

National Efforts to Understand How States are Implementing Standards and Linking to Assessment and Program Evaluation

NAEYC Professional
Development Institute
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Introductions

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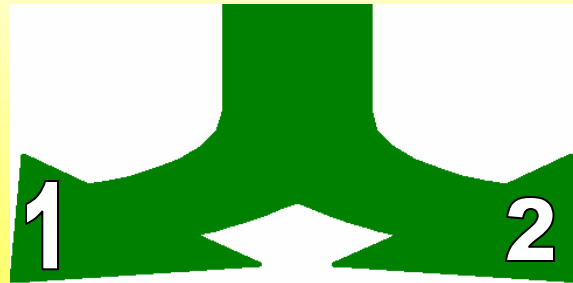
WHY ARE WE HERE?

Session Objectives

- To share national information, collected by the CCSSO and the Child Care Bureau, to understand the progress states are making to implement standards (early learning guidelines).
- To discuss data collection methods and the challenges and limitations of the data.
- To drill deeper and hear state examples on how the field can use this information to support state efforts to improve early care and education.



ELGs, Assessment and Professional Development: Two-Pronged Approach



Providing training and supports specifically on ELGs and implications for practice

Assuring that related core knowledge areas and competencies are embedded in the professional development system



National Efforts to Understand How States are Implementing Early Learning Guidelines in all Settings

Sources of Information:

- FY 2006-2007 Child Care and Development (CCDF) State Plan Summary Report
 - CCSSO Early Learning Standards and Assessment Collaborative Survey of the States



What This Information Tells Us *and* What It Does Not?

- Need for clarity in language/terms
 - Identifies national trends
 - Identifies technical assistance needs
- Limitations in purposes and intent of data sources—*caution* in interpreting results



Connecting ELGs to Other Elements of the System



- *Once developed, States are:*

- Identifying gaps in current training and professional development
- Evaluating ELGs validity and/or evaluating training approaches
- Developing guidelines for other age ranges



Alignment of ELGs to Other Standards

- GSGS specifically called for States to develop early learning guidelines for 3-5 year olds that were aligned with K-12 Standards.
- 46 States and 3 Territories have developed ELGs for children ages 3 to 5 that are aligned with K-12 content standards
- States are also aligning ELGs with other state and national standards



*According to CCDF State Plan
Summary Report*

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.



According to CCSSO survey

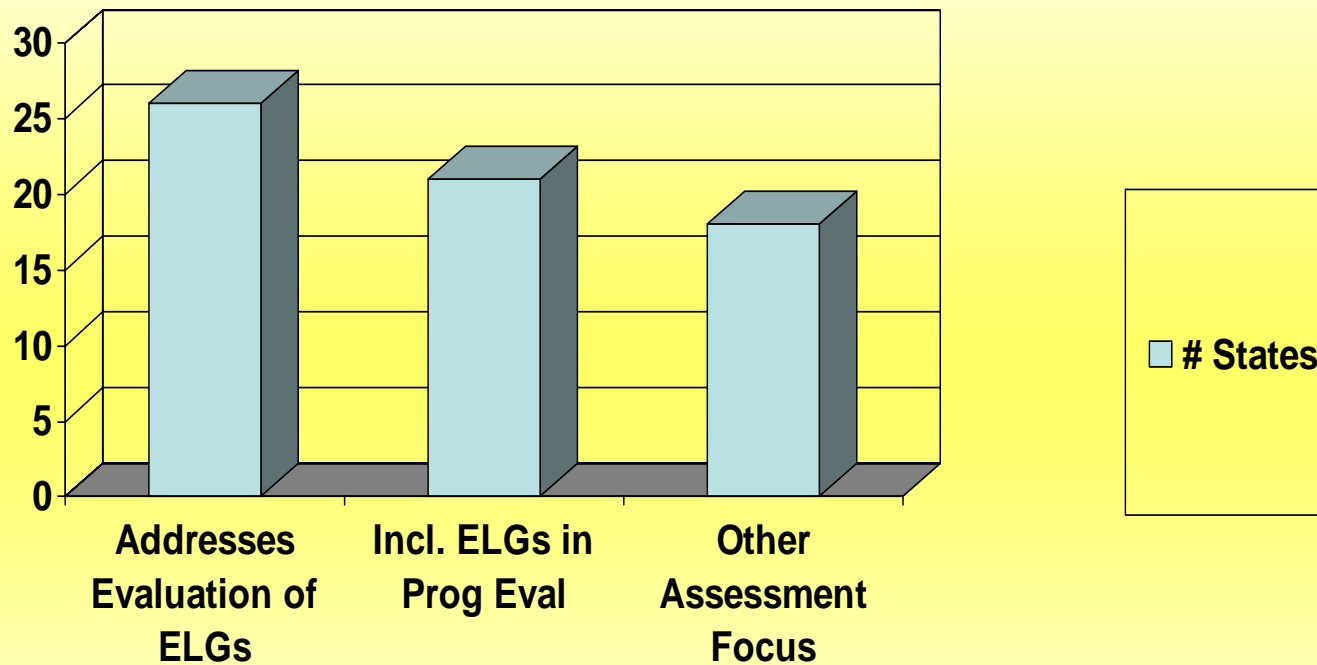
Addressing Diversity in Implementation

- 37 States report they include strategies to address diversity of child, family and setting in their implementation plan



According to CCDF State Plan Summary Report

Assessing Effectiveness and/or Implementation of ELGs



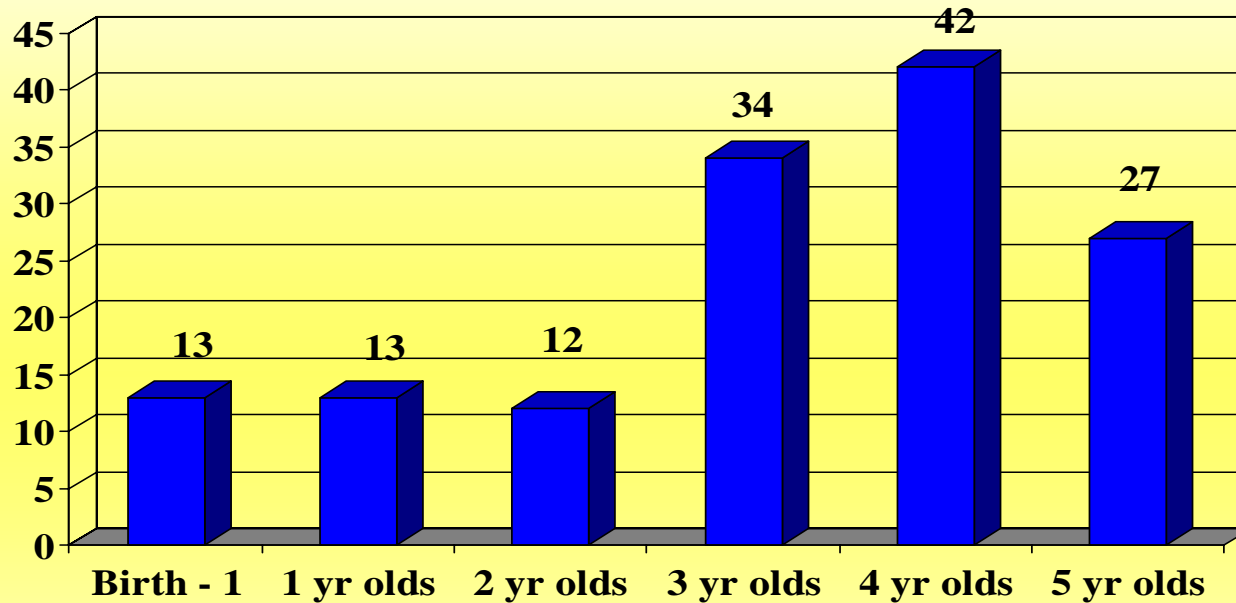
According to CCDF State Plan

Commonly Used Instruments

- Work Sampling
 - COR
- Creative Curriculum
- Variety of other locally developed and commercially available instruments listed



Age Levels Covered by ELGs

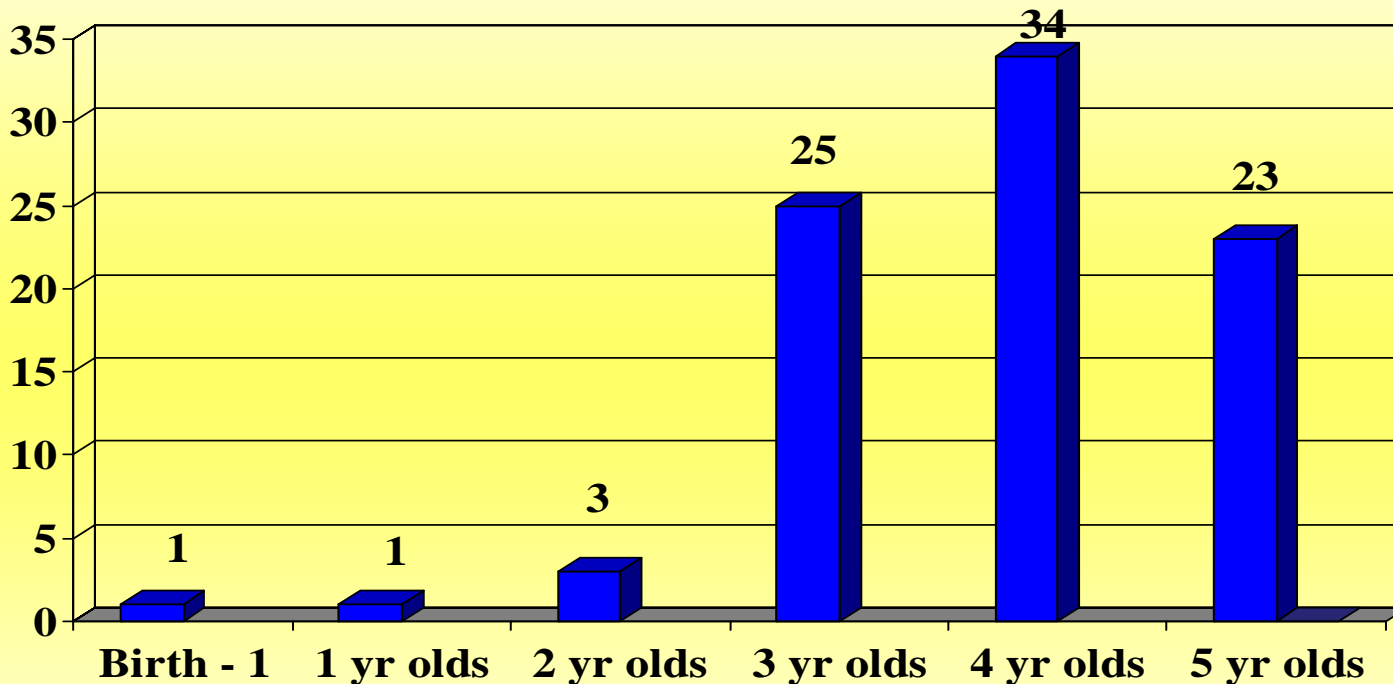


*According to
CCSSO survey*



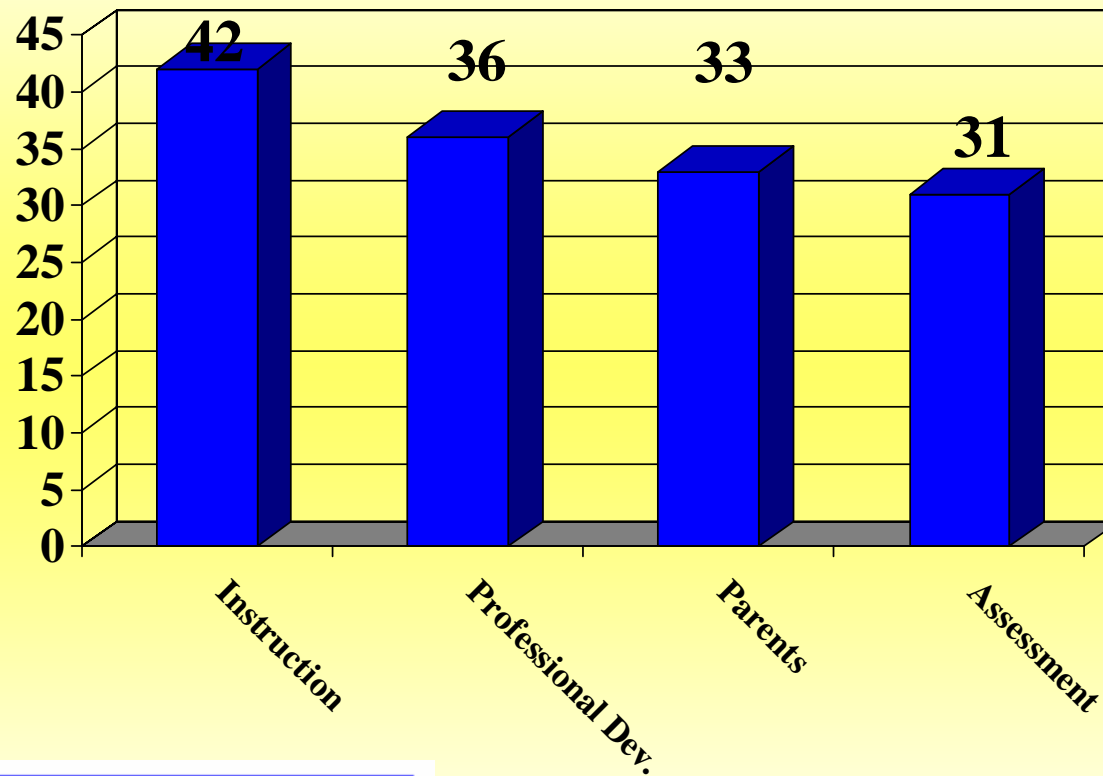
CCDF State Plan: 23 States and 2 Territories have developed early learning guidelines for children other than 3-5 year olds. Of these, 9 states and 1 Territory have ELGS for ages birth to 4 or 5.

Age Levels for “Most Common Assessment Instrument”



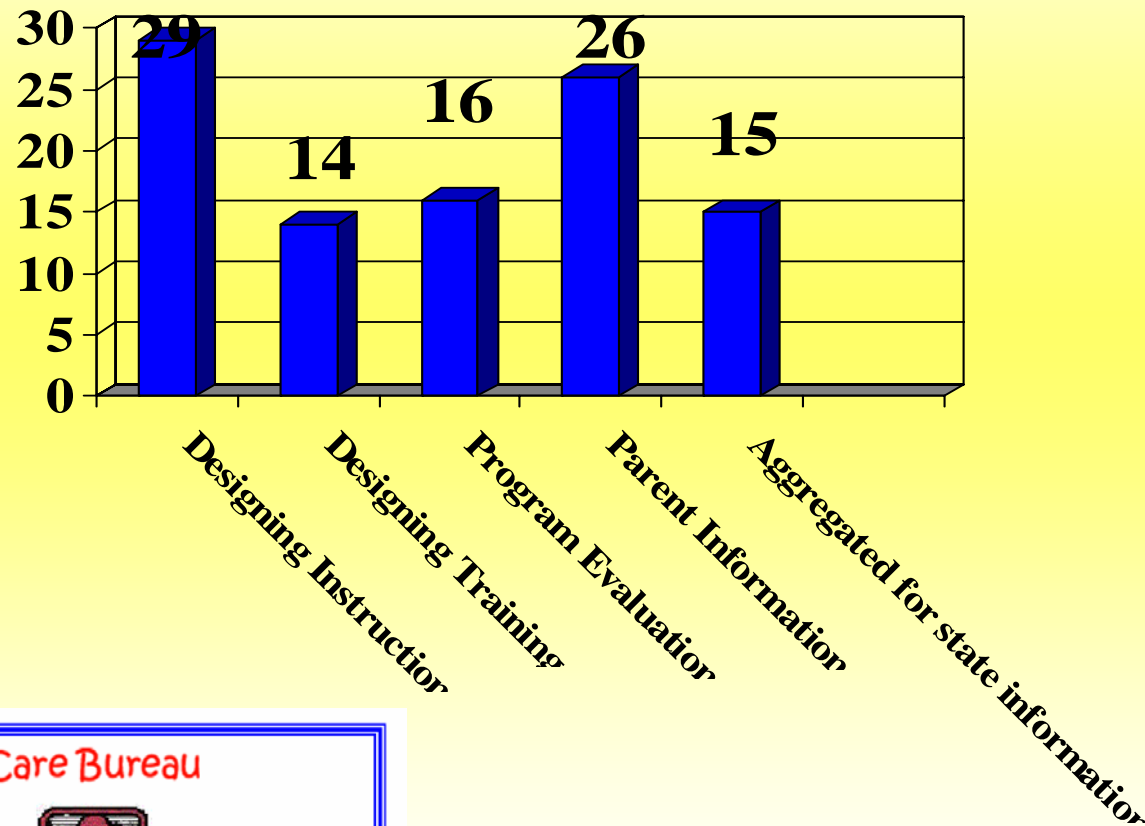
According to
CCSSO survey

Intended Purposes of Early Learning Standards



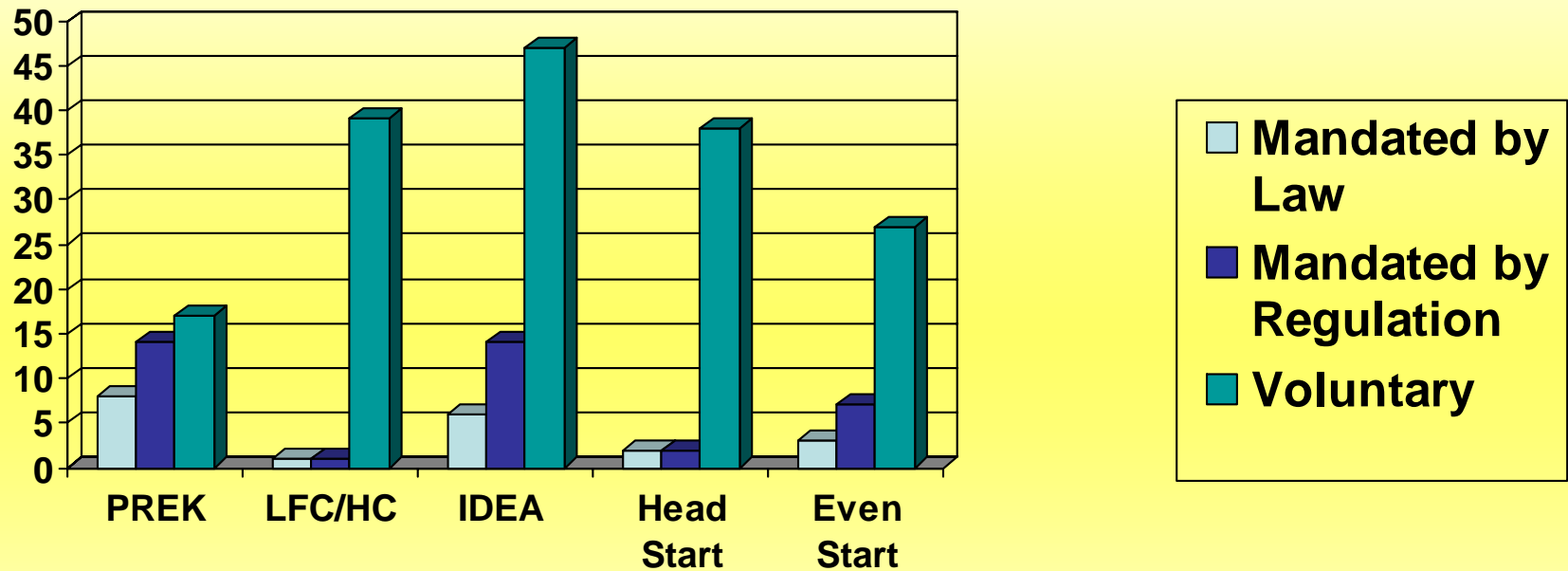
According to CCSSO survey

Intended Purposes for the Use of “Most Common Instrument”



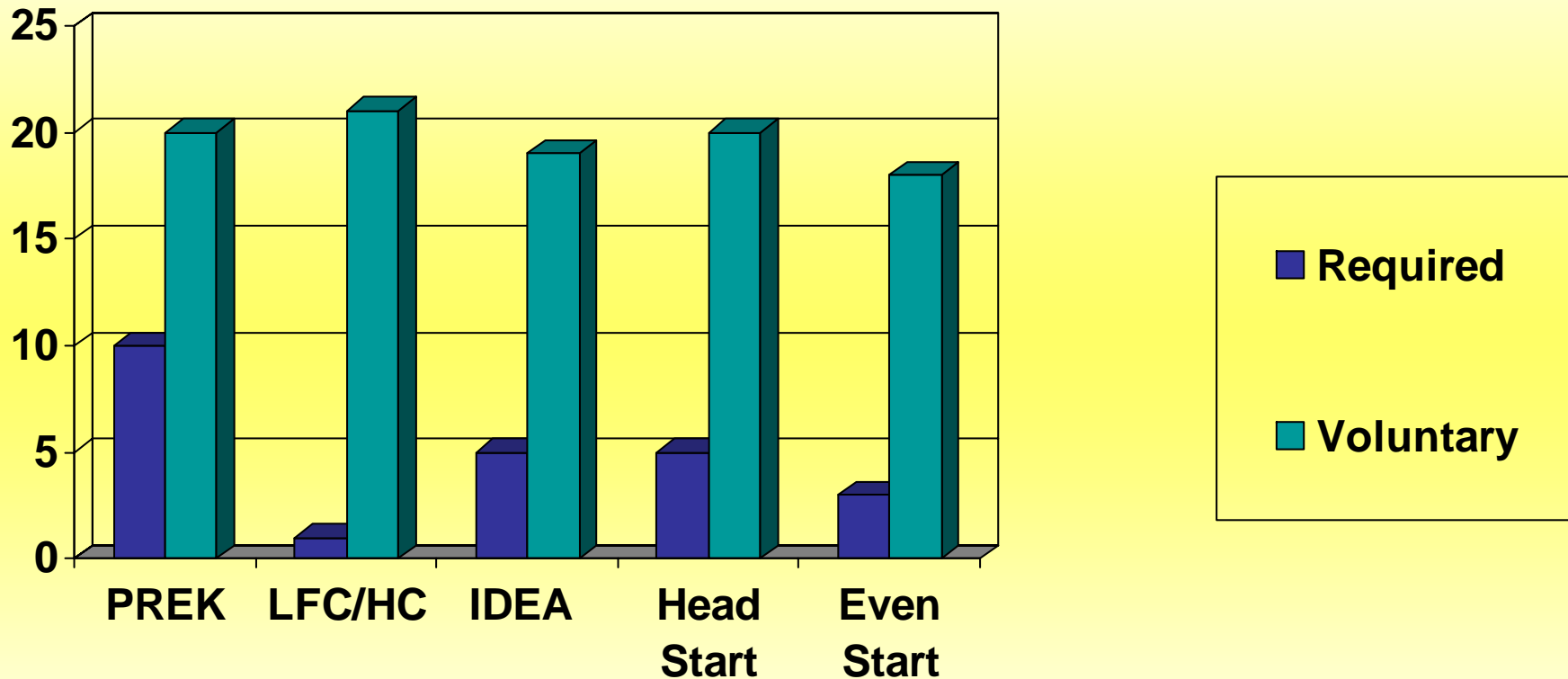
According to CCSSO survey

Are ELGs Required or Voluntary?



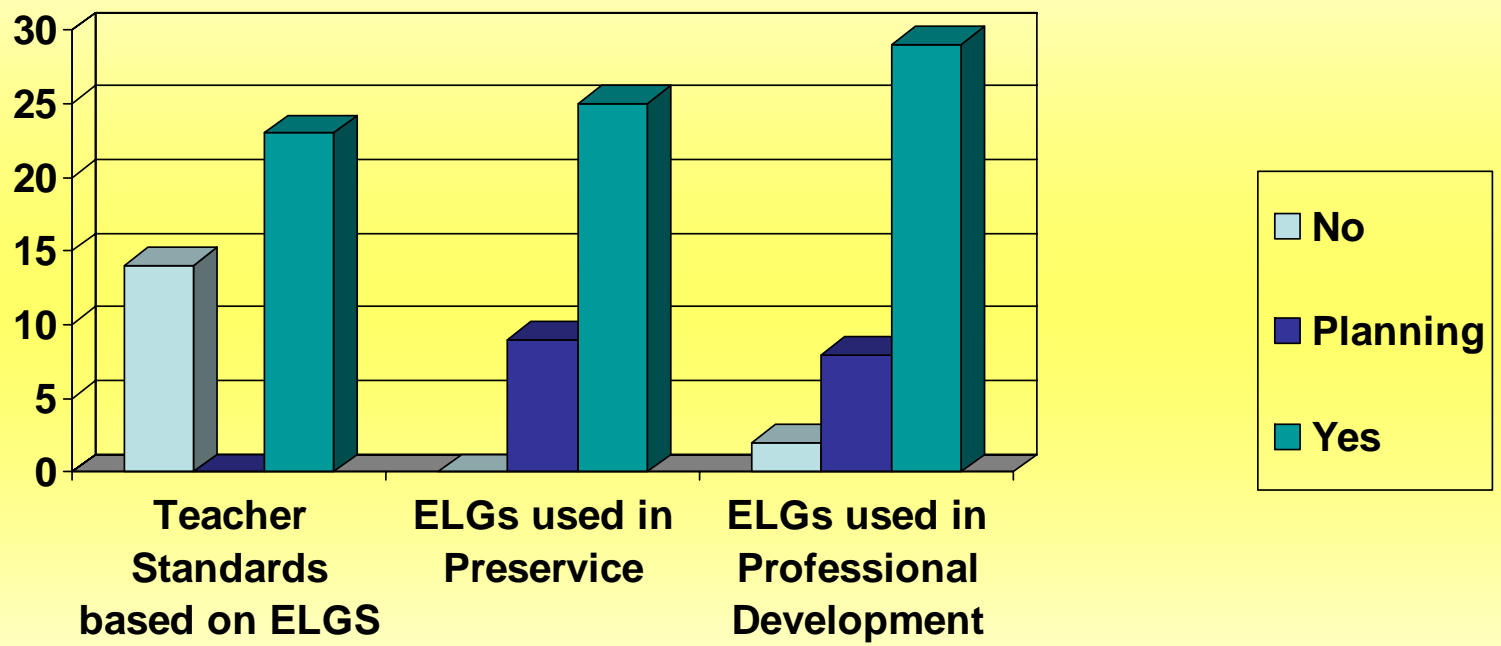
According to CCSSO survey

Use of Most Common Instrument -- Required or Voluntary?



According to CCSSO survey

ELGs used for Teacher Preparation and Development



According to CCSSO survey

Training on the “Most Common Instrument”

28 states note that they provide training on the administration of their most commonly used instruments.

22 states report that they provide training on the use of the results of the assessment – for example: for screening/diagnostics, communicating with parents, or for designing instruction.



According to CCSSO survey

Voices from the States: Iowa

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For more information see:

http://www.iowachildnetwork.org/new_page_5.htm



Voices from the States: Kentucky

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For more information see:

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/default.htm>



Voices from the States: Pennsylvania

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For more information see:

[http://www.pde.state.pa.us/
early_childhood/site/default.asp](http://www.pde.state.pa.us/early_childhood/site/default.asp)



Your Turn

Roundtable Discussions

The resources provided for these exercises
are in your packet.



Selected Resources

National Child Care Information Center:

- **Implementation Resources on the Web**
<http://nccic.acf.hhs.gov/pubs/goodstart/elg-implementres.html>
- **ELG Implementation Planning Tool**
<http://nccic.acf.hhs.gov/pubs/goodstart/index.html>
- **Decision Points and Options for Weaving ELGs in PD**
<http://nccic.acf.hhs.gov/pubs/goodstart/dpweavingelg.htm>
- **Selected Resources for Decision Points and Options**
<http://nccic.acf.hhs.gov/pubs/goodstart/dpweavingelg-res.html>



More Resources

CCSSO ECEA SCASS

www.ccsso.org/ECEAstandards

www.ccsso.org/ECEAglossary

www.ccsso.org/ECEAssessment

Inside the Content: the Breadth and Depth of Early Learning Standards
Available at <http://www.serve.org/downloads/publications/insidecontentfr.pdf>

NAECS/NAEYC Position Statement on Early Learning Standards
Available at <http://naeyc.org/about/positions/pdf/elstandardsstand.pdf>

***Ladders of Learning: Fighting Fade-Out by Advancing
PK-3rd Grade Alignment***

Available at

http://www.newamerica.net/Download_Docs/pdfs/Doc_File_2826_1.pdf



Save the Dates! — TA TRAINING CALLS

July 12th @ 1pm-3pm (EDT) Connecting Early Learning Guidelines to Program Evaluation and Child Assessment

September 13th @ 1pm-3pm (EDT)— Early Childhood Education — Accountability and Building Capacity by Working with Partners



Thank You

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This presentation can be found
at:

www.ccsso.org/ECEAstandards

