

New Initiatives in Early Childhood Accountability

*Measuring Child & Family Outcomes
Conference*

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Overview

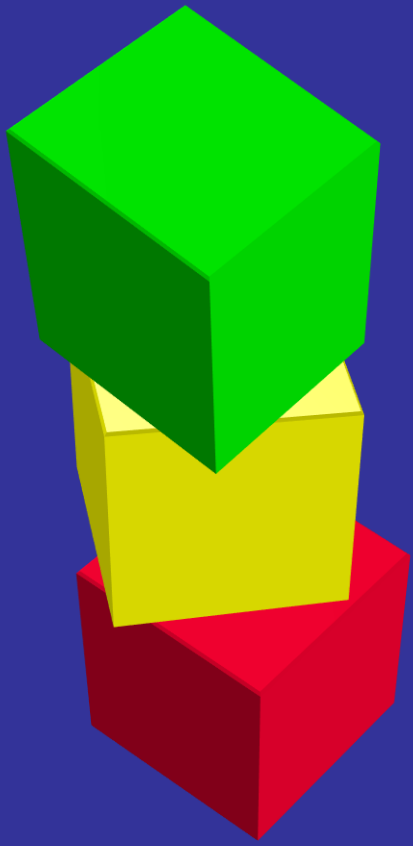
- *Framework for State Early Childhood Accountability Systems*
- *Examples of State Efforts*
- *New Federal Funding & Leadership*
- *Implications for State Leaders*

Overview of Current E.C. Accountability Efforts

	Child Care	Head Start	State Pre-K	Special Education
Program Quality Standards	State Licensing Standards (49 states) Quality Rating Systems (QRS) (14 states + 29 pilots)	Program Performance Standards	State Program Standards (39 states)	IDEA regulations State program standards
Assessing Program Quality	State Licensing Visits QRS Assessments	Federal Program Reviews	State Program Monitoring (30 states)	State Program Monitoring
Standards for Children's Learning	Early Learning Guidelines (49 states)	Child Outcomes Framework	Early Learning Guidelines (50 states)	3 functional goals
Child Assessments	No current requirements	Local programs select assessment tools	Pre-K Assessments (17 states) Kg. Assessments (16 states)	States report % of children in 5 categories on 3 goals
Research/Evaluations	Yes	Yes	Yes	Yes

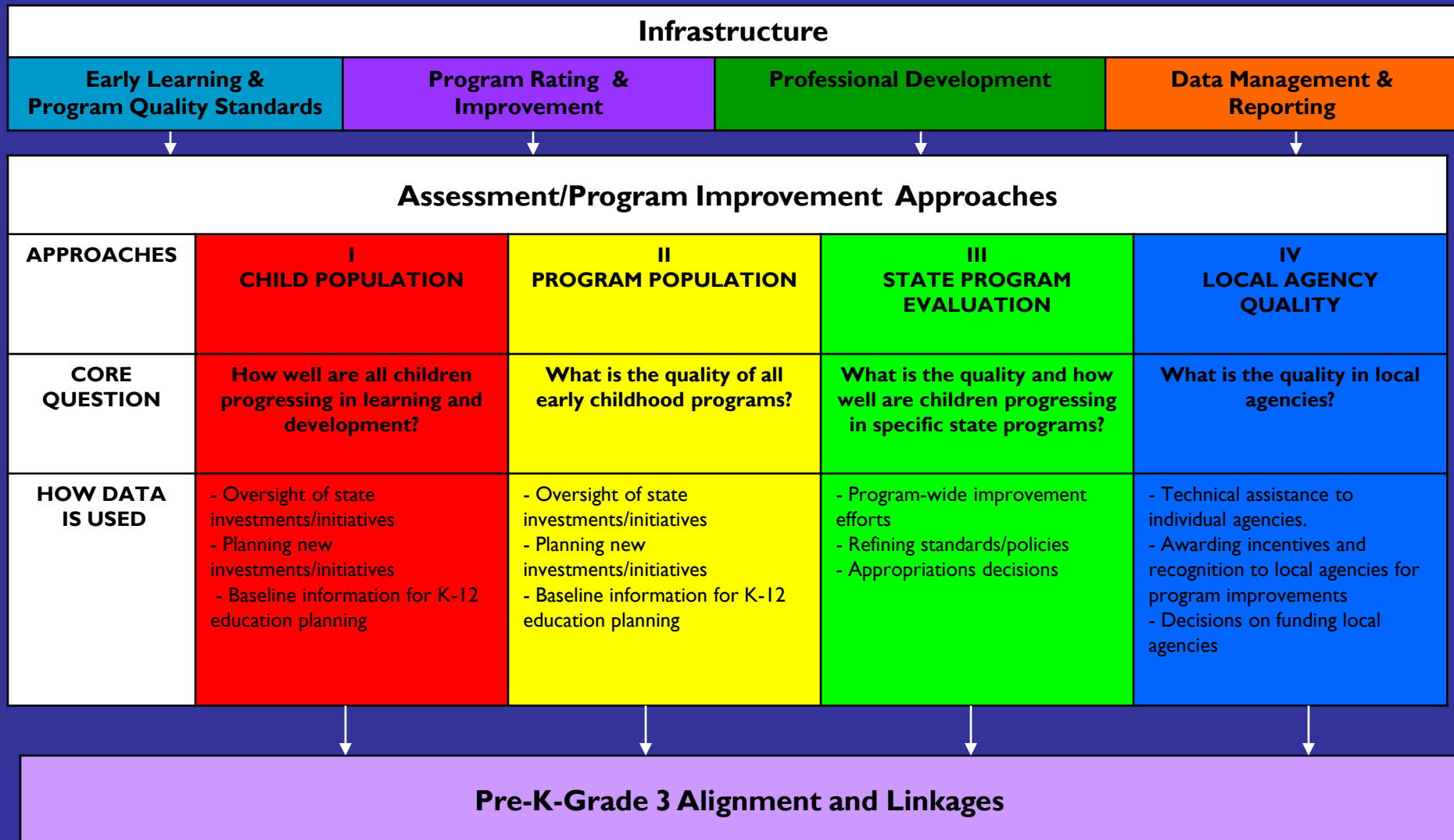
Kindergarten to Grade 3 Standards, Assessments, Data

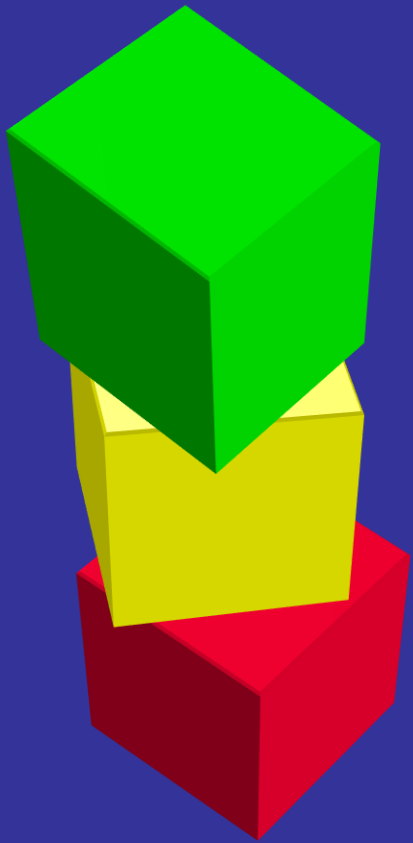
Challenges/Limitations of Current Policies



- Costs, burdens, confusion of multiple standards, assessments, & reports.
- Multiple new initiatives all at once.
- Pre-K–K-3 disconnect
- Standards/assessments of program quality more established/wide-spread than standards/assessments of children

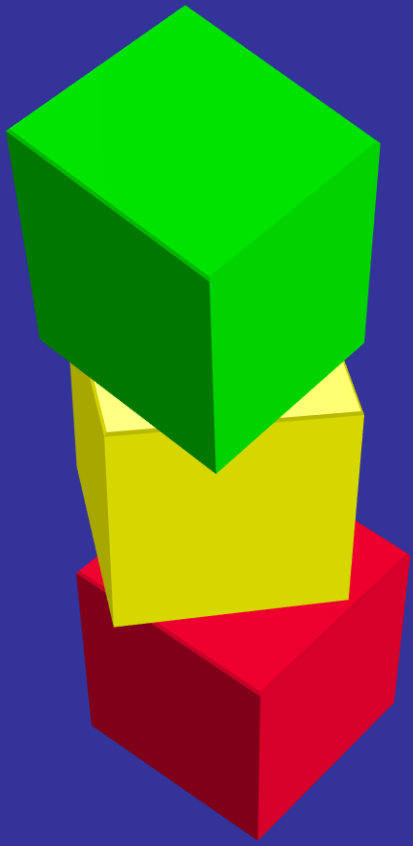
Early Childhood Accountability & Improvement System





Part II
Examples of Current State
Efforts

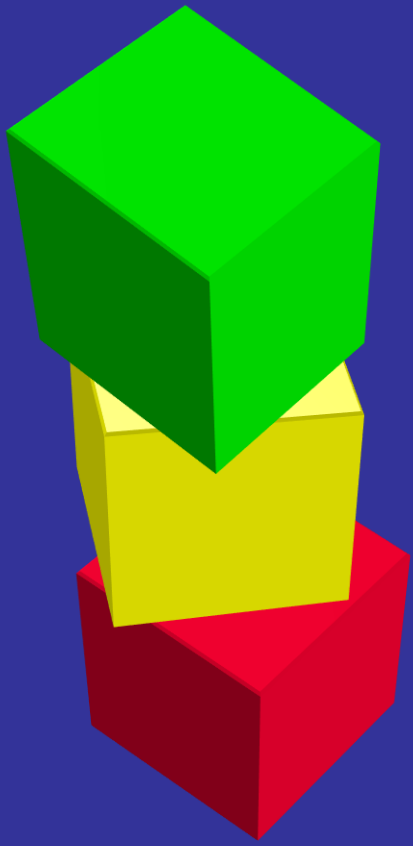
Maryland



- Kindergarten teachers administer Work Sampling System assessment to all kg. children in November.
- Report trends for state & school districts in overall “readiness”, specific domains & for subgroups of children.
- Data used to target new state investments and in school district planning.

Pennsylvania

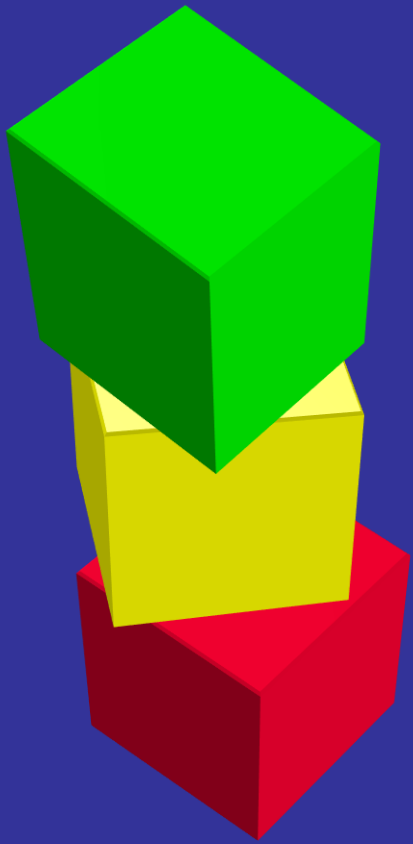
- PA Keystone STARS documents and improves program quality through standards, professional development, incentives, and public recognition.
- 4,300 local agencies serving 153,000 children participate.
- ECERS-R assessment tool administered in 1/3 sample of classrooms as part of 4-tiered system of quality recognition.
- State invests \$46 million to support STARS including \$22 million in incentives to providers.





New Jersey

- NJ administers ECERS-R and 2 state-developed tools assessing quality of teaching in literacy and mathematics in samples of 300 classrooms/year.
- Local agencies conduct self-assessments of tools based on state program quality standards. State validates self-assessments in 1/3 of agencies each year.
- Results are used for provider-specific program improvement and evaluating contracts with Head Start and child care providers.

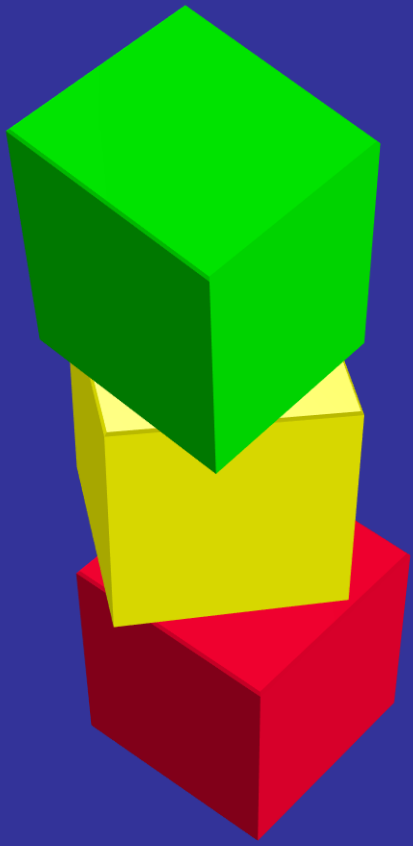


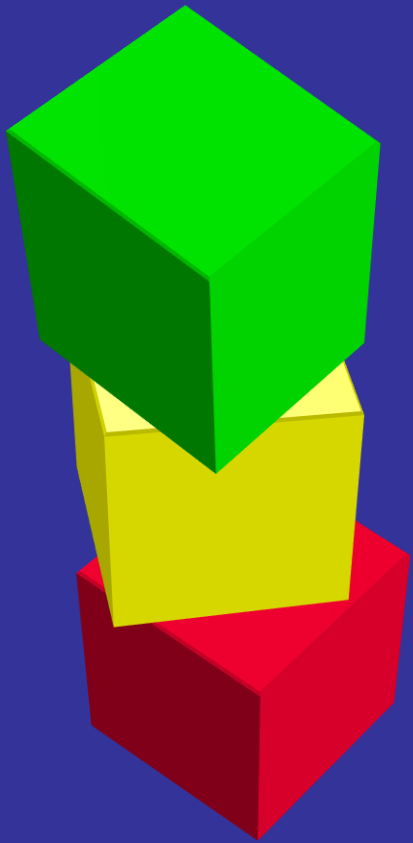
Part III

New Federal Resources & Leadership

New ARRA & FY 2010 Funds

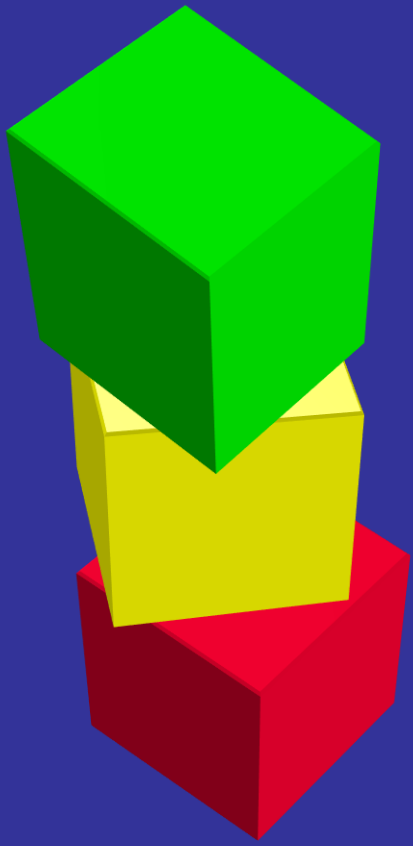
- Head Start/Early Head Start - \$2.1 B
- Child Care - \$2 B
- IDEA Early Childhood Programs - \$900 M
- Title I - \$13 B
- State Fiscal Stabilization Fund - \$39.5 B
- State Education Data Systems - \$250M
- Race to the Top & Local Innovation - \$5B
- Title I Early Childhood Grants - \$500 M
- Early Childhood Challenge Grants - \$300M





New Federal Resources

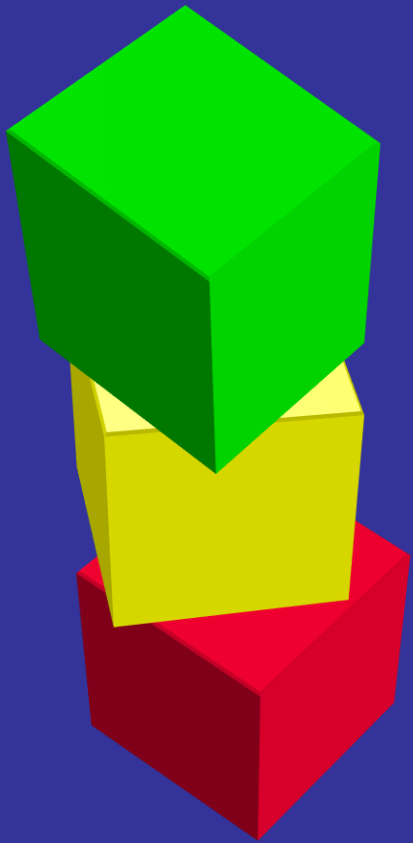
- State Advisory Councils on Early Education and Care
- State-wide needs assessment
 - Unified early childhood data system
 - Professional development system
 - Improve early learning standards
- Child Care Quality Improvement \$
- Head Start/EHS Training/T.A. \$



New Federal Resources

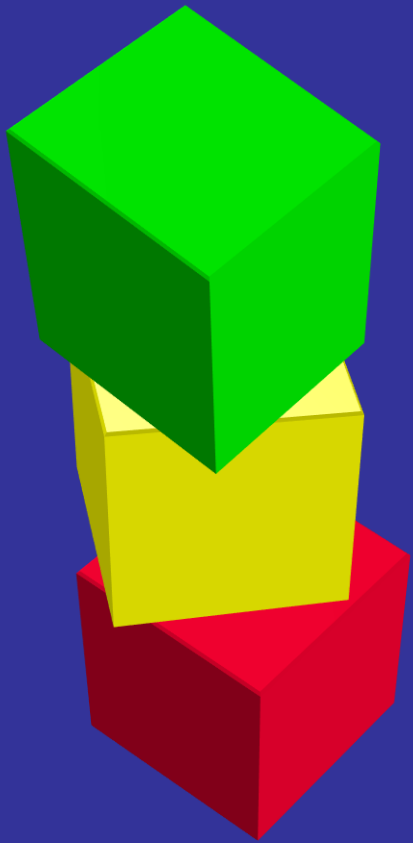
- \$4.3 B “Race to the Top” state reform grants
 - Enhancing standards & assessments
 - Building longitudinal data systems
 - Improving teaching effectiveness & access to quality teachers
 - Turning around failing schools

- \$250 M State Longitudinal Data Systems



New Federal Resources

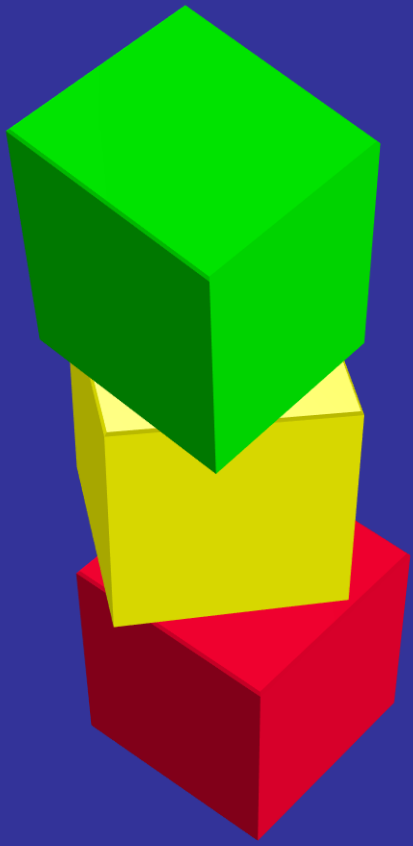
- Early Learning Challenge Grants
 - Improve quality of all 0-5 programs
 - Raise the floor & ceiling via evidence-based standards & pathways for improvement
 - Common standards, monitoring, professional development & data
 - Build assessments of program quality & child development/learning
 - Build models other states can adopt



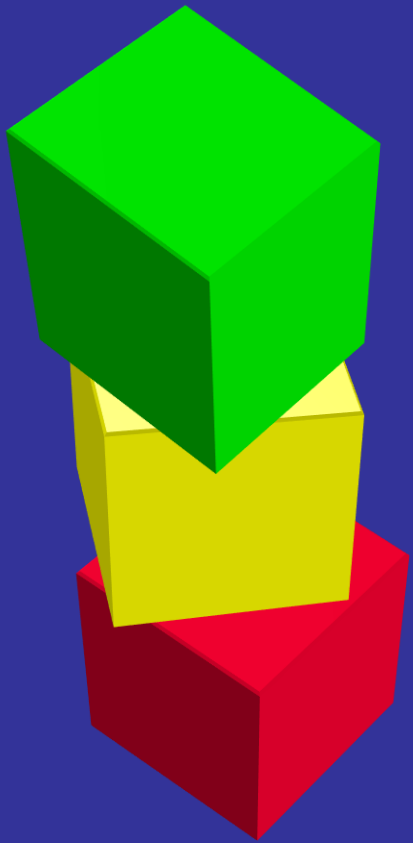
Part IV
State Leadership Challenges

Funding Challenges

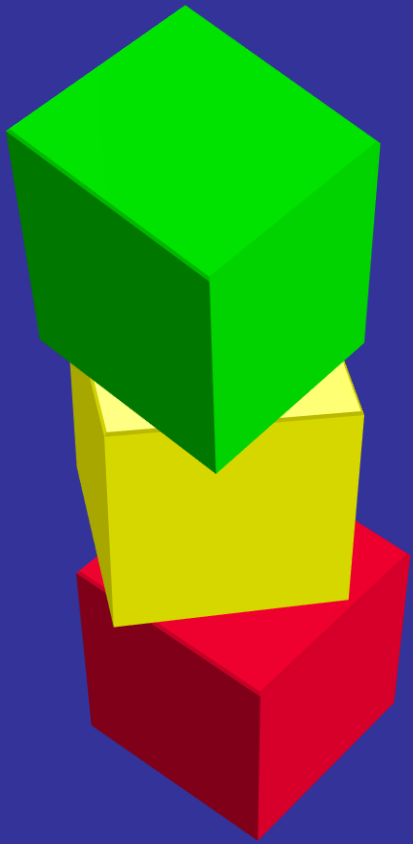
- Optimize ARRA mandatory funding for early education
- Safeguard early childhood programs in state budget cuts
- Use new \$ for system-wide planning & state infrastructure
- Advocate for early education inclusion in Race to the Top and state longitudinal data proposals



Management Challenges

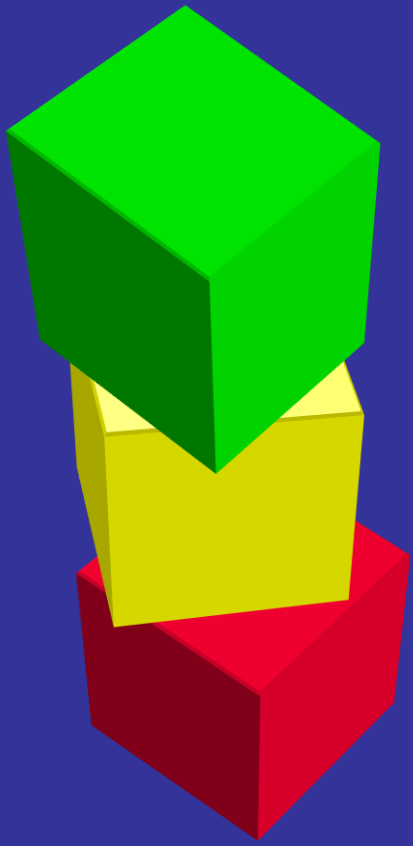
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- Plan across programs/agencies for stronger, more cohesive standards, assessments, data, professional development, program improvement, e.g.:
 - All-in-one place data on:
 - Children
 - Programs
 - Workforce
 - Funding/costs
 - Child identification nos. linked to K-12 data
 - Quality assurance of data and assessments
 - Support understanding & using data.

Conceptual Challenges



- ✓ **Move to simplify & create consistency across programs – but maintain accountability for program-specific mandates & purposes.**
- ✓ **Build common standards, assessments, data to enhance understanding the “big picture” – but don’t compare unequally-resourced programs unfairly.**

Conceptual Challenges



- ✓ **Step up efforts to provide data on children's development & learning, while safeguarding children, teachers and programs.**
- ✓ **Promote stronger integration of early education into P-20 education systems, but build on strengths of diverse providers and varied program approaches.**



Benefits from Stronger Accountability Systems

- **For Children:** Enhanced learning opportunities and improved outcomes
- **For Legislators:** Better data to guide state policies and investments
- **For Teachers/Directors:** Targeted, well-resourced professional development and program improvement efforts
- **For the Early Childhood Profession:** Enhanced public awareness and credibility