On Rights and Realities: Building a System of Services for Young Children

Early Childhood Systems And Daycare Centers In Latin America and Europe

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Sharon Lynn Kagan, Ed.D.
Teachers College, Columbia University
Child Study Center, Yale University

Presentation Overview

Part I: The Rights of Children

Part II: Children's Realities

Part III: What We Know

Part IV: The Why's and What's of Early Childhood Systems

Part V: Moving Forward: The System

Part I:

The Rights of Children

International Frameworks: Where are the young children?

International Policy	*ECD*
Convention on the Rights of the Child (CRC)	**Yes**
Millennium Development Goals (MDG)	**Somewhat**
Education For All (EFA)	**Yes**
World Fit For Children (WFFC)	**Yes**
CEDAW	**No**
ILO: Child Labor	**No**
Convention on the Rights of Persons with Disabilities	**No**

Convention on the Rights of the Child

- *Focuses on the rights of the child from a **broad** developmental ecological perspective.*
- *Four Principles:*
  - Survival and development
  - Non-discrimination
  - A child's best interest
  - Participation – child's opinion

CRC & ECD

- *General Comment #7 (GC7) – is a guide to implementing child rights in early childhood.*
  - Drafted because reporting of rights of the youngest children was poor.
  - Recognizes the rights of all young children as outlined in the Convention.
  - Emphasizes early childhood as a vital period in acknowledging these rights.
  - Explores policies, programs, capacity-building, and the responsibilities of parents and state parties for early childhood.

Millennium Development Goals

- *Signed in September 2000, MDG has 8 goals*
    1. Eradicate extreme poverty and hunger.
    2. Achieve universal primary education.
    3. Promote gender equality and empower women.
    4. Reduce child mortality.
    5. Improve maternal health.
    6. Combat HIV/AIDS, malaria, and other diseases.
    7. Ensure environmental sustainability.
    8. Develop a global partnership for development.
- *Post-2015 MDGs extended to 2030*

UNESCO: EFA

- *First to really highlight ECE and that "learning begins at birth"*
- *Six goals (to be achieved by 2015):*
  1. Expansion and improvement of comprehensive early childhood care and education
     - Participation
     - Quality and cost
  2. All children will have access to a universal primary education.
  3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs
  4. 50% improvement in levels of adult literacy
  5. Gender equality in primary and secondary education
  6. Improve the quality of education

A World Fit for Children

- *U.N. (2002):*
  - Every child should have…a nurturing, caring, and safe environment – to survive, be physically healthy, mentally alert, emotionally secure, socially competent, and able to learn.
- *POINT: U.N. focus on ECD is comparatively recent and even more recent is the focus on early childhood education*

Part II:

Children's Realities

Children's Realities: Globally

- *Rights don't represent children's realities.*

- *As of 2009, throughout the world:*
  - Between **500 million and 1.5 billion** children have been affected by **violence.**
  - **150 million** children between the ages of 5 and 14 are engaged in **child labor.**
  - **145 million** children have lost one or both parents; **15 million** have lost at least one parent to **AIDS.**
  - **51 million** children are **unregistered** at birth.
  - **18 million** children are living with the effects of **displacement**.
  - **1.2 million** children were **trafficked** each year, as of the year 2000.
  - Huge disparities exist between wealthy and poor children, and urban and rural children

Children's Realities:
Latin America/Caribbean (LAC)

- *As of 2011,*
  - **9%** of children between the ages of 5 and 14 are engaged in **child labor**
  - **9.5 million** children have lost one or both parents
  - **600,000** have lost at least one parent to **AIDS**
  - **1.3 million** children are **unregistered** at birth each year

Sources: The World Bank. (2011). *Child labor in Latin America and the Caribbean* [Data File]. Retrieved from http://data.worldbank.org/indicator/
UNICEF. (2011, November). The right to an identity: Birth registration in Latin America and the Caribbean. *Challenges Newsletter, 13*, 1-12. Retrieved from http://www.unicef.org/lac/challenges-13-ECLAC-UNICEF(1).pdf
UNICEF, Child Info. (2011). *Orphan estimates* [Data File]. Retrieved from http://www.childinfo.org/hiv_aids_orphanestimates.php

Children's Realities: *LAC*

- *Child Mortality:*
  - As of 2012, the mortality rate for children under age 5 was 19 per every 1,000 live births and the infant mortality rate was 16 per every 1,000 live births

- *Poverty:*
  - 45% of children ages birth to 5 years are poor

- *Low Birth Weight:*
  - As of 2010, 10% of newborn children suffered from low weight at birth, and 5% of these infants were still underweight at age 4

- *Unregistered Births:*
  - As of 2011, 10% of children under age 5 in LAC did not have a birth certificate

Sources: UNICEF (2010). *Pobreza infantil en America Latina y el Caribe*. Retrieved from *http*://dds.cepal.org/infancia/guia-para-estimar-la-pobreza-infantil/bibliografia/introduccion/CEPAL%20y%20UNICEF%20%282010%29

UNICEF. (2011, November). The right to an identity: Birth registration in Latin America and the Caribbean. *Challenges Newsletter, 13*, 1-12. Retrieved from http://www.unicef.org/lac/challenges-13-ECLAC-UNICEF(1).pdf

The World Bank. (2011). *Mortality rate under-5 and infant mortality rate in Latin America and the Caribbean* [Data File]. Retrieved from http://data.worldbank.org/indicator/

Vegas, E., Santibanez, L., & World Bank. (2010). The promise of early childhood development in Latin America and the Caribbean. Washington, DC: World Bank.

Children's Realities:
Latin America/Caribbean

- *ECD investments in LAC range from less than 1% to slightly over 12% of total educational expenditures*
- *LAC recently moving towards holistic approach to ECD implementation*
- *Coverage of ECD services across Latin America is low*
  - Large regional disparities in poverty
  - Indigenous groups have least access to social welfare programs
  - Expanding coverage to larger population groups is main priority of most national ECD policies in LAC
    - But most countries in LAC have only recently started to consider national policies related to ECD (2010)

Source: UNESCO (2010). Reaching the marginalized. In *Education for all global monitoring report* (132-213). Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/gmr2010/gmr2010-ch3.pdf

Vegas, E., Santibanez, L., & World Bank. (2010). The promise of early childhood development in Latin America and the Caribbean. Washington, DC: World Bank.

Part III:

What We Know

Considering What We Know

1. *The early years matter a great deal.*
   - The early years are the formative period of development.
     - The human brain grows to 80% of adult size by age 3 and 90% by age 5.
   - Young children grow faster and learn more in their early years than in any other period of life.
   - Children need to be nurtured to develop their optimal potential.
     - Without stimuli, children are subject to significant, and sometimes insurmountable, deficits.

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Considering What We Know

2. *High quality early childhood programs produce results and save money.*

- Children derive health, nutritional, social and academic benefits.

- The investments from high-quality early childhood programs for low-income children return $4-11 for each invested dollar.

- As adults, those who have had a high quality preschool experience are less likely to be referred for social services, less likely to be incarcerated, and less likely to be dependent on public assistance.

Sources: Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). Lifetime effects: The High/Scope Perry Preschool study through age 40. (Monographs of the High/Scope Educational Research Foundation, 14). Ypsilanti, MI: High/Scope Press; National Institutes of Health. (2011, February). High-quality preschool program produces long-term economic payoff. Retrieved from: http://www.nih.gov/news/health/feb2011/nichd-04.htm

Considering What We Know

3. We know how to produce HIGH quality programs for children.

– Three scientifically robust and well-known studies of early childhood education have demonstrated which variables matter:
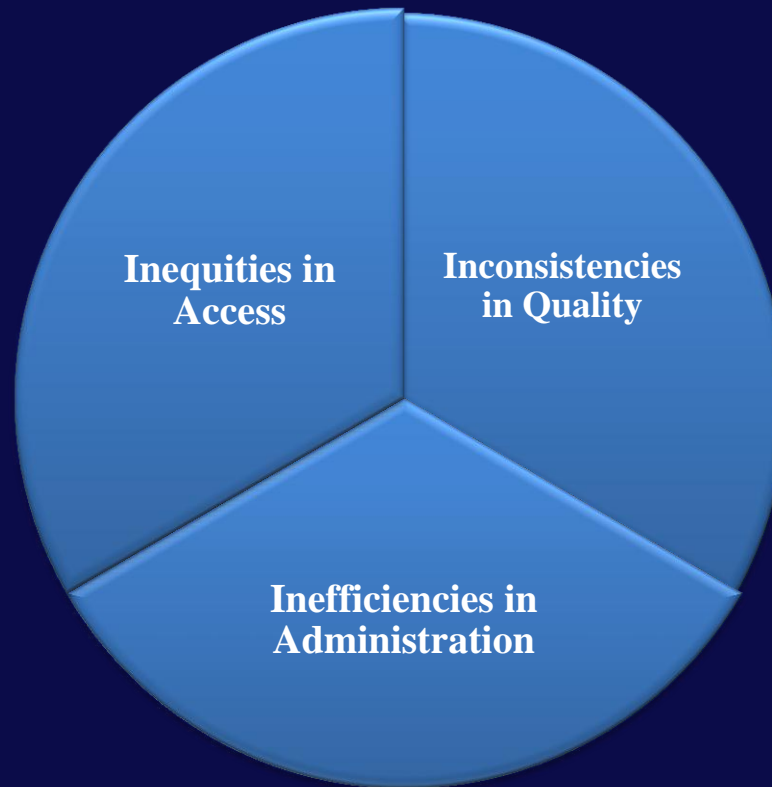
- Class size
- Teacher qualifications
- Teacher-child ratios
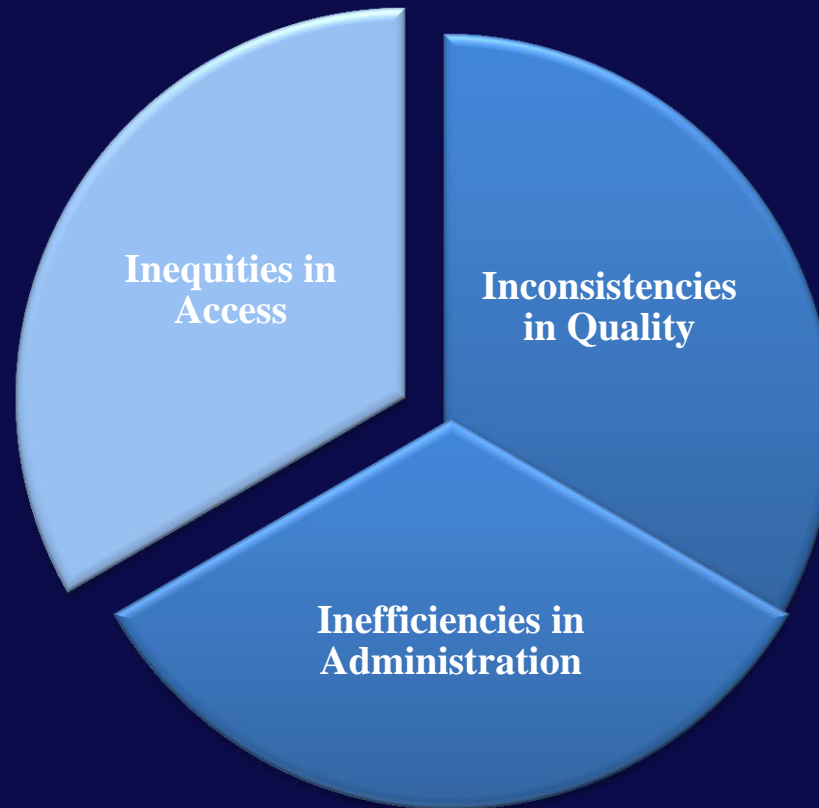- Curriculum

Considering What We Know

4. Despite the importance and our know-how about high quality programs, globally, they are very sparse because we face 3 huge challenges.

What We Know: The Challenges

Inequities in Access

Inconsistencies in Quality

Inefficiencies in Administration

Challenge I: Inequities in Access

Challenge I: Inequities in Access

- *Inequities exist by Income*
  - Despite the compensatory efforts of many governments, children in poverty have the lowest participation rates in center-based ECE.

- *Inequities exist by Mothers' Education:*
  - Preschool participation rates increase as mothers' education levels increase.

Sources: Barnett, S., and Nores, M. (2012, April). *Estimated participation and hours in early care and education by type of arrangement and income at ages 2 to 4 in 2010.* New Brunswick, NJ: National Institute for Early Education Research (NIEER). Retrieved from: http://nieer.org/sites/nieer/files/ECE%20Participation%20Estimations.pdf

# *Challenge I: Inequities in Access*

- *Inequities exist by Geographic Locale:*
  - Vast differences in most countries between urban and rural children
    - Latin American children living in urban areas are 1.21 times more likely to attend preschool than children living in rural areas
    - Indigenous groups have the least access to social welfare programs, including preprimary school

- *Inequities exist by Income:*
  - Out of 17 countries in Latin America, almost 1.7 million children do not attend preschool prior to entry into primary education—half of these children belong to the poorest 20% of the population
  - In Bolivia, Brazil, El Salvador, Nicaragua, Panama, and Paraguay, children in the first (lowest) income quintile are enrolled in early education programs at almost half the rate of children in the fifth (highest) income quintile

Sources: Vegas, E., Santibanez, L., & World Bank. (2010). The promise of early childhood development in Latin America and the Caribbean. Washington, DC: World Bank.
UNICEF. (2006, August). The right to education: An unfinished task for Latin America and the Caribbean. *Challenges Newsletter, 3*, 1-12. Retrieved from http://www.unicef.org/lac/Desafios_Nro3_eng.pdf

Enrollment Rates by Income Quintile (1ˢᵗ and 5ᵗʰ), Children under 6-years-old


Figure A1.11 Enrollment Rates by Income Quintile (1st and 5th), Children under Six Years Old
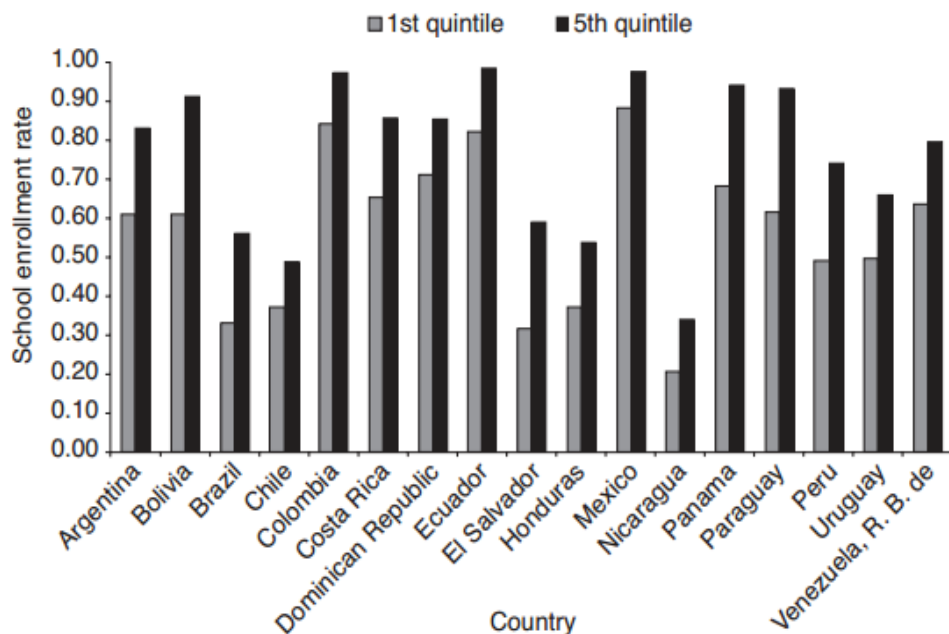
Source: World Bank calculations using SEDLAC household survey data (CEDLAS and World Bank, 2007).

Note: In Argentina, El Salvador, Honduras, Peru, and República Bolivariana de Venezuela, these rates are for children aged 3–6. In Bolivia, Colombia, Costa Rica, Mexico, Panama, and Paraguay rates are for children aged 5–6. In the Dominican Republic and Nicaragua, they are for children aged 4–6. In all other countries, the rates are for children aged 0–6.

Challenge II: Quality Inconsistencies
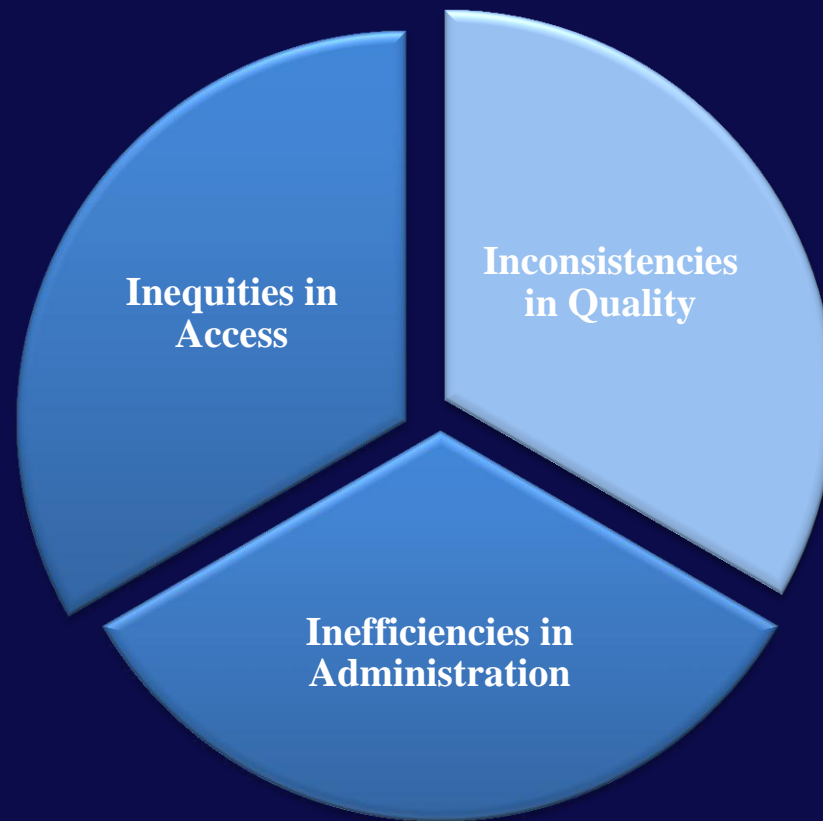
Challenge II: Quality Inconsistencies

- *We have invested in quantity over quality.*

- *Quality, though all important, is hard to achieve.*
  - Major quality studies that produced effects are hard to replicate in and of themselves.
  - Very challenging to scale up quality programs to serve large number of children.

- *There is an understanding of quality from a pedagogical perspective (classroom/center), but there is limited understanding of quality from a policy perspective.*

Challenge II: Quality Inconsistencies

- *Globally, program quality is a serious issue because without quality programs, there is no hope of achieving quality outcomes for children.*
  - In 2011, in the US, only five states met all ten quality standards benchmarks identified by NIEER.
  - Throughout this hemisphere, the situation is troublesome.

Starting well
Benchmarking early education across the world

A report from the Economist Intelligence Unit

Commissioned by

LIEN foundation

Starting Well Countries List: 45 Countries

Argentina	Germany	Mexico	Sweden
Australia	Ghana	Netherlands	Switzerland
Austria	Greece	New Zealand	Taiwan
Belgium	Hong Kong	Norway	Thailand
Brazil	Hungary	Philippines	Turkey
Canada	India	Poland	UAE
Chile	Indonesia	Portugal	UK
China	Ireland	Russia	USA
Czech Republic	Israel	Singapore	Vietnam
Denmark	Italy	South Africa	
Finland	Japan	South Korea	
France	Malaysia	Spain	

Starting Well Rankings for LA

Overall Score			Quality		[45%]
20	Chile	63.6	29	Chile	53
32	Mexico	50.5	34	Mexico	41.5
34	Argentina	43.0	37	Argentina	30.9
40	Brazil	35.1	39	Brazil	28.9

Challenge II: Quality Inconsistencies

- *PROFESSIONAL CAPACITY VARIES*

	Bachelor's Degree or Higher	*Associate Degree*	*Some college, but no degree*	*High school degree or lower*
Preschool teachers (Includes Head Start)	**32%**	**15%**	**33%**	**20%**
Center-based child care workers	**11%**	**7%**	**34%**	**48%**
Family-based child care workers	**14%**	**9%**	**29%**	**48%**

Challenge II: Quality Inconsistencies

- *Data based on 32 programs that hire teachers, 23 programs that hire teacher aides, and 17 programs that hire caregivers*

	Specialization in Early Childhood Education	*Post-secondary Education*	*High School Education*
Teachers	62.5%	75.0%	87.5%
Teacher Aides	30.4%	30.4%	60.9%
Caregivers	41.2%	41.2%	70.6%

Sources: Araujo, M.C., Lopez-Boo., F., Puana, J.M., & World Bank. (2013). Overview of early childhood development services in Latin America and the Caribbean

Challenge II: Quality Inconsistencies

- *PROGRAM REGULATIONS VARY*
  - In some states, programs are exempt from licensure if they operate on a part-day schedule, thus excluding the majority of state programs.
  - Enforcement visitations vary in frequency by state.

- *Internationally, with devolution of authority to localities, even the Nordic countries report differences in quality of services by area.*

Sources: Cost Quality and Outcomes Study Team. (1995). Cost, quality and child outcomes in child care centers, Executive summary (second ed.). Denver: Economics Department, University of Colorado.
National Resource Center for Health and Safety in Child Care and Early Education. (2006). Individual States' Child Care Licensure Regulations.   Retrieved August 16, 2006, from http://nrc.uchsc.edu/STATES/states.htm
Ochshorn, S., Kagan, S. L., Carroll, J., Lowenstein, A. E., & Fuller, B. (2004). The effects of regulation on the quality of early care and education (Child Care and Early Education Research and Policy Series Report No. 3). Denver, CO: National Conference of State Legislatures.
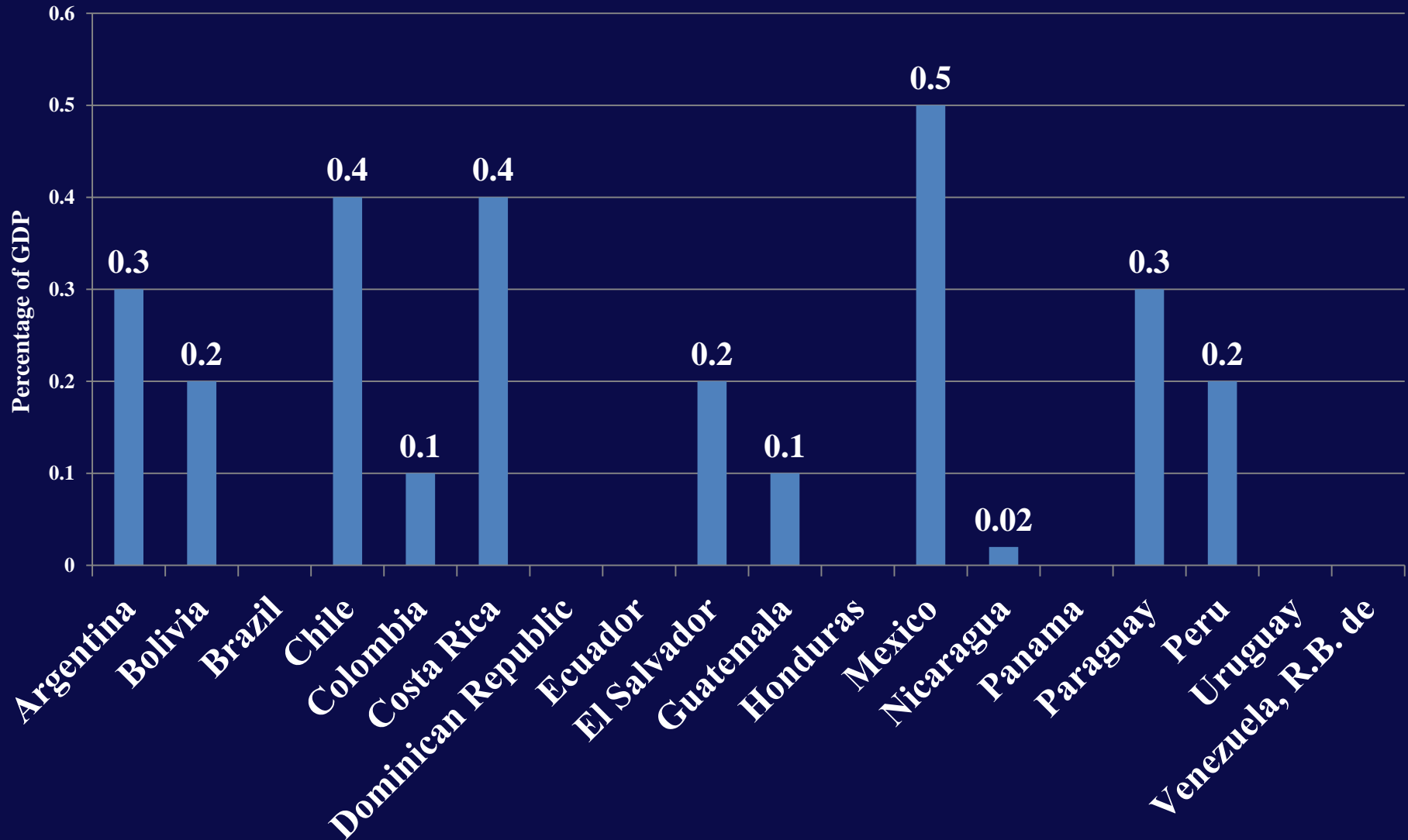
Challenge II: Quality Inconsistencies
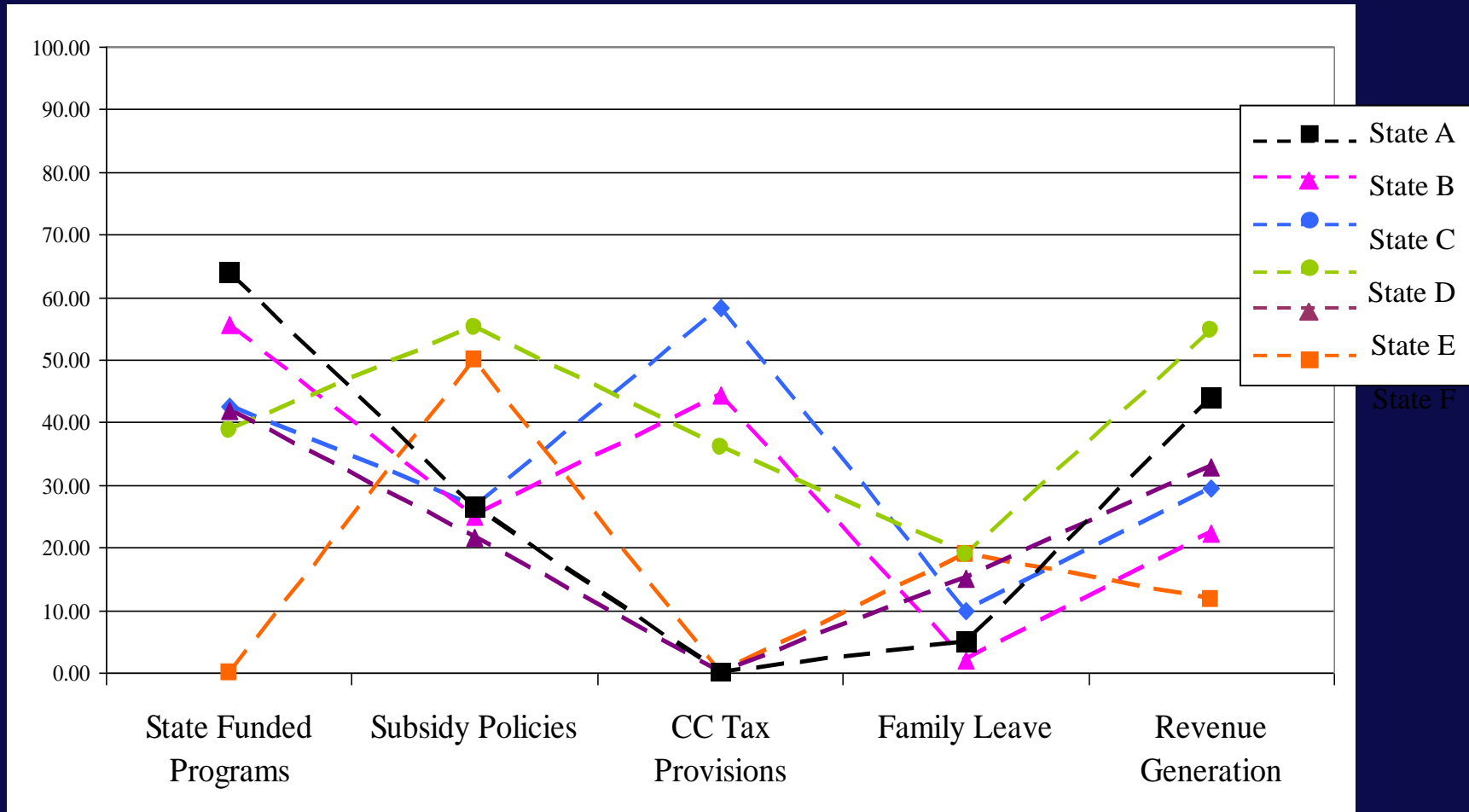
- *INVESTMENTS VARY*
  - Revenue generation strategies are mixed and vary from program to program and from year to year.
  - The ***durability*** of public investments also vary.
  - There is limited long-term fiscal planning.

Investment in ECD
Preprimary Education as % of GDP

Chart title: Percentage of GDP

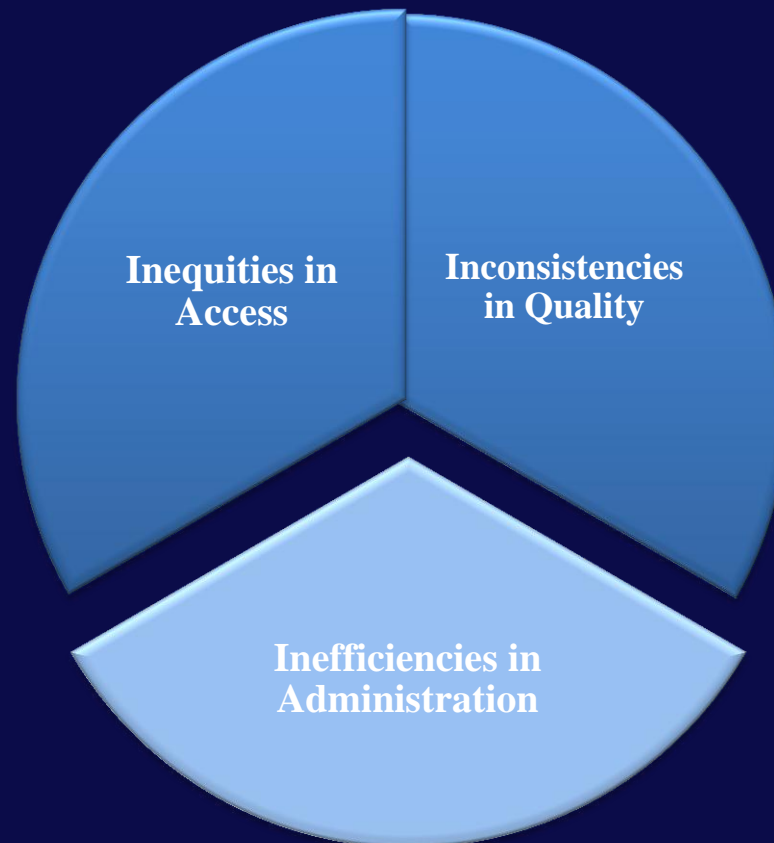| Country	Percentage of GDP
Argentina	0.3
Bolivia	0.2
Brazil	
Chile	0.4
Colombia	0.1
Costa Rica	0.4
Dominican Republic	
Ecuador	
El Salvador	0.2
Guatemala	0.1
Honduras	
Mexico	0.5
Nicaragua	0.02
Panama	
Paraguay	0.3
Peru	0.2
Uruguay	
Venezuela, R.B. de	

Quality Inconsistencies: State Resources

Challenge II: Quality Inconsistencies

- *Quality is not distributed equally: low SES and minority children are more likely to experience:*
  - Larger class sizes;
  - Less outreach to smooth the transition to school; and
  - Teachers that have less training, lower compensation, less training, and less stability.

- *These differences are particularly harmful, given that high-quality child care has the strongest impact on the developmental outcomes of children from low-income families.*

Sources: Barnett, W.S., & Whitebook, M. (2011). Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children. New Brunswick, NJ: National Institute for Early Education Research; Lee, V. E., & Burkam, D. T. (2002). Inequality at the starting gate: Social background differences in achievement as children begin school. Ann Arbor: University of Michigan; Votruba-Drzal, E., Levine Coley, R., & Chase-Lansdale, P. L. (2004). Child care and low-income children's development: direct and moderated effects. Child Development, 75(1), 296-312

Inefficiencies in Administration

Inefficiencies in Administration: Governance

- *Because there are so many disparate funding streams, no single entity governs early childhood at the federal or state level.*

- *True in countries around the world with Ministries of Education, Health, Welfare, and Community Development ranking among those that have programs serving young children.*

- *Governance responsibilities change with differing political leadership.*

Inefficiencies in Administration: Accountability

- *Different child outcome standards/expectations for different programs*
  - Programs do not follow the same standards.
  - Some programs are not required to meet any child standards
- *Different data systems*
  - Most elaborated tends to be in Departments of Education
  - Other departments have unlinked data systems
  - Typically, no unified child identifier so impossible to track children across programs when multiply enrolled or across the age span.

THE BOTTOM LINE

- *Bottom Line 1:*
 - By focusing on funding different sets of programs, we don't see the one big picture.
    - Most countries have a confusing array of agencies sponsoring many different early childhood programs, with very limited coordination
    - Early childhood organization changes frequently, unlike education or health

- *Bottom Line 2*
  - New thinking called systems thinking taking hold as a means of addressing the three challenges.

Part IV:

The Why's and What's of Early Childhood Systems
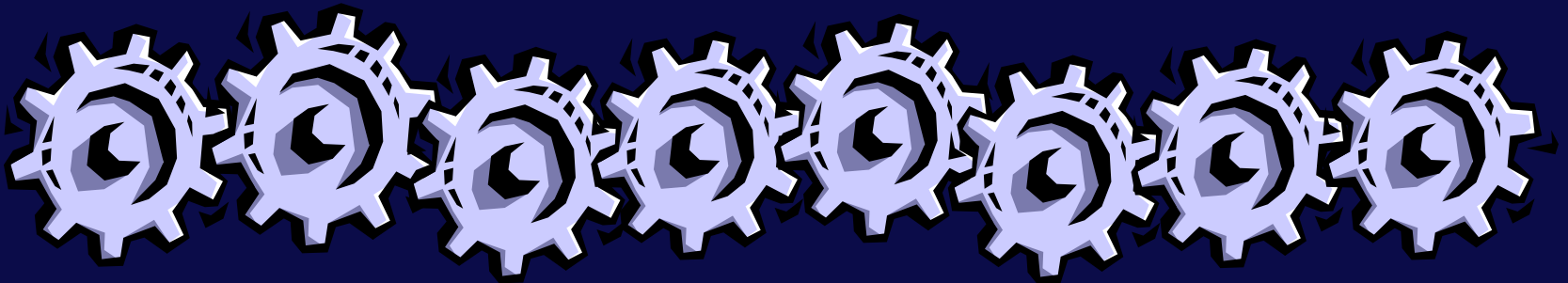
Why SYSTEMS?

- *HISTORICAL REALITIES AND RATIONALE:*
  - Programs and services for young children are limited in number, chaotic in approach, inconsistent in goals and outcomes, and inequitable in service provision.

- *PRACTICAL REALITIES AND RATIONALE:*
  - Quality, though all important, is hard to achieve.
    - Major quality studies that produced effects are hard to ***replicate*** in and of themselves.
    - Very challenge to ***scale*** up quality programs to serve large number of children.

- *CONCEPTUAL REALITIES AND RATIONALE*
  - There is an understanding of quality from a pedagogical perspective (classroom/center), but very limited understanding of quality from a policy perspective.

What does an Early Childhood System actually do?

- *An early childhood system:*
  - Promotes positive outcomes for children
  - Promotes equitable access, high quality, and efficiency.
  - Acknowledges that early childhood spans many systems and departments all of which are important to young children (e.g., health, education, welfare) and need to be coordinated.
  - Looks beyond "programs" and regards other supports (financing, professional development/capacity building) as fundamental.

Picturing an
Early Childhood System

Programs

Child Care   **Pre-School**   **Home Visiting**   **Community Centers**   **Health Centers**

Source: Kagan, S. L., & Cohen, N. E. (1997). Not by chance: Creating an early care and education system. New Haven, CT: Yale University Bush Center in Child Development and Social Policy.

Picturing an Early Childhood System

Programs

Child Care

Pre-School

Home Visiting

Community Centers

Health Centers

Infrastructure
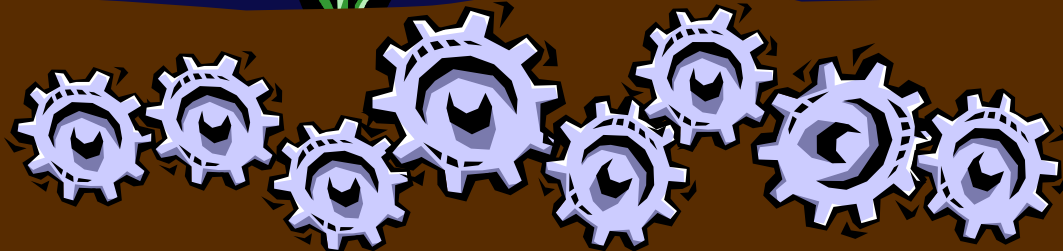
Source: Kagan, S. L., & Cohen, N. E. (1997). Not by chance: Creating an early care and education system. New Haven, CT: Yale University Bush Center in Child Development and Social Policy.

Gears: Need to work in all areas to move the infrastructure

Regulations and Program Quality

Governance

Parent, Family and Community Engagement

Data Systems

Financing Mechanisms

Professional Development

Early Learning Standards and Assessments

Linkages to K-12 and Other Services

Systems Thinking

Programs ✚ **Infrastructure** ＝ **SYSTEMS**

Systems Thinking

$$8 - 1 = 0$$

Looking at Multiple Systems

Comprehensive health services that meet children's vision, hearing, nutrition, behavioral, and oral health as well as medical health needs.

Early Learning

Early care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life.

Health, Mental Health and Nutrition

Family Support

Early identification, assessment and appropriate services for children with special health care needs, disabilities, or developmental delays

Special Needs/ Early Intervention

Economic and parenting supports to ensure children have nurturing and stable relationships with caring adults.

Early Childhood Systems Working Group

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Regulations and Program Quality

Gears: Need to work in all areas to move the infrastructure

Governance

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Gear 1: Regulations and Quality Programs

- *What are quality programs?*
  - Provide rich and varied learning opportunities
  - Are bathed in language
  - Actively engage children
  - Provide activities that address children's individual differences (strengths and weaknesses)
  - Are characterized by inquiry, reflection, and curiosity
  - Produce productive outcomes for children

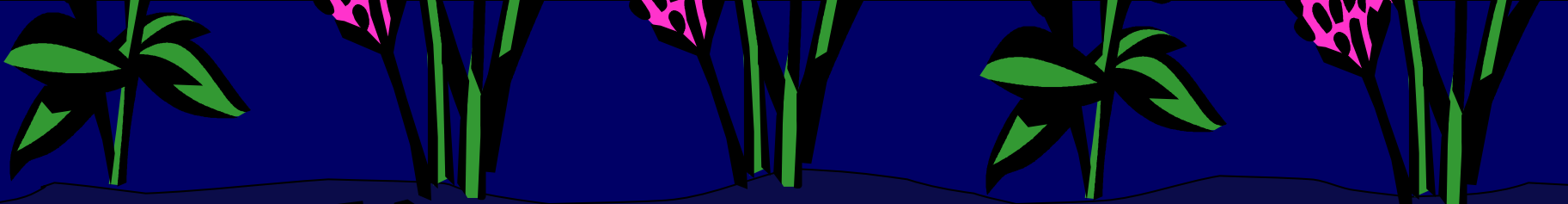# *Gear 1: Regulations and Quality Programs*
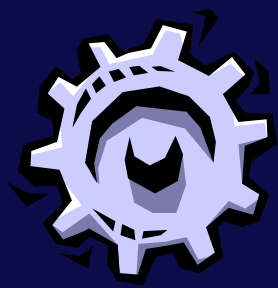
- *We know that regulations and teacher capacity influence quality more than any other factors.*

- *We know that the more stringent the regulations, the higher the quality of service, but regulations vary widely.*

- *Major problems are:*
  - Large number of legal exemptions permitted
  - Limited number of licensing specialists
  - Poor enforcement strategies

- *Regulations are a powerful but underutilized tool.*

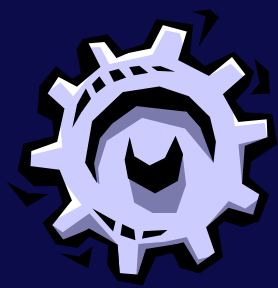# *Gear 1: Regulations and Quality Programs*
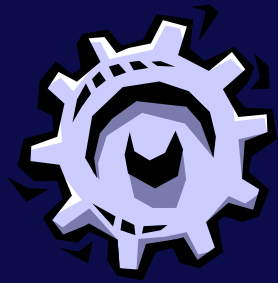
- *Quality Rating and Improvement Systems (QRIS)*
  - Promising strategy for improving programs and for integrating the ECE system
  - Five key components
    1. Quality standards;
    2. A process for monitoring those standards;
    3. A process for supporting quality improvement;
    4. Provision of financial incentives; and
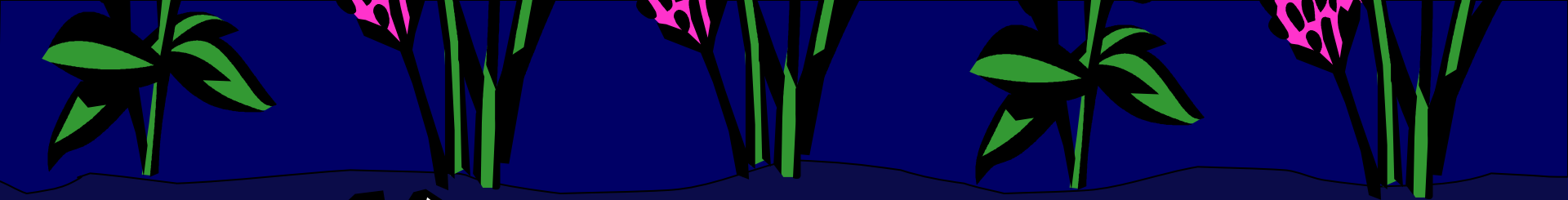   5. Dissemination of information to parents and the public about program quality

Regulations and Program Quality

Data Systems

Financing Mechanisms

Governance

Gears: Need to work in all areas to move the infrastructure

Parent, Family and Community Engagement

Professional Development

Early Learning Standards and Assessments

Linkages to K-12 and Other Services

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Gear 2: Data Systems

- *Data systems provide us with the information we need to make key decisions about children, programs, and policy. As such, they are essential to ECE improvement.*

- *Data systems are best developed in three parts:*
  - Conceptual Part:
    - Decide what you want to use the data for (e.g. screening, instructional assessment, accountability assessment, teacher quality)
  - Practical Part:
    - Therefore, what data to collect, from and by whom, and with what regularity
  - Operational Part:
    - Set up the mechanisms to collect and report the data ***ACROSS AGENCIES AND PROGRAMS***

Gears: Need to work in all areas to move the infrastructure

Regulations and Program Quality

Governance

Parent, Family and Community Engagement

Data Systems

Financing Mechanisms

Professional Development

Early Learning Standards and Assessments

Linkages to K-12 and Other Services

Gear 3: Financing Mechanisms

- *Financing Principles*
  - Systemic, not Programmatic Financing
  - Financing for Programs and the Infrastructure (e.g., Focus on Quality and Quantity)
  - Financing that Provisions for Durability and for Innovation
  - Financing that is equitable may not be financing that is equal
  - No one correct approach, but must be planned for over-time infusion of money

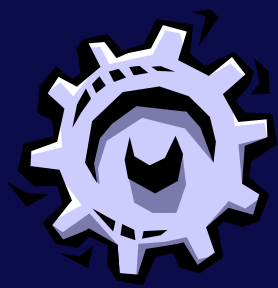# *Gear 3: Financing Mechanisms*
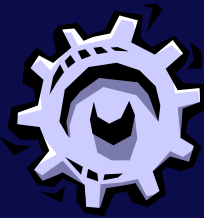
- *For sustainability, must look at revenue generation schemes:*
  - Taxing Strategies
    - Tax Strategies, Sin Taxes, Tax Credits, Lotteries, K-12 Funding
  - Conditional Cash Transfers
    - Performance Based Payments: incentivize behaviors with cash; used by World Bank
  - Social Impact Bonds
    - Raises funds from the private sector
    - Money aggregated by social impact bond issuing group who also distributes funds to service providers
    - Government pays the issuing agent if the services providers meet their targets
    - Bond issuing organization then repays the private investors, with a return on their investment
  - Sustainable Financing Model
   - Reallocating funds to reduce future costs

Regulations and Program Quality

Governance

Gears: Need to work in all areas to move the infrastructure

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Linkages to K-12 and Other Services

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Gear 4: Governance

- *Any effective organization or effort has a clear and transparent approach to governance*
  - Non-profit organization
  - Fortune 500 company
  - Democratic governments
  - European Union
- *All have different approaches to governance, so there is no one governance structure that fits all efforts, all states, or all early childhood systems*
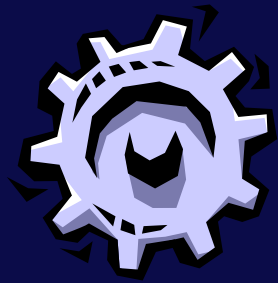
Gear 4: Governance

- *Governance Systems are important because they:*
  - Provide visibility to the effort/entity
    - Via their collective strength and via the personal strength of the members
  - Provide the ability to coordinate across structures
  - Provide the ability to exert influence and direction
  - New governance theory suggests that governance structures can also blend the distance between for-profit and non-profit sectors
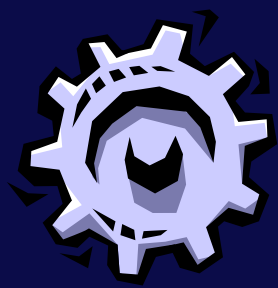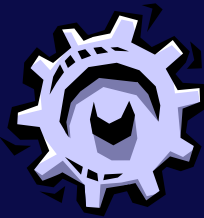
Gear 4: Governance

- *As different as governance efforts can be, they all share the following three characteristics:*
  - Accountability
    - For money and its allocation
    - For rule making
    - For results
  - Authority
    - For decision making
    - For enforcing rules and decisions
  - Durability
   - Over time, place, and governmental administrations

Regulations and Program Quality

Governance

Gears: Need to work in all areas to move the infrastructure

Parent, Family and Community Engagement

Data Systems

Financing Mechanisms

Professional Development

Early Learning Standards and Assessments

Linkages to K-12 and Other Services
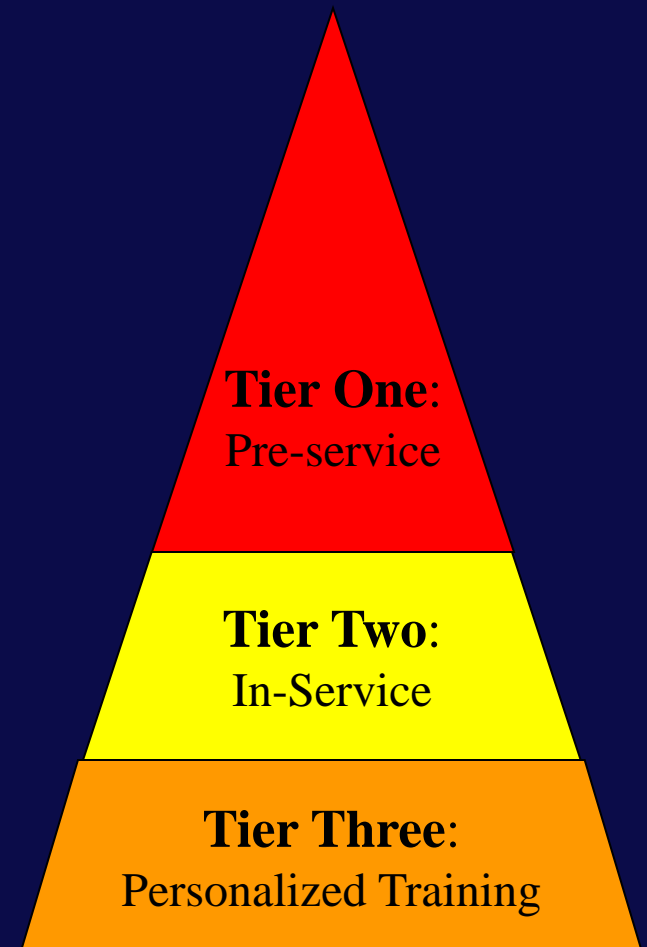
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Gear 5: Professional Development

- *Quality of any institution is predicated on quality of staff*

- *Uneven requirements to teach young children across the states and within the states*

- *No single standard to teach exists in ECE*

- *Current debate is the actual requirements necessary (AA or BA) to teach*

- *Rampant turnover of personnel*
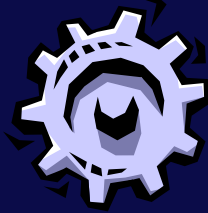
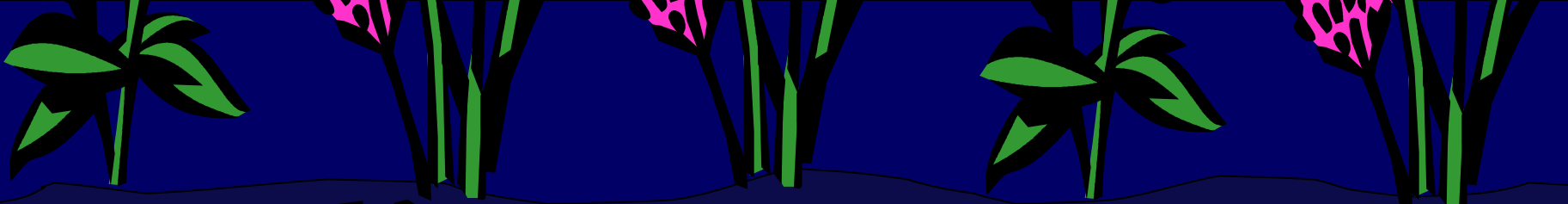# *Gear 5: Professional Development*

A typology of policies and practices:

1. Pre-service Requirements and Training
   - Competency or Credit Based
2. In-service Efforts
   - One-time Workshops
   - Sequenced Trainings Over Time
3. Personalized Training
   - Coaching
   - Mentoring
   - Peer Learning

Tier One: Pre-service

Tier Two: In-Service

Tier Three: Personalized Training

Gears: Need to work in all areas to move the infrastructure

Regulations and Program Quality

Governance

Parent, Family and Community Engagement

Data Systems

Financing Mechanisms

Professional Development

Early Learning Standards and Assessments

Linkages to K-12 and Other Services

Gear 6: Standards and Assessment

Different Types of Standards Related to School Readiness

I.

Early Learning & Development Standards

II.

Family Standards

III.

Teacher Standards

IV.

Program/School Standards

V.
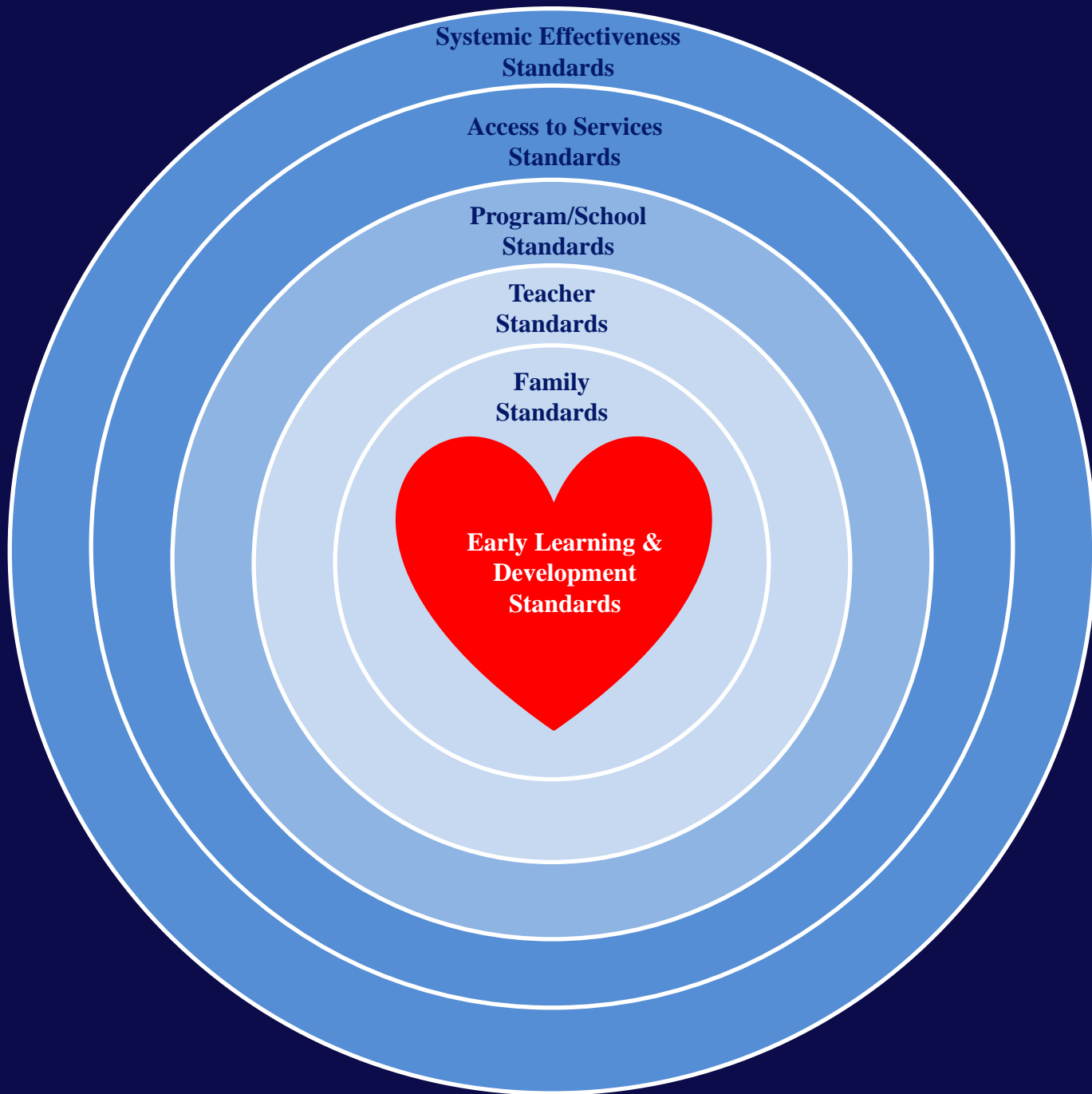
Access to Services Standards

VI.

Systemic Effectiveness Standards

Systemic Effectiveness Standards

Access to Services Standards

Program/School Standards
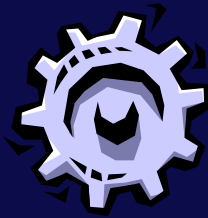
Teacher Standards

Family Standards

Early Learning & Development Standards

*Early Learning &
Development
Standards
Are the Heart of
Readiness*

Gear 6: Standards and Assessment

- *Four characteristics of ELDS*
  - Must be comprehensive:
    - Physical Health, Well-Being, and Motor Development
    - Social and Emotional Development
    - Approaches Toward Learning
    - Language, Literacy, and Communication
    - Cognition and General Knowledge
  - Must be observable, measurable statements of what we expect children to know and do
  - Must be conceptualized as the heart of the ELD System

Gear 6: Standards and Assessment

Evaluate Programs and Monitor National Progress

Improve Instruction

Improve Parenting Skills and Behaviors

Early Learning & Development Standards

Basis for QRIS

Improve Teacher Preparation

Improve Curriculum

Improve Public Knowledge of Children's Development

Gears: Need to work in all areas to move the infrastructure

Regulations and Program Quality

Governance

Data Systems

Financing Mechanisms

Parent, Family and Community Engagement

Professional Development

Early Learning Standards and Assessments

Linkages to K-12 and Other Services

Gear 7: Parent, Family and Community Engagement

- *Major commitment to family engagement in*
  - Programs
  - Decisions
  - Governance
- *Helps keep programs responsive to parental needs*
- *Honors cultural and linguistic variation*
- *Could build an advocacy base for social change*
- *Problem is that families "outgrow" ECE and no broad constituency for public support – key benefit of universal preschool*

Gears: Need to work in all areas to move the infrastructure

Regulations and Program Quality

Governance

Parent, Family and Community Engagement

Data Systems

Financing Mechanisms

Professional Development

Early Learning Standards and Assessments

Linkages to K-12 and Other Services

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Gear 8: Linkages to K-12 and Other Services

- *For decades, research has indicated that it is critical for preschools to be linked to schools, to promote continuity for children*

- *Transition activities have focused on:*
  - Preschool visiting days to kindergarten for children and parents
  - Exchange of records from pre-K to K
  - Joint training for pre-K and K teachers
  - Visits by K teachers to pre-K

- *Limited link in looking at how standards, curriculum, and assessments are aligned*

Sources: Kagan, S. L., & Neuman, M. J. (1998). Three decades of transition research: What does it tell us? *Elementary School Journal*, *98*(4), 365-380.; Love, J., Logue, M. E., Trudeau, J., Thayer, K. (1992). Transitions to kindergarten in American schools: Final report of the National Transition Study. Portsmouth, NH: US Department of Education.

Gear 8: Linkages to K-12 and Other Services

- *Transitions can be described through three different alignments:*

1. Pedagogical Alignment

2. Programmatic Alignment

3. Policy Alignment
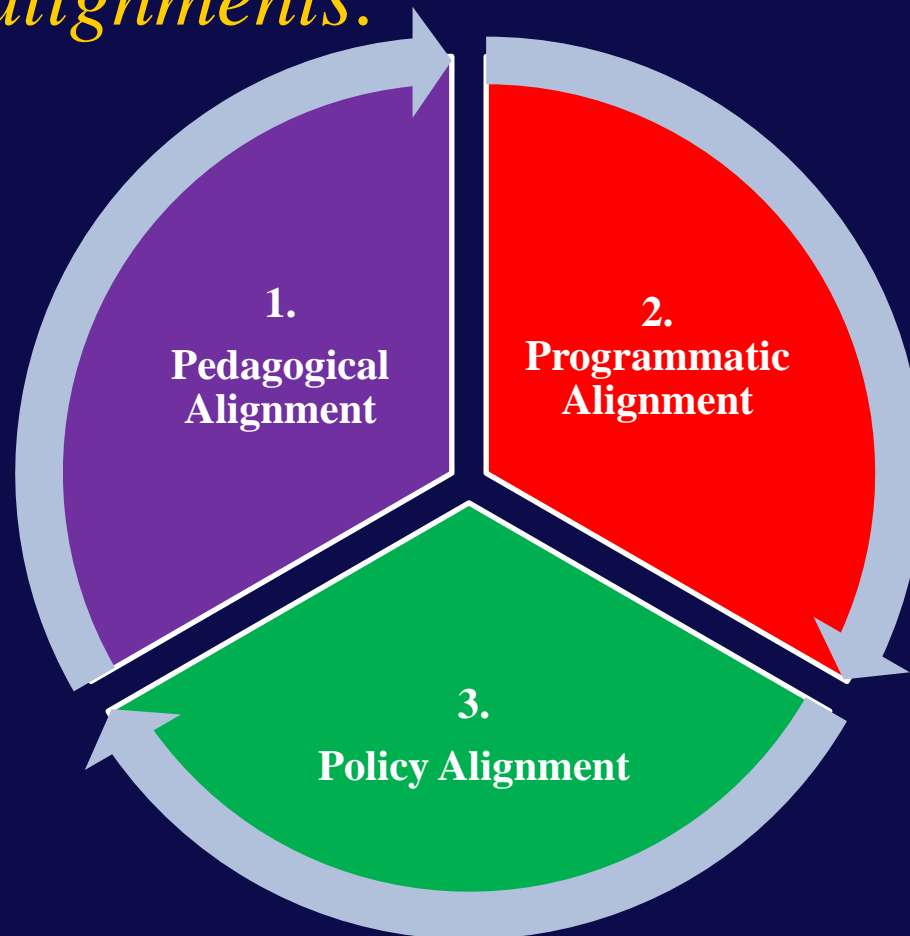
Gear 8: Linkages to K-12 and Other Services

- *Alignment Type I: Pedagogical*
  - Alignment from the perspective of pedagogy and instruction (or aligning what goes on in the instructional interchange and setting)
    - Standards and assessment
    - Curriculum
    - Joint professional development
    - Parenting education curriculum

Gear 8: Linkages to K-12 and Other Services

- *Alignment Type II: Programmatic*
  - Alignment from the programmatic perspective goes beyond instruction, encompassing the entire program, including families and communities:
    - Community schools initiatives
    - Child friendly schools
    - Parenting education/family support programs
    - Ready schools efforts
    - SPARK initiative
    - School-based reform initiatives

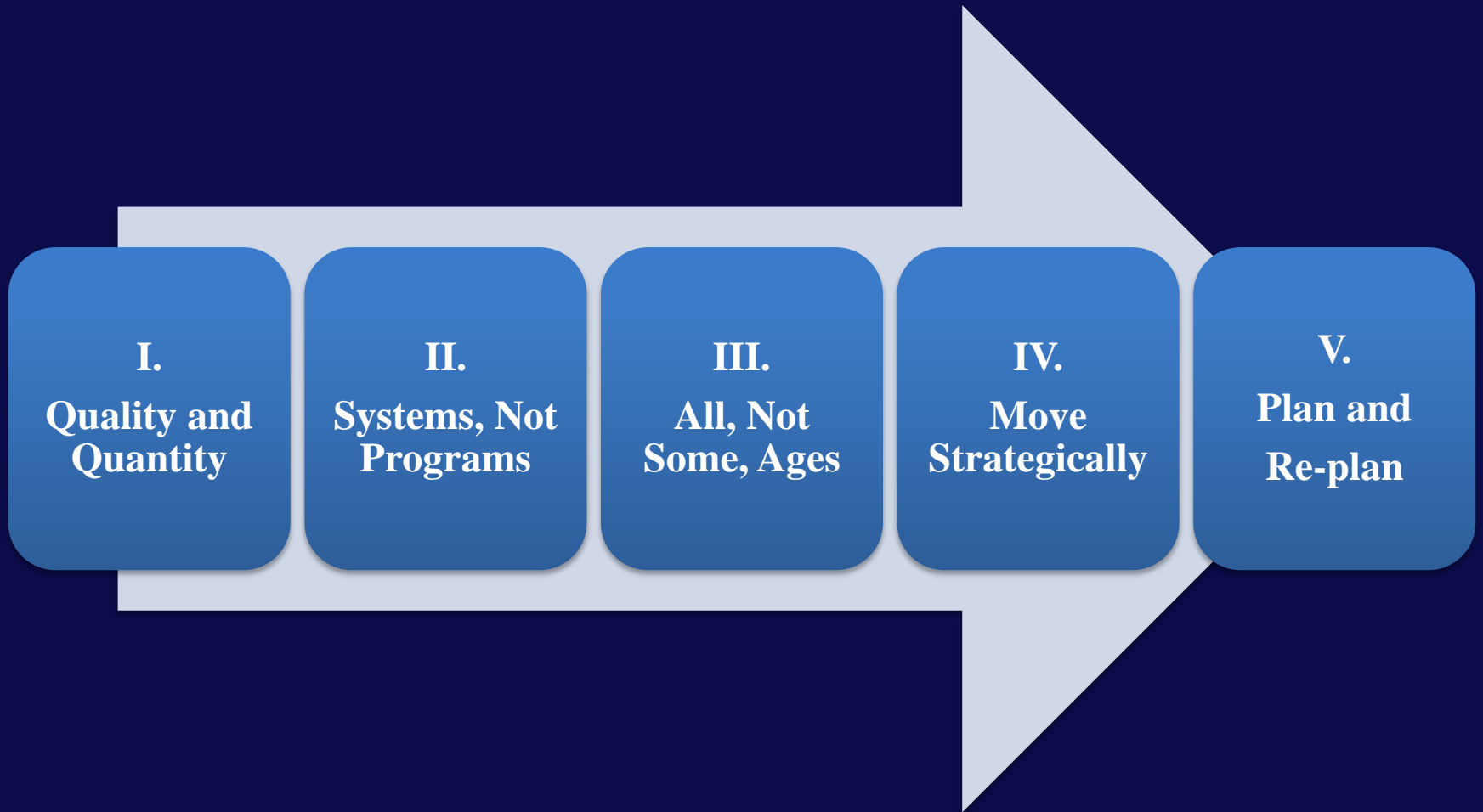# *Gear 8: Linkages to K-12 and Other Services*

- *Alignment Type III: Policy*
  - Providing continuity in the policies that impact many programs and many ECD settings:
    - **Governance**
      - Establishing joint administrative/ministerial units
    - **Finance**
      - Equalizing fiscal investments between early education and K-12 education
      - Equalizing compensation and benefits for staff working in pre and primary settings
    - **Professional Certification**
      - Requiring comparable certification for all who work with children, birth to age 8
    - **Equalizing access for preschool children**

Part V:

Moving Forward:
The System

Moving Forward

I. Quality and Quantity

II. Systems, Not Programs

III. All, Not Some, Ages

IV. Move Strategically

V. Plan and Re-plan

Next Step I: Quality and Quantity

- *Start thinking **quantity and quality**.*
  - Didn't do this because we're concerned about providing equitable access, and it's easier to garner public dollars, for poor children.

- *Focusing on quantity only is a misdirected emphasis: Not one study shows any positive impact, and some show negative impact, of low quality or mediocre programs.*
  - Wasting resources and raising false expectations without a quality emphasis.

Next Step II: Systems, Not Programs

- *Start Thinking Programs **and** Infrastructure = Systems*
  - Without funding the infrastructure, we are undermining quality programs and quality outcomes for all children.
  - Without funding programs and infrastructure, there can be no quality
  - SYSTEMS produce QUALITY

Next Step III: All, Not Some, Ages

- *Start thinking about children from birth to age 8 as a continuum.*
  - Neuroscience Research: 80% of our brains are formed by age 3.
  - Learning Theorists: Piaget, Montessori, Vygotsky
- *Conceptualize services as a continuum for children not at one age, but from birth to 8—a system with optional and diverse services.*

Next Step IV: Move Strategically

- *Start focusing on <u>governance</u> and <u>finance</u>*
  - Imbue it with durability, accountability and authority
  - Figure out which agency is responsible for what
- *Focus on <u>rewarded professional development</u>*
  - Across all programs and personnel
- *<u>Get standards right</u>*
  - Innovate and respect the child

Next Step V: Plan and Re-plan

- *Develop a collaborative and operationally realistic plan for all children*
  - Vision the ideal
  - Vision for policy, practice, and research
  - Start when children are very young
  - Plan for the long-term
  - Build in regular review of the plan.

The Summer Day

Adapted from Mary Oliver

Who made the world?
Who made the swan, and the black bear?
Who made the grasshopper?
The one who has flung herself out of the grass,
the one who is eating sugar out of my hand,
who is moving her jaws back and forth instead of up
and down—
who snaps her wings open, and floats away.
I don't know how to fly, to be idle and blessed, to
be self-sufficient and contribute.

Tell me, what else should I do?
Tell me, what is it your plan to do
with your one wild and precious life?

Considering Why and What

- *We and children are given one life on earth, and are . compelled to use it wisely and well.*

- *We are obligated to care for those we love and those who are vulnerable.*

- *We know that caring for the young is not a choice; it is their right and our responsibility.*

- *Individually, we do think large and long-term for our own children (we dream big dreams for them): this conversation asks us to dream not for one child or one program, but for a systemic policy that yields those dreams for all young children.*