


Supporting Literacy from Birth to Age 8: Where are the Gaps? Where are the Connections?

2010 READING INSTITUTE
Anaheim, California
July 19-21, 2010

FROM EMERGENT READERS TO EARLY READERS

Children have comprehensive developmental and learning needs:


- Exposure to literacy and language rich environments
- Supportive social interactions with adults over time
- Engaged learning activities



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Bridging Gaps in Early Literacy


- Developmental Continuity
- Alignment of Standards and Assessment
- Early Screening, Diagnosis, and Intervention
- Providing needed supports: ELL
- Family Supports



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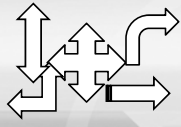
Early Childhood Development System

Early Childhood Systems Working Group



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SYSTEMIC REALITY



- Federal Funding Streams
- Governance and State Agency Oversight
- Policy Incoherence: Regulation and Standards
- Data Disconnects
- Service and Administrative Coordination
- Definitions of Success

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**Building Ready States:
Four Core Components of State Policy
Infrastructure**

- 1) Coordinated Governance through ECACs
- 2) Coordinated, Longitudinal Data System
- 3) Comprehensive Professional Development System
- 4) Quality Rating and Improvement System

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**Early Childhood Advisory Council (ECAC)
Development**

- The Improving Head Start Act of 2007 mandates creation or designation of collaborative body that will :
 - Coordinate services
 - Bridge programs
 - Address program quality
 - Advise on unified data infrastructure development

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Early Childhood Advisory Council (ECAC) Development


- The ARRA provided \$100 million in one-time competitive grant funding;
- 70% state match that may include in-kind or private dollars;
- Must be formally designated by the governor;
- States have until August 1st, 2010 to apply;



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Early Childhood Advisory Council (ECAC) Development

ECAC's represent an opportunity for governors to leverage other state and federal resources around prioritized goals for state comprehensive early childhood initiatives.



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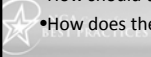
Early Childhood Advisory Council (ECAC) Development

ECAC COMMON TASKS:

- Strategic Planning
- Data-Informed Decision Making
- Accountability Measures
- Quality Improvement/QRIS
- Professional Development

ECAC KEY QUESTIONS:

- How does the council define early childhood?
- What promotes healthy early childhood development?
- How should the council prioritize its work?
- How does the council relate to other coordinating entities?




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Early Childhood Advisory Council (ECAC) Development

Considerations:

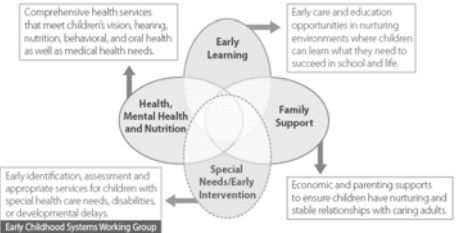
- Membership
- Sustainability
- Operationalizing the Strategic Plan
- Staffing
- Resources



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What is "Early Childhood" Data?

Early Childhood Development System



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

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

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


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

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Data Systems Framework of Change

Three-fold transformation from:


1. Compliance-driven to **improvement-driven**
2. Fragmented to **coordinated**
3. "Snap-shot" to **longitudinal**



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ECDC Policy Questions

1. Are **children**, birth to age five, on track to succeed at school entry and beyond?
2. Which **children** have access to high quality early care and education programs?
3. Is the quality of **programs** improving?
4. What are the characteristics of effective **programs**?
5. How prepared is the **workforce** to provide effective education and care for all children?
6. What policies and investments lead to a skilled and stable early childhood **workforce**?




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Draft ECDC Essential Elements

Child-Level Data

1. Unique statewide child identifier with ability to link to sites and workforce
2. Child-level characteristics
3. Data on child-level development over time.
4. Ability to link child-level data with K-12 and other key programs




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Draft ECDC Essential Elements

Program-Level Data

5. Unique site identifier with the ability to link with children and the workforce
6. Site-level characteristics (e.g. services offered, staffing, program quality, and funding sources)




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Draft ECDC Essential Elements

Workforce/Teacher-Level Data

7. Unique workforce identifier with ability to link to sites and children.
8. Individual-workforce characteristics and training opportunities accessible to the ECE workforce




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Draft ECDC Essential Elements

Governance & Data Privacy

9. State governance body to manage data collection and use.
10. Transparent privacy protection practices and safeguards




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Data System Use

- Protect Privacy
- Ensure timely, user-friendly and appropriate access
- Build capacity to use data for continuous improvement




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Linkages


- Vertical: K-12 linkage
- Horizontal: Early Childhood Education/Care
- Linking existing databases
- Interface with local data systems
- Challenges: federal programs & programs without state funding



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Elements


- Unique Child Identifier
- Unique Teacher/Provider Identifier
- Unique Program Identifier
- Child Participation, Assessment, and Demographics
- Program Characteristics
- Provider Characteristics



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Privacy

- Privacy Protection is Paramount
- HIPAA and FERPA
- Need for more federal direction
- Privacy protection - vertically and horizontally
- Issues around use of SSN's




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RESOURCES

NGA Center for Best Practices
www.nga.org/center

NGA Center Early Childhood Projects
www.nga.org/center/earlychild



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CONTACT

Rachel Demma
NGA Center for Best Practices
202-624-5306
rdemma@nga.org



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