



Intentional Connections

Building Policy and Practice to Support
Successful Child Development
And Continuous Learning from
Birth to Age Eight

These slides can be found at:
www.ccsso.org/earlychildhood

Early Childhood Connections



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Early Childhood Connections



NAECS/SDE

OBJECTIVES:

To discuss and learn about the policy and practice implications of an early learning system that serves children birth to age eight

To consider the systemic changes needed to align and assure continuity and quality through the age spans, throughout the year and throughout the day

To compare differences and similarities among states as they connect their birth to five programs and practices to schools and schooling



What Divides Us?

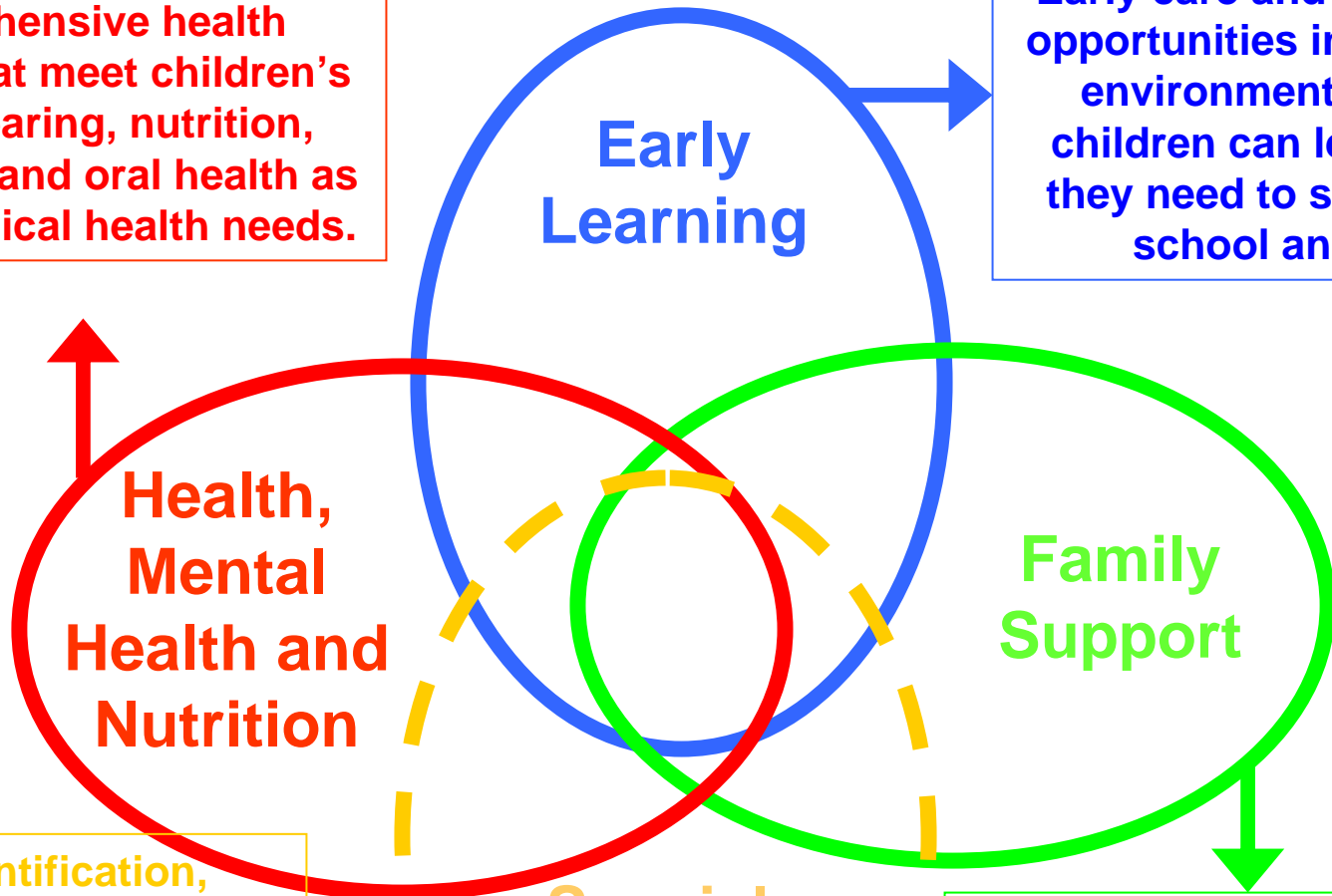


What Connects US?

State 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.



Health, Mental Health and Nutrition

Early Learning

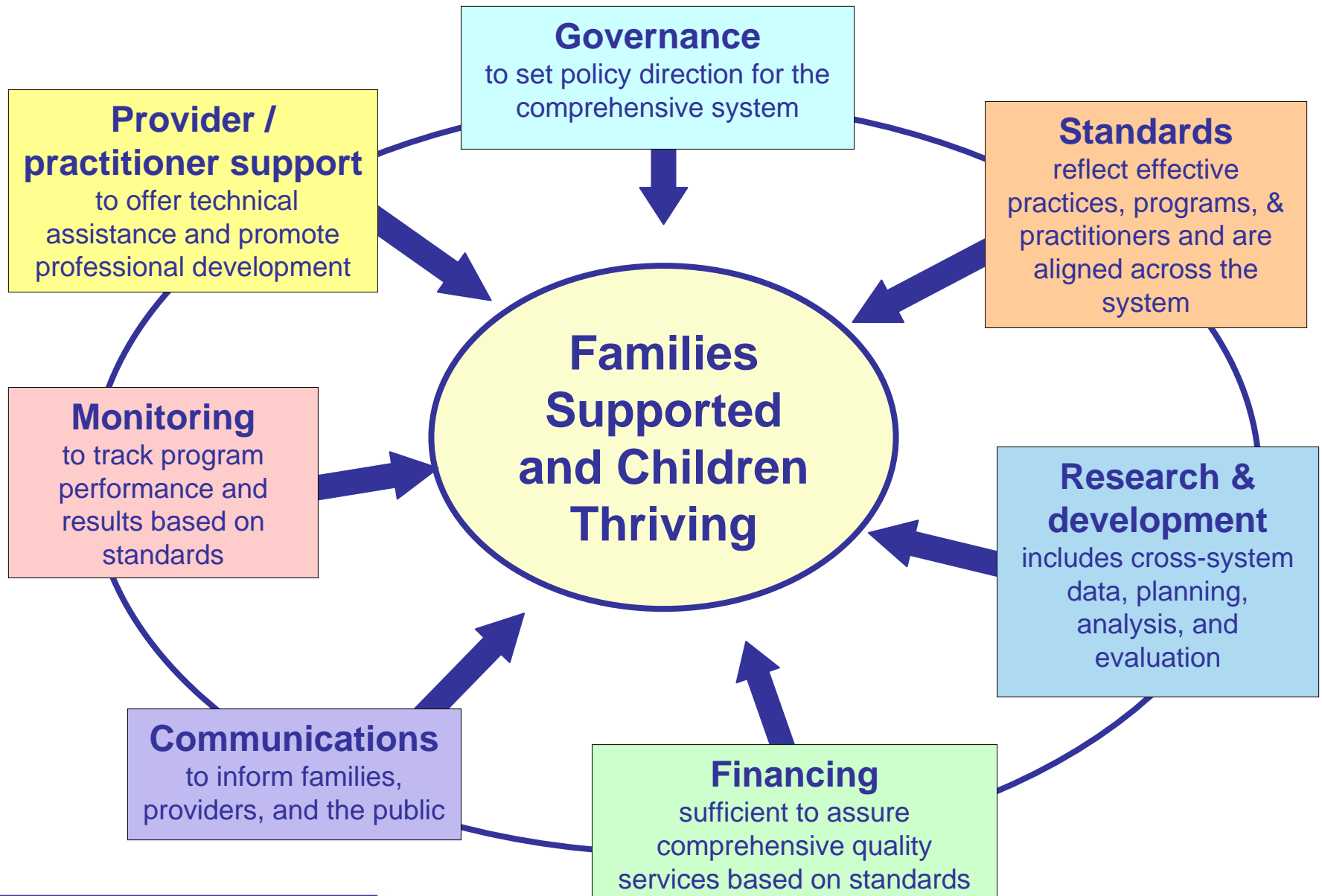
Family Support

Special Needs/ Early Intervention

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.

Core Elements of an Early Childhood Development System





•Governance

- to set policy direction for the comprehensive system
- what is research/practice saying
- where is the connection with later learning

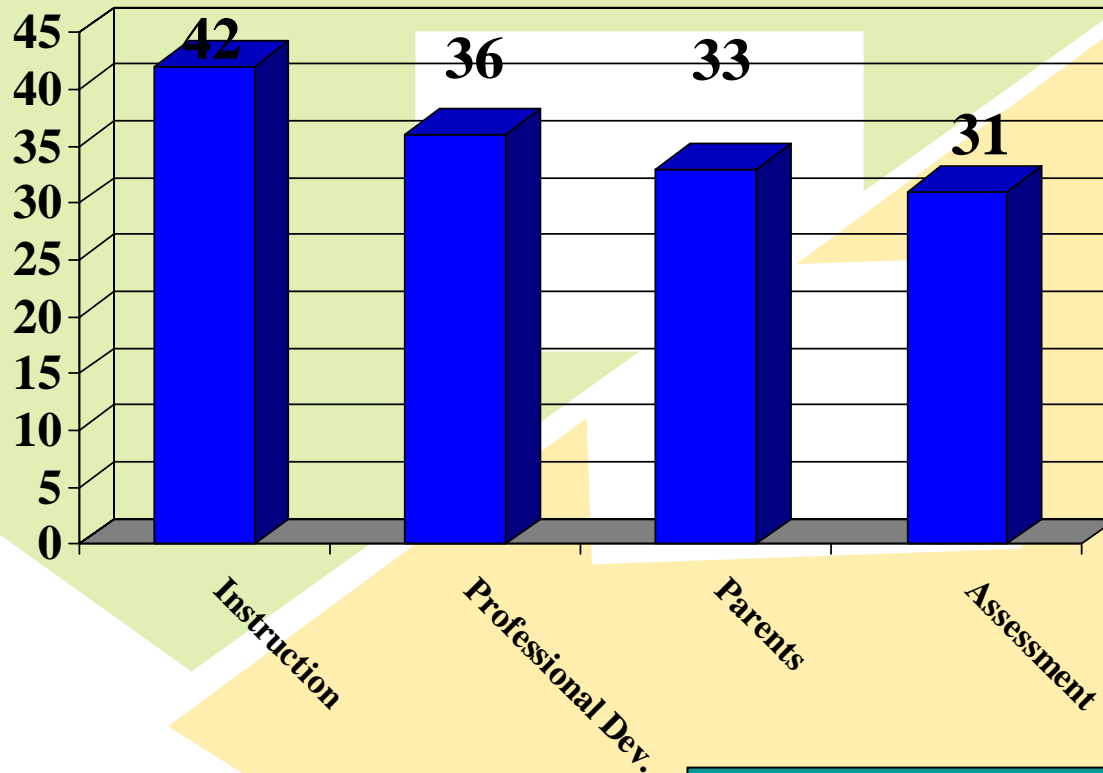


•Standards-Assessments-Data Developments

- reflect effective practices, programs, & practitioners and are aligned across the system
- what is research/practice saying
- where is the connection with later learning



Intended Purposes of Early Learning Standards



According to CCSSO survey



Purposes of Assessing Child Learning and Developmental Outcomes

- To plan instruction for individuals and groups
- To effectively communicate with parents
- To identify children who may require specialized programs and interventions
- To provide information for program improvement and accountability



Critical Attributes of Appropriate Child Assessment

Appropriate child assessments:

- Acknowledge that early childhood is a time of the most rapid developmental changes in a person's life.
- Consider academic knowledge and skills in the context of the whole child.



Critical Attributes of Appropriate Child Assessment cont.

- Provide information about child development over time in a naturalistic classroom setting
- Are reliable, valid, and fair.
- Are developmental, linked to curriculum and aligned with appropriate early childhood standards

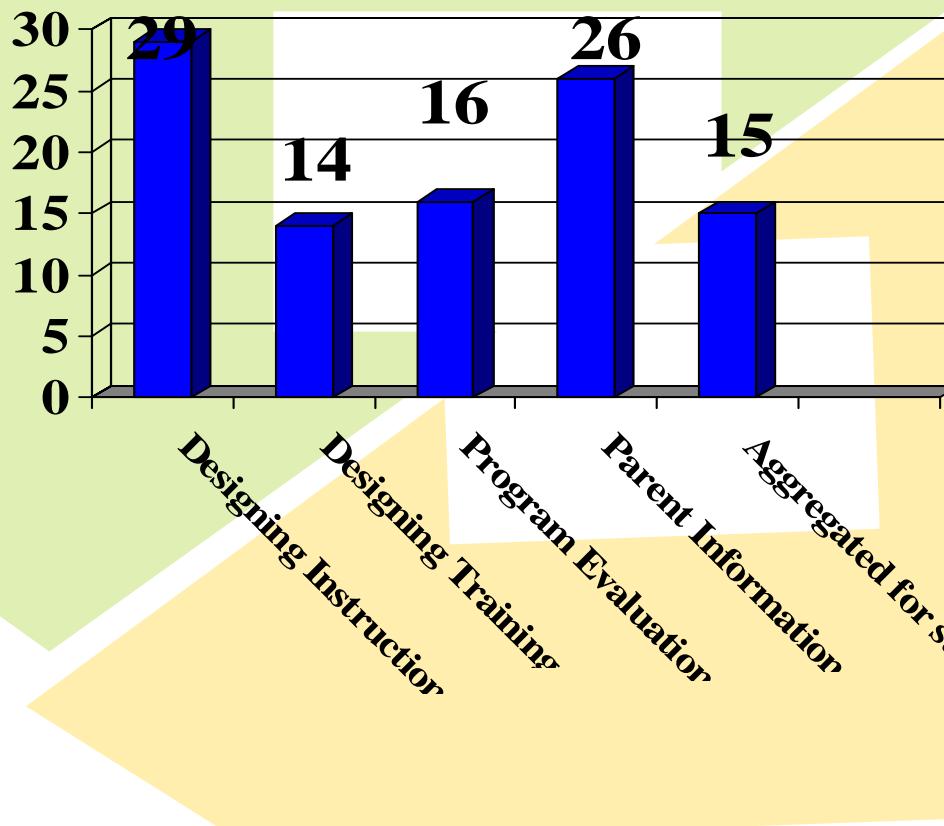


Alignment with Curricula and Assessments

- Most states report conducting formal efforts to align curricula with the ELGs.
- Fewer states reporting direct linkages between the ELGs and assessments used for early childhood programs.
- Some States have developed resources to support alignment with curricula and/or assessment tools.



Intended Purposes for the Use of “Most Common Instrument”



According to CCSSO survey



•Research & Development

- includes cross-system data, planning, analysis, and evaluation
- what is research/practice saying
- where is the connection with later learning



- **Financing**

- sufficient to assure comprehensive quality services based on standards
- what is research/practice saying
- where is the connection with later learning



•Communications

- to inform families, providers, and the public
- what is research/practice saying
- where is the connection with later learning



•Monitoring

- to track program performance and results based on standards
- what is research/practice saying
- where is the connection with later learning



- **Provider / practitioner support**

- to offer technical assistance and promote professional development

- what is research/practice saying

- where is the connection with later learning



What Connects US?

It's often what also divides us.



Linkages with Communities of Early Learning

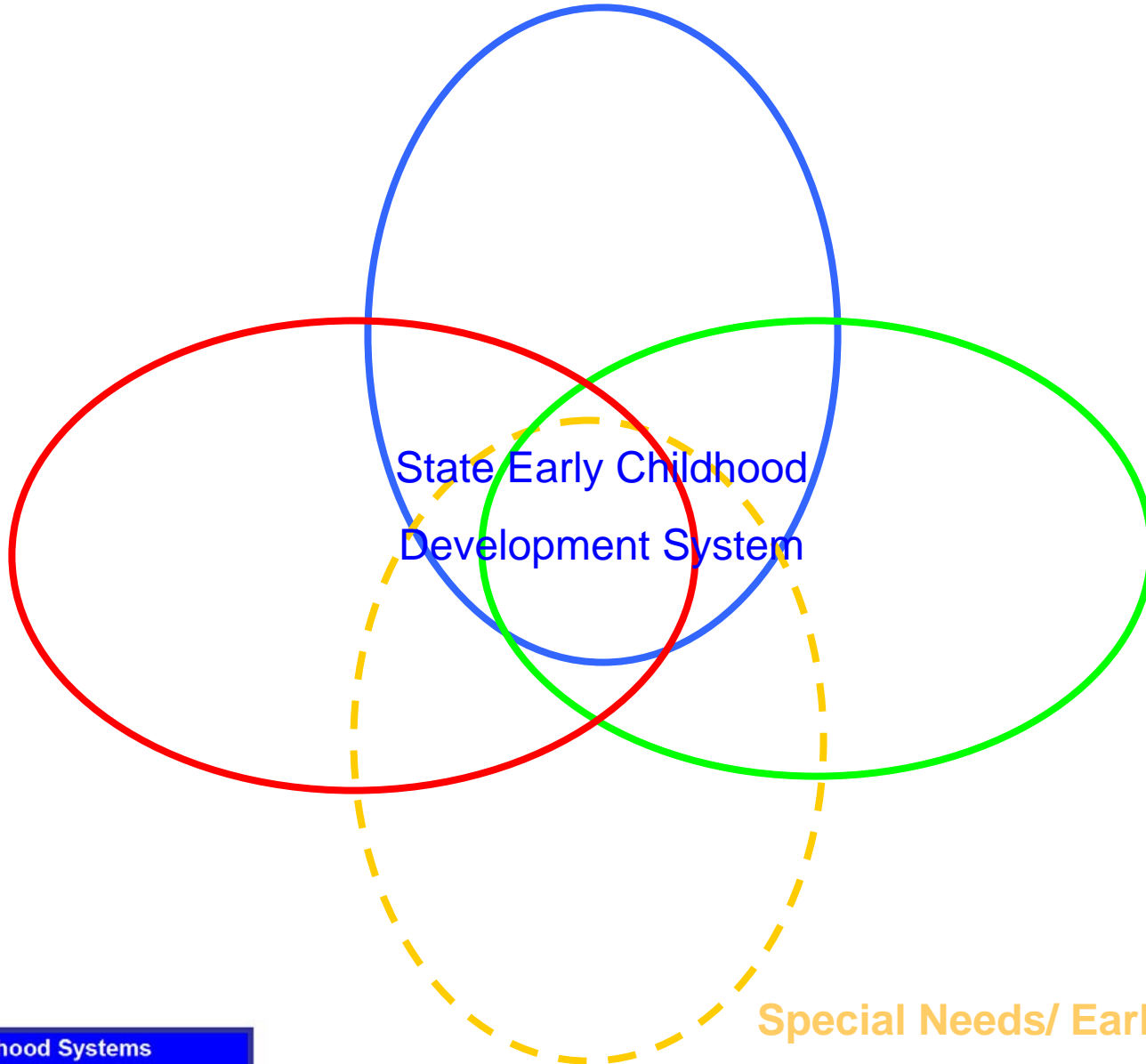
Early Care and Education

- Head Start
- Child Care
- Private Preschools
- Faith Based
- Part C/619/Part b
- Public Schools

Early Care and Education

Health, Mental Health, and Nutrition

Family Support



State Early Childhood
Development System

Special Needs/ Early Intervention



Examples P to 20 in West Virginia

READY SCHOOLS



THE NATIONAL EDUCATION GOALS PANEL

The ten keys to Ready Schools reflect the major themes and directions discussed by the Goal 1 Ready Schools Resource Group. They suggest concrete policies and strategies that schools can introduce or expand, in order to create learning climates for young children from preschool through Grade 3. They suggest principles to help every child grow in competence and meet high expectations.

Ten Keys to Ready Schools

1. Ready schools smooth the transition between home and school.
2. Ready schools strive for continuity between early care and education programs and elementary schools.
3. Ready schools help children learn and make sense of their complex and exciting world.
4. Ready schools are committed to the success of every child.
5. Ready schools are committed to the success of every teacher and every adult who interacts with children during the school day.
6. Ready schools introduce or expand approaches that have been shown to raise achievement.
7. Ready schools are learning organizations that alter practices and programs if they do not benefit children.
8. Ready schools serve children in communities.
9. Ready schools take responsibility for results.
10. Ready schools have strong leadership.



Examples 0 Through K in Delaware



Resources

These slides can be found on:

www.ccsso.org/earlychildhood

See also: www.ccsso.org/ECEAstandards

www.ccsso.org/ECEAassessment

www.ccsso.org/projects/School_Readiness/

Delaware: www.doe.k12.de.us/

West Virginia: <http://wvde.state.wv.us/>

Kindergarten is Not First Grade (Louisiana Brochure):

<http://www.doe.state.la.us/ide/uploads/9626.pdf>

Kindergarten is Not First Grade (Louisiana PPT):

<http://www.doe.state.la.us/ide/uploads/8992.ppt>

The Build Initiative website: <http://www.buildinitiative.org/>