancED

Non-Public/Private Schools accredited from one of the following organizations are able to qualify for On My Way Pre-K without participating in Paths to QUALITY™:

- Accrediting Association of Seventh-Day Adventist Schools, Colleges and Universities (AASDAS)
- American Association of Christian Schools (AACS)

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8 For more information on these types of accreditation, see Appendix A.
• Association of Christian Schools International (ACSI)
• Christian Schools International (CSI)
• Independent Schools Association of the Central States (ISACS)
• International Christian Accrediting Association (ICAA)
• National Lutheran Schools Accreditation (NLSA)
• North Central Association (NCA)/AdvancED)
Early Childhood Coalitions
Early Childhood Coalitions

Coalitions collaborate to address issues that are bigger than what one person or organization can solve on their own. In Indiana, about 30 communities (cities, counties and regions) have formed a coalition that is focused on early childhood education. Early childhood education is complex and multifaceted, and it affects so many other sector’s goals: health, education, workforce, economics, and criminal justice. As communities have started to organize around one of these other issues, such as a desire to increase their talent pipeline, they realize that early childhood education can be a solution to address their goal. The local community coalitions know the needs and assets in the community as well as the community’s culture to develop a vision and plan for action that makes the most sense. Furthermore, On My Way Pre-K, the state’s pilot pre-k program has expanded to 20 counties, and a common thread in all of the selected On My Way Pre-K counties is that they have a coalition in place that is focused on early childhood education. Since not state funded or sponsored, it can be a challenge to have an accurate list of functioning coalitions across the state, but current known Early Childhood Coalitions and their contact information can be accessed here. If your county has not been selected yet to participate in On My Way Pre-K, and does not have a coalition, it might be time for your community to get ready for the next expansion opportunity by organizing an early childhood coalition. The Early Learning Advisory Council ELAC approved a coalition building toolkit for Indiana in 2019 that can be accessed here. Finally, consider reviewing this blog post by Amanda Lopez at Transform Consulting Group regarding the four steps to form an early childhood coalition.
Student Enrollment
**Student Enrollment**

Once it is time to enroll families in your preschool, consider a parent conference where someone meets with the family. At this conference, in addition to whatever paperwork you require for enrollment, ask families to bring proof of income. The Program Director/Enrollment Specialist for the school or district can then compare their income to the eligibility requirements for different funding streams available and determine which will best suit the family and allow for maximum student enrollment. For example, when appropriate, families should be encouraged to apply for OMW Pre-K, leaving Title funds for the families who do not qualify for OMW. To further assist families, and the schools themselves in making sure families apply for OMW, some districts will also help the families fill out the application for OMW while at the conference. It should be noted, when families go to their intake appointment for OMW, they can select any OMW provider they choose, so schools will want to begin to build a relationship with these families to help ensure they select your program.

Collecting current and accurate income from families can be a challenge, but without a baseline, it is difficult to determine which funding stream may work best. At least one district has partnered with the Department of Workforce Development (DWD) and has created an account on Last Known Employer (LKE). The LKE system provides a continually accessible, secure, fast, and reliable way to communicate with DWD staff in order to receive a wage inquiry for an individual. At the initial enrollment conference, school staff would ask families to sign a consent form for the school to access a wage inquiry, and then the school would submit the request and typically receive wage information within 48 hours. Here is information to apply to create a LKE account. There is a small one-time upfront cost for this service, for more information contact EmployVerification@dwd.IN.gov.

Some districts have put the link to the CCDF office in their area right on their preschool enrollment page on the website. See example here for Central Indiana. This CCDF office puts their pre-application on the website for families to complete with instructions of where to return it with proof of service need (parent/guardian’s paystubs or class schedule).

One final option, at least one district asks enrolling families to go to Skyward and create an account to begin the preschool enrollment process.
Quality Early Educator Recruitment
Many teachers seek work environments that have a high level of staff cohesion and collaboration, effective administration, and opportunities for teacher leadership. Early Learning teachers further look for work environments where sufficient numbers of staff are well versed in best practices in early learning, as a basic element of job satisfaction and their own ability to engage in effective teaching practice. Before you begin your search for high quality early educators, ensure that program leadership and existing staff meet these expectations.

Begin advertising for open early learning educator positions on popular online sites, such as Careerbuilder, Indeed, and Monster. You may also include an “Employment Opportunities” section on your website. Beyond that, be creative! Network among people you know including your current employees. Post opportunities on the INAEYC’s job board. Connect with department chairs at local universities and colleges, particularly if they formally help graduates find employment opportunities through placement partnerships. Additionally, many universities and colleges have job fairs where you can set up a booth, as well as job boards that you can post new or upcoming openings on.

Ensure the hiring process is as streamlined as possible. Major hiring process delays can cause applicants to pursue other opportunities. Additionally, programs that invest in an extensive candidate hiring process may lose that investment as a result of these delays (Detroit Head Start, 2016).

Finally, when recruiting Pre-K educators, keep in mind that young children require consistency of educators, settings, and experiences to have a strong foundation from which to grow and develop. Additionally, educators with a vast knowledge of developmentally appropriate practice are critical to a program’s level of quality. Staff turnover or children moving from one classroom to another because of quality issues and/or staffing shortages means that young children do not have the benefit of that critical consistency. Children’s development can be negatively affected when repeatedly starting over with building new relationships or learning new environments and routines (NCECDTL, 2016). Ensure your search criteria includes finding committed educators who fully understand young children’s need for consistency.

For more information about possible interview questions to consider, visit this article (Gordon, 2006).

**9** Must be a INAEYC member in good standing
Professional development is not new to schools but thinking about early educators’ needs in a more focused approach, and as a continuum of learning and support activities designed to prepare early educators for work with and on behalf of young children and their families is critical. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early learning professionals. Additionally, schools participating in PTQ must demonstrate in Level 3 that the majority of early learning educators receive twenty clock hours of training specific to their age group. Note, some accrediting bodies may require a differing amount of annual professional development.

Indiana has a network of Child Care Resource and Referral agencies (CCR&Rs). While your school may not be providing childcare per se, the professional development opportunities available through these agencies can still be valuable for ensuring a high quality program and properly trained early educators. Here is a link to more information about each of the nine agencies. Each of these agencies offers very low cost, and often free professional development to early educators, but each agency is independently contracted with FSSA and offerings will differ. These agencies also may offer services such as development of an on-site technical assistance plans for early educators who need additional support and guidance in the classroom. Additionally, these agencies may also offer a non-formal class for early educators to seek their Child Development Associate (CDA). Contact your local CCR&R for more information.

Additionally, Indiana has an online training portal for early educators called Training Central, which is scheduled to transition to a new platform called Indiana Learning Paths. Early educators can create a free account and have access to a variety of online training and webinars. Once Indiana Learning Paths launches in July 2019 it will also include links to sign up for local face to face training at no cost. This site offers training specific to Indiana’s Early Learning Foundations, put out by the Indiana Department of Education. The Foundations are Indiana’s early learning development framework and are aligned to the 2014 Indiana Academic Standards. This framework provides core elements that children should achieve from birth to age five in order to be ready for future success. Finally, there are general trainings relative to assessing children in early childhood environments, with a focus on authentic assessment or observation based.

It should be noted that RFP 19-062 put out by OECOSL regarding their intent to contract with a vendor to provide quality local CCR&R services may affect existing CCR&Rs beginning October 1, 2019.
There are also informal national online professional development opportunities available as well through these three sites: https://eclkc.ohs.acf.hhs.gov/, https://www.earlychildhoodwebinars.com/presentations/, and https://www.earlyedualliance.org/modules-and-more/

Higher Education

Indiana AEYC is the state affiliate of the National Association for the Education of Young Children (NAEYC). Indiana AEYC is a statewide, nonprofit organization with 15 chapters and over 2,000 members. They have a 54-year history of promoting and supporting quality care and education for all young children, birth through age eight, in Indiana. Their mission is accomplished by concentrating on offering professional development for those in the early care and education profession, improving program quality, and championing public policy pertinent to young children. Indiana AEYC also coordinates the T.E.A.C.H. (Teacher Education And Compensation Help) Early Childhood® INDIANA scholarship program, which can provide financial support for early educators pursuing a CDA credential, Associate’s degree, or Bachelor’s degree. The Child Development Associate (CDA) National Credential is the most widely recognized credential in early childhood education (ECE) and is a key stepping stone on the path of career advancement in ECE. Additional information about what a CDA credential is can be found here. There is both a non-formal CDA process, which means they do not receive college credit, or a formal process through Ivy Tech. Early educators can apply for a scholarship to complete their CDA and receive college credit, as long as their salary is within the range allowed. For early educators at your site to apply for this scholarship, your school must first complete the LLEP process. Find more information about TEACH scholarship opportunities here. An informational brochure has also been created and is available here.

Various local colleges and universities offer programs for professionals to advance their education. There are Associate’s degree programs at Ivy Tech Community College. In addition, there are a few available transfer tracks to Ball State University’s Bachelor’s degree program and IUPUI’s Master’s degree in Early Childhood Education. Finally, there are distance learning or blended courses from other accredited colleges offering Associate’s or Bachelor’s degrees that fit the needs of early educators. Many of these programs are available in conjunction with the TEACH scholarship mentioned above. Contact Indiana AEYC for additional information.
Teaching and Learning in Pre-K: Programmatic Considerations
The infrastructure to provide high quality early experiences include a number of critical and sometimes complex components. This section will provide a high-level overview and additional resources on those components.

**Curriculum:**
IDOE recommends an evidence based curriculum that is aligned to [2015 Early Learning Foundations](https://www.idoe.in.gov/schools/early-learning/2015-early-learning-foundations). The Office of Head Start (OHS) has resources on choosing and implementing high quality curriculum. In addition to being evidence based, a high quality preschool curriculum should be grounded in child development principles and sensitive to individual child’s needs. The accompanying daily schedule should offer large chunks of time for hands-on opportunities to learn through play, with a balance of child-directed and adult-directed activities, small and large groups, and indoor and outdoor (when appropriate) time. As you consider your preschool daily schedule, this is a great resource to explore.

**Physical Environment:**
Children need a physical setting, both inside and outdoors, where they can play, explore, and learn safely. The learning environment needs to include engaging and developmentally appropriate materials and be arranged to promote independence and exploration based on children’s different stages of development. Learning centers, clearly defined areas set aside in a learning environment where children can have easy access to materials and engage in independent and self-directed learning activities, are an effective way to organize and support developing abilities, encourage interactions, create opportunities for role playing, and promote literacy skills. (Workman & Ullrich, 2017). Additionally, the environment should be warm, welcoming and reflect the interests of children. Children should be able to see themselves and their families represented throughout the classroom. The Office of Head Start (OHS) also has resources about setting up your environment. Finally, in addition to the indoor learning environment, children need access to outdoor space where they can move and engage with the natural world. Outdoor play has positive impacts on health and has been shown to combat childhood obesity and help develop stronger immune systems. Research also shows that children who play outdoors regularly have more active imaginations, lower stress levels, and have greater respect for themselves and others (Workman & Ullrich, 2017).

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11 Please find more information from the Foundations regarding supporting special populations including dual language learners and exceptional learners in Appendix B.
Consistent and Highly Qualified Educators:
Recruiting and retaining highly qualified educators should be a priority for any early learning program. Knowledgeable early educators intentionally provide learning experiences for children to promote a child’s development. Please see the chapter regarding this for more information.

Teacher/Child Interactions:
Teacher child interactions are the single most important factor in child outcomes. A well-trained and highly skilled teacher tailors their interactions to fit the needs of the child—using responsive language, engaging all children in classroom activities, fostering independence, and creating a language-rich environment. Effective early childhood teachers proactively prevent and redirect challenging behavior and respond to children’s needs with respect, warmth, and empathy. The experiences children have with teachers in their earliest years can also set the tone for their interactions with teachers in later grades and thus are crucial to promoting positive attitudes about school and approaches to learning (Workman & Ullrich, 2017). Finally, OHS has additional resources.

Family Engagement:
Family engagement is a strong predictor of children’s development, wellness, educational attainment, and success later in school and life. We see parallels in Family Engagement efforts in early childhood programs with what’s typically referred to as Family Involvement in schools. Ultimately, these concepts are centered around the fact that children develop in the context of their environments, which includes families, culture, and community, and supporting families as their child’s primary and most important educator.

Early educators can use IDOE's Early Learning Guidance for strategies that they can encourage family members to use at home. We encourage early educators and program administrators to also be aware of local and state supports available to vulnerable populations including (but not limited to): 2-1-1 Hotline, shelters, food pantries, WIC offices, and community centers.
As an On My Way Pre-K Program, you will be asked to use the Family Engagement Toolkit created by the Early Learning Advisory Committee. A copy of the toolkit can be found here.

**Program Leadership:**

Strong leadership is essential in all programs, early learning programs are no different. Leaders must be knowledgeable of and advocate for developmentally appropriate practices for early learners, and help early educators implement it in their classrooms. Program administrators must be skilled in organizational management and relationship building. In addition to fostering relationships with families and the community, leaders play a key role in creating a positive atmosphere inside the program, which can minimize teacher turnover, increase program efficiency, and allow teachers to focus on the children (Workman & Ullrich, 2017). The National Association of Elementary School Principals (NAESP) has released an updated principal competency guide: *Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice*. Developed by a panel of leading practitioners, this standards document defines new competencies, and outlines a practical approach to high-quality early childhood education that is critical to laying a strong foundation for learning for young children from age three to grade three, or Pre-K-3.

**Developmentally appropriate vs. differentiated instruction**

Often times educators in schools focus on differentiated instruction strategies within their classrooms as well as culturally responsive practices. Differentiated instruction practices encourage educators to understand their students as individuals and their preferences to create positive classroom climates (Preszler, 2014). Culturally responsive practices acknowledge how critical culture is to learning, in terms of how children communicate and receive information as well as their thinking processes (Brown University The Education Alliance, 2019).

In early learning settings developmentally appropriate practice (often referred to as DAP) is an approach to daily instruction to promote effective practices in early education programs. The three core considerations of DAP are the following:

1) Knowing about child development and learning.
2) Knowing what is individually appropriate.
3) Knowing what is culturally important (NAEYC, 2009).

These concepts from different environments and with different labels share key concepts important for all early learning settings. Early Learning program leaders must
have a clear understanding of DAP and ensure their early educators have received quality professional development around it as well. Key messages from the NAEYC position statement regarding DAP can be found here. Additionally, this article from NAEYC provides additional information regarding developmentally appropriate practice and rigor, and helping others understand what that looks like in a preschool environment.

**Ways to Measure Quality of Programs:**

While there is no single definition of high quality and; therefore, no single measurement tool to determine and compare early childhood program quality across the United States, there are a number of tools that are widely used to assess and report the quality of early childhood programs.

- **State quality rating and improvement system, or QRIS.** In Indiana, this is Paths to QUALITY™.
- **National Accrediting bodies, as discussed in chapter on accreditation.**
- **Environment rating scales:** The Early Childhood Environment Rating Scale, or ECERS for children ages three to five, the Infant/Toddler Environment Rating Scale, or ITERS, are standardized tools used to measure process quality at the classroom level. The measures contain multiple items on which programs are rated, organized into seven subscales. These subscales include ratings of the space and furnishing, personal care routines, the activities and interactions that take place in the classroom, and how the program engages with families. Ultimately, these tools are designed to assess the various interactions that occur in the learning environment—for example, between staff and children and among children themselves, the interactions children have with materials and activities, and the structures that support these interactions such as the space and the schedule.
- **CLASS:** The Classroom Assessment Scoring System (CLASS), is an observation tool that assesses the interactions between teachers and children that affect learning and development. CLASS has separate scales for different age groups, reflecting the differences in how infants, toddlers, and preschoolers learn. The infant observation has just one domain while the Pre-K observation has three domains. The observation assesses the quality of relationships, routines, the organization of the physical environment, and the way language is used and interactions are facilitated to prompt children to think critically (Workman & Ullrich, 2017). If you are interested in reviewing national CLASS scores reported for Head Start programs, click here for 2018 data.
• **PAS**: The Program Administration Scale or PAS. Research consistently finds that high-quality administrative practices are crucial for ensuring beneficial results for children and families. Using a seven point rating scale (inadequate to excellent), this instrument assesses 25 items grouped in 10 subcategories: human resources development, personnel cost and allocation, operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. The PAS can be used in multiple ways: program self-improvement, technical assistance and monitoring, research and evaluation, and public awareness (Teachers College Press, 2019).
Assessment in Pre-K
Authentic Assessment
The most appropriate method of assessing young children is through Authentic Assessment. Authentic assessment is a system of ongoing classroom practices to gather information of a child’s skills during their typical routines and activities to identify what they know and can do. Progress is monitored over time, observations are summarized, and child skills are entered into an assessment tool. These practices provide educators with an accurate record of children's skills, which can be used to inform your instruction to promote new skills. It is a systematic approach of planning what skills you will promote in a lesson plan, observing those activities with regard to individual children, documenting what you saw and heard, and then using that child assessment information to adjust your future lesson plans, accurately complete an assessment instrument, and share information with others (e.g. families, other teaching staff). Similar to the K-12 model of parent-teacher conference, it is recommended that teachers meet with families at least once in the school year to discuss the child’s progress, next steps, and how families can support this at home. These conferences may take place in the school, but a home visit could also be considered, as educators often learn so much more about a child and their family when visiting the home. If observation and assessment results cause educators to notice a child is not developing through typical stages or milestones, a more in depth conference with families is the first step in working to assist this child and family. Just as in K-12, working with families to have students evaluated quickly is key. Find more information about conducting these type of parent conferences here. Educators and administrators may learn more about assessing early learners by creating an account on the Training Central platform and selecting the training tab. There are two modules offered under the sub-section Assessment of Young Children’s Development.

Indiana’s current early learning assessment tool is the ISTAR-KR. This web-based instrument is rated by teachers in five different domains based on their ongoing observations of children engaged in typical daily routines and activities. Here is the link to the ISTAR-KR page where you will find jumpstart guides as well as paper copies of the tool.12

12 It is worth noting that IDOE has released a Request for Service (RFS) 19-080, to contract out this early childhood assessment service out in the future. It is not known at this time when this change will take place, please watch for more information to come.
Alternative Options -
Starting Small

JUMP
START
Kindergarten Readiness Summer Camps:

When unable to immediately provide preschool to all incoming kindergarteners, some schools and districts have formed partnerships with their local United Way, as well as other nearby school districts, to offer a jumpstart program for incoming five year olds over the summer. While a full preschool program is likely to show more benefits to children and families, a summer jumpstart camp can help students entering kindergarten without preschool experiences to be more confident and prepared for the classroom setting. It can be a great opportunity to learn school routines and procedures, as well as make social and academic gains. It also allows connections between the school, families, and students prior to the start of kindergarten to be established. In most models, jumpstart camps are taught by the kindergarten teachers, focusing on skills needed for the first semester of kindergarten, and are offered at multiple elementary school sites. Other programmatic considerations are number of weeks and length of day to offer, based on funding to support the program. Schools may want to consider including transportation and/or at least one meal to both allow families this convenience, as well as the students an opportunity to learn the routines associated with each of these. If the school participates in the Summer Food Service Program (SFSP), preschool children are also eligible for meals served under this program. Learn more here. If the school does not participate in SFSP, another option to consider is the Child and Adult Care Food Program (CACFP) that can reimburse schools for preschool meals served. Preschool meal patterns are outlined here. There are additional guidelines around reporting requirements as well. Additional FAQ’s between may be found here. For further clarifications on SFSP or CACFP, please contact the Indiana Department of Education's Child Nutrition Programs

As with a full school year preschool program, schools should think of how to blend and braid funding to maximize the opportunity. Schools should connect with community organizations including the United Way to talk about possible funding opportunities. The cost to provide this service can then be shared through multiple partnerships. For example, schools could also consider partnering with a local food bank to provide meals to children during a jumpstart camp. If only considering a jumpstart camp, programs like On My Way Pre-K and CCDF would not be useful, but other funding sources13, like Title I when available, can be leveraged to support jumpstart camps as a part of the transition to kindergarten.

13 Future sources could also include 21st Century Community Learning Centers, a competitive grant released every three years that focuses on students in high need, low performing areas during out of school time, could also be used to fund a jumpstart summer program for incoming kindergarteners. The next application for funding will be released by IDOE in 2020 and 2021. For more information click here.
Marketing Ideas
Marketing Ideas

Marketing upcoming preschool opportunities will be critical to a program’s success. If families do not know about the program, they are unable to take advantage of it. Here are a few suggestions to consider:

- **Current families:** Send communication out to your currently enrolled elementary students, as they may have younger siblings at home. Suggested forms of communication would be both electronic and paper.
- **Kindergarten Roundup:** Same message as above, these families may have younger siblings as well. Consider offering Pre-K enrollment onsite as well during KDG roundup.
- **Flyers at Dr. Office:** Pediatricians and Primary Care Physicians are often regularly seeing preschool age children and could be a partner in marketing.
- **Area Early Childhood Coalition:** Each coalition is different but may have marketing opportunities to help announce your program.
- **Yard Signs:** Never underestimate a great yard sign to get the attention of motorists in your area. Additionally, programs like On My Way Pre-K and Paths to QUALITY™ will have free yard signs or yard sign attachments that schools can request when participating in their program.
- **Engaging with other providers in your area:** Other providers in your community may be full and operating on a waiting list and could refer families to you. Possibly a Head Start whose requirements for enrollment may be more rigid than yours may send families who don’t qualify with them to your program. Working together to see that all children are served in a high-quality preschool environment benefits all stakeholders.
- **Engaging with large employers and realtors in your area:** Could you partner with them to put flyers about your program in their new hire/new resident packets?
- **Social Media:** Does your school already have a social media presence you can leverage?
- **Local CCR&R:** Call your local Child Care Resource and Referral agency and ask how they can help you market your program.

Additional ideas for marketing can be found [here](#).
Where do we start?

The very first step is likely a brainstorming session and discussion around early learning. IDOE has drafted a discussion guide to assist schools in this process, click to access.

Next Steps

If your program plans to apply to be an OMW Pre-K provider, or would like to accept CCDF vouchers, the first step is likely to consider achieving LLEP status. You must have a program up and running to apply to become an LLEP. Some schools begin with a very small program supported by Title, General Funds, Special Education etc., then once they reach LLEP status, they can begin accepting CCDF. Finally once Level 3 in Paths to QUALITY™ is achieved, they can apply to be an OMW provider. As the number of funding streams expands, so can the program. Several chapters in this guidebook are meant to guide school administrators through various phases of the process of starting or expanding a preschool program, take a moment to review the Table of Contents for more specific topics. For example, for questions on how to set up the preschool classroom environment and related topics visit Teaching and Learning in Pre-K: Programmatic Considerations.

Who can help us?

IDOE has both a Pre-K Expansion Specialist whose primary role is to support schools interested in expanding or creating a Pre-K program, as well as an Early Learning Specialist whose primary role is developing tools and resources to support early educators in developmentally appropriate practices. Reach the Early Learning team by visiting our webpage. On your journey to become an LLEP or Licensed Child Care Center, there are consultants who are able to answer questions about the specific steps to follow. Once that is underway, Paths to QUALITY™ Coaches can be assigned to your school that can support your start-up endeavor as well as guide your program through the process of becoming a Paths to QUALITY™ provider. Additionally, there are schools all over the state who are already participating in these programs and may be available to share the story or their journey. (See acknowledgements page) IDOE
intends to create a Community of Practice for School Leaders overseeing a preschool program, and will release additional information when available. Finally, there are Child Care Resource and Referral Specialists (CCR&R) across the state who are available to support schools as well. These specialists can come to your school, spend time in your classrooms, offer support and resources to you teachers, as well as offer formal professional development. One situation in which sites may consider contacting their CCR&R is if a teacher has students exhibiting challenging behavior and he/she has been unsuccessful in addressing it thus far, having an outside neutral observer come and then discuss with the teacher their reflections on the observation can have a critical impact on the success of the teacher and all of their students.

**Professional Development we should consider?**

There are resources for professional development available both locally and nationally. As mentioned in the professional development chapter, your Child Care Resource and Referral Agency offers free professional development to early educators on a variety of topics each month, as well as online training opportunities. IN AEYC, the Indiana Chapter of NAEYC also puts on an annual conference each spring at the Convention Center in Indianapolis. Other national conferences to consider are: NAEYC Annual Conference, Division for Early Childhood of the Council for Exceptional Children (DEC) Annual Conference, and NAEYC’s Professional Learning Institute (PLI).
Additional Resources

**Funding for projects:**

- Playground grants  [https://kaboom.org/grants](https://kaboom.org/grants)
- OECOSL Capacity Building Grants:  [https://www.in.gov/fssa/carefinder/5465.htm](https://www.in.gov/fssa/carefinder/5465.htm)
- Kaboom Grant Opportunities:  [https://kaboom.org/grants/non_kaboom](https://kaboom.org/grants/non_kaboom)

**Administrator/Program Director Resources:**

- Directory of Early Learning Contact List
- OMWPK provider site:  [http://providers.brighterfuturesindiana.org/](http://providers.brighterfuturesindiana.org/)
- Birth to Grade 3 Indicator Framework: Opportunities to Integrate Early Childhood in ESSA Toolkit  [http://ccsso.org/sites/default/files/2017-10/Birth%20to%20Grade%203%20Indicator%20Framework.pdf](http://ccsso.org/sites/default/files/2017-10/Birth%20to%20Grade%203%20Indicator%20Framework.pdf)

**Classroom Teacher Resources:**

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age five. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based
practices to early childhood programs across the country. This site is helpful for finding resources to embed social-emotional learning but may also be helpful with practical classroom solutions for challenging behavior. [http://csefel.vanderbilt.edu/](http://csefel.vanderbilt.edu/)

The Head Start inclusion site may also be helpful in finding practical solutions for challenging behavior. Specifically, here are teacher visual supports: [http://headstartinclusion.org/teacher-tools#visual](http://headstartinclusion.org/teacher-tools#visual)

**IDOE Early Learning Website:** [https://www.doe.in.gov/earlylearning](https://www.doe.in.gov/earlylearning) Our Early Learning Foundations aligned to the Academic Standards are found here, as well as newly released guidance in how to use the Foundations.


The Indiana Core Knowledge and Competencies (CKC's) identify the core knowledge and competencies needed by professionals who work with infants, children and youth. The CKC’s are an essential component of Indiana’s comprehensive statewide professional development system. [https://www.in.gov/fssa/files/2016_INCKC.pdf](https://www.in.gov/fssa/files/2016_INCKC.pdf)

National Association of Young Children (NAEYC) provides quality resources on a broad range of important topics in early childhood from play and developmentally appropriate practices to equity and anti-bias education. [https://www.naeyc.org/resources/topics](https://www.naeyc.org/resources/topics)

The Division of Early Childhood (DEC) Recommended Practices were developed to provide guidance to educators and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. [https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo](https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo)

The WIDA Early English Language Development (E-ELD) Standards were specifically developed to help support the unique language needs of DLLs, ages 2.5–5.5 years, who are in the process of learning more than one language prior to kindergarten entry.
The connection between the WIDA Standards and Indiana Early Learning Foundations may be helpful to educators.
https://wida.wisc.edu/resources/connection-indiana-early-learning-foundations

The Virtual Lab School offers seven professional development tracks, providing both comprehensive foundational training, and more advanced, or specialized training with in-depth content and resources. The Foundational Tracks (Infant and Toddler, Preschool, School-Age, Training and Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the CDA competencies and NAEYC, NAFCC, and CYD-AYD standards.
https://www.virtuallabschool.org/preschool

The High Quality Early Learning Project conducts and communicates research about teaching that supports effective learning for young children and their families. Focusing on documentation of those who work with diverse groups of children in early childhood settings, the Project produces videos and professional development resources for teachers, teacher educators, policymakers, and other stakeholders in order to strengthen education in the early years.
https://highqualityearlylearning.org/

While focusing on kindergarten in this documentary, a high quality preschool classroom should also be play-based. This documentary explores the advantages associated with a play-based approach in kindergarten and features stories of how two Illinois school districts- Valley View School District 365U and Elgin Area School District U-46- made the transition to play-based learning. The documentary also includes scientific findings about the cognitive and social-emotional benefits of play from experts Dr. Roberta Golinkoff (University of Delaware), Dr. Christina Weiland (University of Michigan), and Dr. Eboni Howard (American Institutes for Research).
https://www.youtube.com/watch?v=fdvdfB_7838&feature=youtu.be

A high-quality preschool program can build early literacy and math skills, as well as develop the social and emotional foundation children need to persist in school, but young children only receive the full effect of these benefits when in attendance. Attendance is also the only data point we track every single day. This toolkit can help schools improve attendance in the preschool years.
https://www.attendanceworks.org/resources/toolkits/early-education-toolkit/
Appendix A-Accrediting Bodies

National Association of Education for Young Children (NAEYC)

National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. Achieving NAEYC Accreditation is a four-step process that involves self-reflection and quality improvement in order to meet and maintaining accreditation over a five-year period. Program Administrators, teachers, and families all participate in the process. Programs are required to meet standards grouped into 10 areas: relationships with children, curriculum, teaching approaches, child assessment, nutrition and health, staff qualifications, relationship with children’s families, relationship with the community, physical environment, and program leadership and management (NAEYC website 2019). Here is a link to an overview of the ten NAEYC Early Learning Program Standards. In this link there is additional NAEYC accreditation resources, tips and tools.

National Early Childhood Program Accreditation (NECPA)

The National Early Childhood Program Accreditation was established in 1991 to encourage quality and recognize excellence in early childhood programs throughout the United States and other countries. NECPA encourages early care programs seeking to improve or receive recognition of their high quality care, to enroll for NECPA Accreditation, and does not require a specific curriculum type to become accredited. The NECPA Standards were derived from the National Health and Safety Performance Standards, which were developed by the American Academy of Pediatrics and the American Public Health Association. The NECPA Standards measure quality in the areas of adult/child interaction, health and safety of the physical environment, staff framing, and the relationship between administration, parents, and the community. Most programs going through accreditation for the first time need approximately one year to complete all steps, but the self-study process allows you to work at your own pace. Once the Self-Assessment Instrument is complete and all necessary documents have been gathered, the program is ready to request a verification visit. We require that programs have been operating for at least one year before requesting
a visit. On the day of your visit, a NECPA Verifier will visit your center to observe teacher interactions, verify documents, and survey the facility. Here is a link to the standards.

**Council on Accreditation (COA)**
COA offers two types of accreditation for child and youth development entities: programmatic and organizational. In Programmatic Accreditation, each program (site) is reviewed and accredited independently of other programs and its parent organization. Organizational accreditation can be implemented in two formats, standard, or extended review. See the Comparison of Programmatic and Organizational Accreditation for more information about COA’s CYD accreditation options. Click here for the process overview. COA offers a four-year accreditation cycle, in-depth review of the program/organization’s services and administration and management functions, and a user-friendly, online process and an Accreditation Coordinator assists the program/organization through the process. Standards and accreditation materials are free.

**Association of Christian Schools International (ASCI)**
The Association of Christian Schools International (ACSI) promotes the value and worthiness of accreditation and encourages each school and early education program to continuously pursue excellence. The “accredited” seal denotes a school that has met institutional standards of quality, and verifies a commitment to strategic improvement and on-going accountability. The process of accreditation involves three significant elements:
1. Intensive, institution-wide self-appraisal, analysis, and improvement planning
2. External consultation, review, validation, and insights from a visiting peer group
3. Ongoing accountability for improvement through annual reporting and renewal.

Mid-America Regional Office 815.282.7070 acsima@acsi.org

**AdvancED/(formerly North Central Association NCA)**
The AdvancED Standards for Quality Early Learning Schools support learning, growth, and development of young children in a culture of continuous improvement that engages leaders, staff and parents. We hold our accredited early learning schools accountable to high quality educational and child care standards focused on teaching and learning as well as health and safety, providing families guidance in finding exceptional programs for their children. Click here to review the standards. To contact AdvancED to learn more, complete this contact form.
Appendix B - Supporting Special Populations

Supporting Dual Language Learners

Who are Dual Language Learners?

Dual Language Learners (DLL) are children, birth to five years old, who are developing their home language(s) while also developing English. Indiana has a formal process to identify children once they enter kindergarten, which includes the use of a Home Language Survey (HLS) and an English language proficiency assessment. In order to meet the learning needs of DLLs, educators should learn about the language(s) the children speak by conducting interviews with the family and focus on providing rich language activities for children to build their skills in all languages.

How can I support Dual Language Learners’ language development?

All children, birth to five years, are language learners; some children just happen to be learning more than one language. Children who are learning English as an additional language are the fastest growing population in the country, making it essential that educators know how to meet their unique language needs as well. Much of the language used in early learning environments is new for all children, both native English speakers and DLLs alike. Many of the same supports that are effective for developing skills in the first language will transfer to children acquiring multiple languages, such as visuals, modeling, manipulatives, and peer-support. However, educators of DLLs must focus on providing varied and supported opportunities for children to process and produce language across all content and developmental areas to ensure learning is meaningful while the children are developing English. DLLs may follow an altered trajectory on the developmental continuum. “Specific consideration should be given to the nature of early language and cognitive development, family and community-based sociocultural contexts for language learning, and the psycholinguistic nature of second language development in preschoolers who are still developing the foundational structures and rules of language” (WIDA, 2014).

What resources are available to help teachers of Dual Language Learners?

Indiana has adopted the WIDA Early English Language Development Standards (E-ELD). While the WIDA assessment is typically not given until kindergarten, these standards can still be used in conjunction with the Foundations. As a result, DLLs develop the social and academic...
language needed to access and be successful in early childhood environments. The WIDA E-ELD Standards require educators to focus on the language DLLs need to process and produce to meet the Foundations. The WIDA E-ELD Standards represent the language of overarching developmental domains that Dual Language Learners need to use with peers, educators, and curricula within the preschool setting. The E-ELD Standards are designed to be used in conjunction with the Foundations to ensure Dual Language Learners are provided necessary language support to make learning meaningful while developing English. The connections document can be found here: https://wida.wisc.edu/resources/connection-indiana-early-learning-foundations

Additional resources can be found by clicking on the “Download Library” at www.wida.us

**Supporting Exceptional Learners**

Children enter early childhood programs with diverse learning and developmental needs. Each child has unique characteristics that may help or hinder the ability to learn. It is the role of the program and educators to provide a learning environment where every child can be successful.

Early childhood environments should be inclusive ones where children with disabilities and developmental delays enjoy learning experiences alongside their typically developing peers. In 2015, the United States Department of Education along with the United States Department of Health and Human Services issued a draft policy statement on the inclusion of children with disabilities in early childhood programs.

“The Departments define inclusion in early childhood programs as including children with disabilities in early childhood programs, together with their peers, without disabilities, holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations and using evidence-based services and supports to foster their cognitive, communication, physical, behavioral, and social-emotional development; friendship with peers; and sense of belonging. This applies to all young children with disabilities from those with the mildest disabilities, to those with the most significant disabilities.”

The Foundations were designed for all children. The content within this developmental framework provides the breadth of information from which to create goals and experiences that will help children reach their highest potential while capturing their interests and building on what they already know. Educators must emphasize and celebrate all children’s accomplishments and focus on what children can do.

To differentiate instruction is to recognize children’s varying background knowledge, readiness, language, preferences in learning and interest, and to react responsively. Differentiated instruction is a process of teaching and learning for students of differing abilities in the same group. The intent of differentiating instruction is to maximize each child’s growth and individual success by meeting the individual needs of each child in the learning process. Differentiation
should be used to engage all learners. In order for early educators to differentiate instruction they must first understand the developmental goals a child needs to obtain. This understanding should be used to develop lesson plans and learning experiences that help the child meet the goals.

Educators may need to adapt or modify classroom environments, interactions, and/or materials and equipment to help children with disabilities fully participate.

Universal Design for Learning:

When using the Foundations in developing curriculum, Universal Design for Learning (UDL) can be utilized to give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. It is not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs. Universal design of early education specifically means "designing the early education environment settings so all children, as equal and valued members of the program, may access and engage in all learning opportunities, learn from a common curriculum according to their individual strengths and abilities, and demonstrate their learning in multiple ways" (Conn-Powers et. alt., 2006).

UDL is a theoretical framework developed by the Center for Applied Special Technology (CAST) to guide the development of curricula that are flexible and supportive of all children. The concept of UDL was inspired by the universal design movement in building architecture. This movement calls for the design of structures that anticipate the needs of individuals with disabilities and how to accommodate these needs from the outset. Although universally designed structures are more usable by individuals with disabilities, they offer unforeseen benefits for all users. Curb cuts, for example, serve their intended use of facilitating the travel of those in wheelchairs, but they are also beneficial to people using strollers, young children, and even the average walker. The process of designing for individuals with disabilities has led to improved usability for everyone.

UDL calls for the design of curricula with the needs of all children in mind, so that methods, materials, and assessments are usable by all. Traditional curricula present a host of barriers that limit children’s access to information and learning. A UDL curriculum is designed to be innately flexible, enriched with multiple media so that alternatives can be accessed whenever appropriate. A UDL curriculum takes on the burden of adaptation rather than leaving it up to the child to adapt. It minimizes barriers and maximizes access to both information and learning.
The UDL framework guides the development of adaptable curricula by means of three principles (Figure 1 and 2). The three UDL principles call for flexibility in relation to three essential facets of learning, each one orchestrated by a distinct set of networks in the brain. UDL recognizes four essential teaching methods for each facet of learning (Figure 1 and 2).
Universal Design for Learning

Principle 1: To support recognition learning, provide multiple, flexible methods of presentation

To support diverse recognition networks:
- Provide multiple examples
- Highlight critical features
- Provide multiple media and formats
- Support background context

Principle 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship

To support diverse strategic networks:
- Provide flexible models of skilled performance
- Provide opportunities to practice with supports
- Provide ongoing, relevant feedback
- Offer flexible opportunities for demonstrating skill

Principle 3: To support affective learning, provide multiple, flexible options for engagement

To support diverse affective networks:
- Offer choices of content and tools
- Offer adjustable levels of challenge
- Offer choices of rewards
- Offer choices of learning context

(Figure 2)

Source: (Hall, T. et. alt. 2011)
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### Printable Early Childhood Acronym Sheet

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<tr>
<th>Acronym</th>
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<tr>
<td>ACSI</td>
<td>Association of Christian Schools International</td>
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<tr>
<td>ASQ</td>
<td>Ages and Stages Questionnaire (Developmental Screening)</td>
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<tr>
<td>CACFP</td>
<td>Child and Adult Care Food Program</td>
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<tr>
<td>CCDBG</td>
<td>Child Care Development Block Grant</td>
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<tr>
<td>CCDF</td>
<td>Child Care Development Fund</td>
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<tr>
<td>CCLC</td>
<td>21st Century Learning Center</td>
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<tr>
<td>CCR&amp;R</td>
<td>Child Care Resource and Referral Agency (also sometimes referred to as local R&amp;R)</td>
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<tr>
<td>CDA</td>
<td>Child Development Associate Credential</td>
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<tr>
<td>COA</td>
<td>Council on Accreditation</td>
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<tr>
<td>DAP</td>
<td>Developmentally Appropriate Practice</td>
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<td>Early Childhood Education</td>
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<td>Early Education Matching Grant</td>
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<td>Early Learning Advisory Committee</td>
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<td>Indiana State Department of Health</td>
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<td>ISTAR-KR</td>
<td>Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness</td>
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<td>LLEP</td>
<td>Legally License Exempt Provider</td>
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<td>On My Way Pre-K</td>
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<td>Preschool Development Grant</td>
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<td>PK</td>
<td>Pre-K (4 year olds entering kindergarten the following year)</td>
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