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*20/20:  
Creating An  
Early Childhood  
Vision and Process  
for Maryland*

*Sharon L. Kagan, Ed.D.  
Teachers College, Columbia University  
Child Study Center, Yale University  
December, 2010*

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*Presentation Overview*

- *Part I – Thoughts on Vision/ing*
- *Part II – The Maryland Context*
- *Part III – The National Context*
- *Part IV – The Old Visioning Framework, 1965 - 2000*
- *Part V – The NEW Visioning Framework, 2000 - 2020*
- *Part VI – 20/20 for 2020*

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*Part I  
Thoughts on  
Vision/ing*

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### Seeing with 20/20 Vision

- Need to look to the year 2020, with 20/20 eyes
- Some Points about Eyes
  - **Eyes** are on Maryland because of your leadership.
  - **Eyes** are like children: Early deprivation has serious consequences; critical periods for optimal development.
  - **Eyes** are subject of many quotes:
    - "Keep your **eyes** on the stars and your feet on the ground."  
Theodore Roosevelt
    - "To see with the **eyes** of another, to hear with the ears of another, and to feel with the heart of another is the definition of humanity."

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### Seeing with 20/20 Vision

- OD (Latin *oculus dexter*) for the right eye
  - The political right wants limited, if any government involvement in ECD
- OS (Latin *oculus sinister*) for the left eye
  - The political left wants ECD handled by the government
- OU (Latin *oculi uterque*) for both eyes
  - The political realists realize we need an integrated version

**LESSON: Many perspectives on, and many visions for, ECD and I am delighted to share mine with you.**

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*Part II*

*The Maryland Context*

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### The Visioning Context

- We don't come to setting visions for early childhood out of the blue.
- Our understanding of the scope of our visions and the frameworks for them have been pre-set by our nation's history and unique values.
- All visioning efforts are in some way framed or held hostage by these ideas.

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### The Visioning Context

- **Value I – America, the free**
  - The primacy and privacy of the family
  - The Pilgrims came to America to be free and to escape tyrannical government rule. America was built on religious freedom and on keeping government separate from family life.
  - Government intervenes only when families “fail.”
  - The first federal policy for families was widows' pensions.
- **Value II – America, the land of opportunity**
  - Merit and hard work, not government intervention, fosters economic success.
  - Everybody can achieve if they only try hard enough.

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### The Visioning Context

- Some expansion has taken place, but it has been motivated by diverse rationales:
  - **60s-70s:** Anti-poverty sentiment that America needs to do better for at-risk children, and that starting early makes sense. Led to the funding of Head Start and other state programs for low-income children. *[Social Rationale]*
  - **70s-80s:** Women's movement and more women in the workforce led to greater investment in child care in the public and private sectors. *[Demographic Rationale]*
  - **80s-90s:** Evaluation data affirming the effectiveness and cost effectiveness of ECE programs led to considerable increases in federal and state funding. *[Empirical Rationale]*
  - **90s-00s:** Results from brain research underscored the capacity of young children to learn more earlier and the necessity of supporting children early on. *[Neuroscientific Rationale]*

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### The Visioning Context

- Temporary “Here today, gone tomorrow”
  - World War I
  - Great Depression
  - World War II
- Inconsistent
  - Some for all children (education)
  - Most for at-risk, high-needs children
- Irregular
  - Public versus private schools
  - Welfare versus education orientation
  - Federal, state, and local policies

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### The Visioning Context

- In Sharp Contrast to International Approaches
  - *Universal access* (e.g., France’s école maternelle)
  - *Integrated governance structures* for early childhood and school age (e.g., Sweden’s Ministry of Education and Science)
  - *Early learning and development standards* as the basis for diverse applications (e.g., Ghana, Tajikistan, Cambodia)
  - *National curricula* that bridge grade levels (e.g., France’s Primary School Cycle, Scotland’s Curriculum for Excellence)
  - *Joint training and professional development* for those who work with young and school-age children (e.g., Sweden’s Integrated Teaching Degree)

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### The Visioning Context

- In short, creating an early childhood vision and system can, and is being, done.
- In America, to redress the legacy of our historic values, we need a comprehensive vision even more than other nations.
- Given the current economic situation in America, we need a revamped vision now.

*In contemporary early childhood,  
20/20 vision is not a luxury;  
it is our lifeline.*

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*Part III*  
*The Old Visioning Framework, 1965 to 2000*

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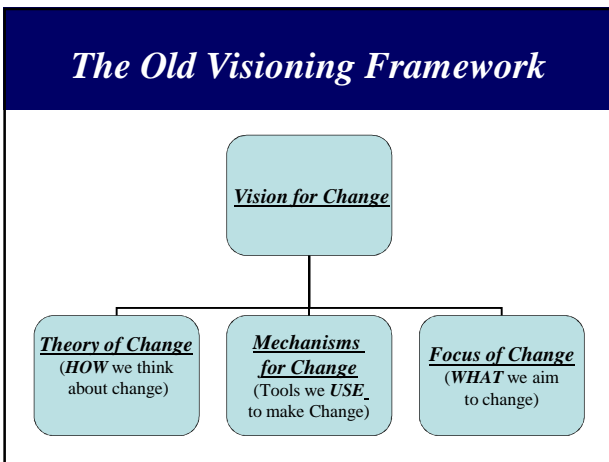
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*Theory of Change – (How We Think About Change)*

- No stated theory of change
- Implicit theory was that:
  1. States would do the best they could in light of a lack of clarity discerning the state and the federal roles.
  2. Foundations would intervene and “help.”
  3. Local efforts were evaluated (research driven) and if they were effective, they would be scaled up into state and national policy.
  4. Rarely, however, were the efforts scaled up and out.
  5. Theory behind I3 grants

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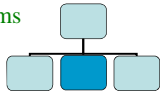
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### Mechanisms for of Change (Tools We Use to Make Change)

- **New Structures**
  - **Collaboratives**
    - Can be formal or informal groups coming together to address a common challenge or set of challenges
  - **Cabinets**
    - Often include the departmental secretaries within a state
  - **Councils**
    - Often mandates by legislation to plan and monitor early childhood efforts
  - **Partnerships**
    - Often include the public and the private sectors
- **External Funding for Innovative Programs**
  - Many private sector efforts or partnerships




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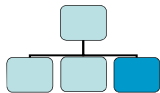
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### Focus of Change (What We Aim to Change)

- **Puzzle pieces not fitting together, with these names on the individual pieces:**
  - Head Start
  - CCDF
  - IDEA
  - Family Child Care
  - Family Support Programs
  - Pre-kindergarten
  - Health Screening Efforts




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*Part V*  
**The NEW Visioning  
Framework,  
2000-2020**

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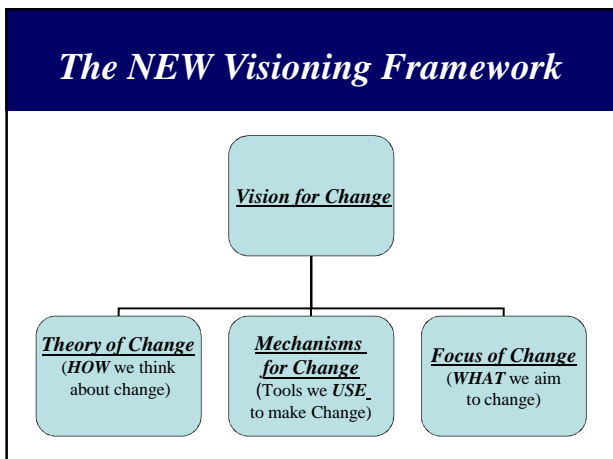
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### NEW Theory of Change

- New theory of change needed because:
  - Advent of communication making knowledge transfer far more rapid
  - Means that the old style bottom-up models are changing as they are being implemented.
    - Examples in early childhood education
    - Early learning guidelines
    - QRIS development
- New federal roles
  - Strongly incentivizing the state directions
  - Putting in greater resources
  - Conditional cash transfers
  - Common core standards
- Unprecedented press for achieving results
  - No time for old model of state development, implementation, assessment, and replication.
- Beckons to RETHINK our theory of change

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### NEW Theory of Change

- New Theory of Change
  - Begin with Best Existing Conceptual Agreement
  - Implement and Learn from Experiences
  - Share Data Widely and Quickly
  - Tailor Approach to Context

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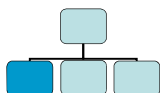
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## NEW Theory of Change: An Example

- **Developmentally Appropriate Practices**
  - **Take Best Available Data and Develop Conceptual Agreement**
    - Had much data on didactic vs. engaged instruction
    - Planned Variations and other studies
    - Collection of scholar-practitioners came up with a framework for how to think about the optimal ways to approach learning for young children
  - **Implement and Learn from Experiences**
    - After a highly inclusive development and review process, created DAP
  - **Share Data Widely and Quickly**
    - Developed data about it and how it was being used
    - Data and experiences were widely shared
  - **Tailor Approach to Context**
    - Refined based on experiences




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## New and Old Theories of Change

- | <u>OLD</u>                      | <u>NEW</u>                                       |
|---------------------------------|--------------------------------------------------|
| • Perfect model first           | • No fixed model; rather, a generalized approach |
| • Fixed/static                  | • Highly dynamic                                 |
| • Replicate to a given standard | • No given standard; acknowledges imperfections  |
| • Context averse                | • More flexible                                  |
|                                 | • Tailored to context                            |




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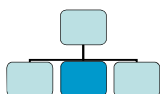
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## NEW Mechanisms for Change

- Technology has given us the ability to see farther and faster, and to connect more rapidly.
- Old approaches, face-to-face meetings giving way to new technologies: webinars, digital conferencing, Skyping
- Data and its effective use are the new mechanism for change.
- Data drive policy
- Collaborations and older mechanisms remain, but data are driving the agenda.




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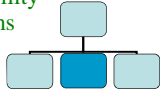
## NEW Mechanisms for Change

### OLD

- Linkage mechanisms
  - Collaborations
  - Cabinets
  - Councils
- Personal transmission of Ideas
- External funding for innovative programs

### NEW

- Active data
- Technologically-driven communication mechanisms
- Fast transmission of ideas
- Durable funding
- Accountability mechanisms



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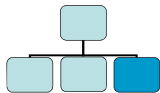
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## NEW Focus of Change

*System =  
Programs + Infrastructure*



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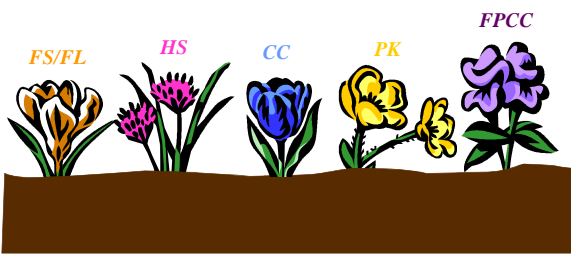
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## NEW Focus of Change



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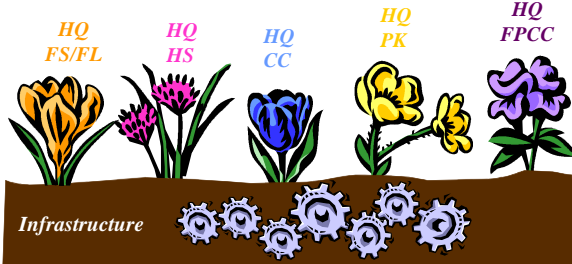
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*Quality 2000 and Not By Chance Said  
Focus on the System*



The diagram shows five flowers of different colors (yellow, pink, blue, yellow, purple) growing from a brown soil. Below the soil are several interlocking grey gears. The word "Infrastructure" is written in the bottom left corner. Above each flower is a label: "HQ FS/FL", "HQ HS", "HQ CC", "HQ PK", and "HQ FPCC".

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

Improving Quality and Regulation

Personnel & Professional Development

Financing

Informed Families, Informed Public

Governance

ECE/K-12 Linkages

Standards, Assessment, and Accountability

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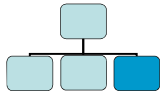
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*NEW Focus of Change*

**8 - 1 = 0**



A small diagram consisting of four light blue squares. One square is at the top, and three squares are arranged horizontally below it, connected by lines.

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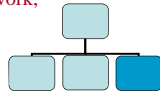
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## NEW Focus of Change

- **State Early Childhood Policy Technical Assistance Network:**

- Alliance for Early Childhood Finance, The Build Initiative, The Children's Project, Center for Law and Social Policy, Council of Chief State School Officers, National Center for Children in Poverty, National Child Care Information Center, National Conference of State Legislatures, National Governors Association Center for Best Practices, Smart Start National Technical Assistance Center, State Early Childhood Policy Technical Assistance Network, Zero to Three



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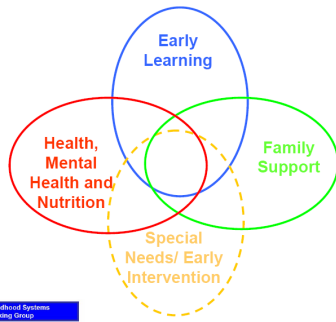
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## System of Services for Young Children



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## System of Services for Young Children



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**System of Services for Young Children**

**Family Support**

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

Early Childhood Systems Working Group

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**System of Services for Young Children**

**Special Needs/ Early Intervention**

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

Early Childhood Systems Working Group

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**System of Services for Young Children**

**Health, Mental Health, and Nutrition**

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

Early Childhood Systems Working Group

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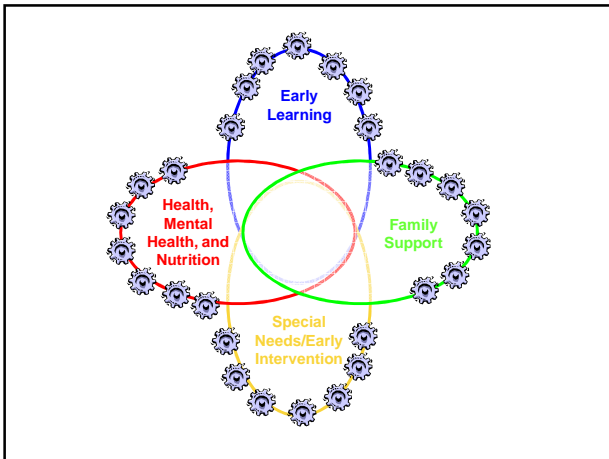
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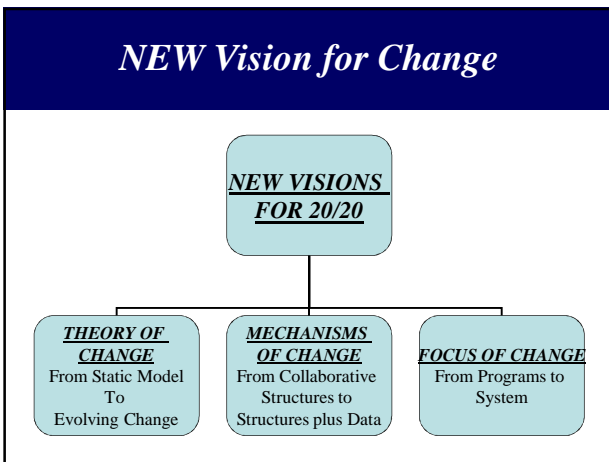
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**Part VI**  
**The TOP 20 for 2020:**  
**Bigger, Bolder, Broader**

**ANDMARY  
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ANDMARYLAN**

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### 20/20 Principles

- Can have multiple funding streams
- Can continue to have service programs maintain their unique identity (Head Start, Judy Centers)
- Above the ground, we want diversity.
- Below the ground, we want organization with integrity.

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### Above the Ground Change

1. Parenting Education and Family Support for all parents and children
  - So prevalent that it is normative
2. Health/Mental Health Services Linked to Programs
3. Family Child Care Better Integrated
4. Services for 0-3
5. 100% guaranteed access for all at-risk children, including those from poverty contexts and contexts where English is not the dominant language
6. Effective transitions from home to programs and programs to schools



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### Infrastructure Changes: Governance and Finance

7. Consolidated Governance at State Level
8. Consolidated Data and Accountability System for Birth to 5
  - Developmental Passports for children birth to age 6
9. Synchronized Financing Approach
  - Per Capita Investments in 0-5's to parallel state investments in 6-17's
10. Rigorous Research Agenda

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***Infrastructure Changes: Workforce***

- 11. Linkages between Higher Education (AA and BA) as well as to the new realities of the field
- 12. Competency Based Credential, required for all who wish to be lead teachers
- 13. Significant improvements in compensation individualization/personalization of professional development

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***Infrastructure Changes: Program Quality***

- 14. Program Regulations
- 15. Program Monitoring/ Enforcement
- 16. Accreditation Incentives
- 17. QRIS Support

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***Infrastructure Changes: Families, Public Will, and Advocacy***

- 18. Honest Mechanisms and Expectations for Parent Engagement
- 19. Elaborated Advocacy Capacity
  - Advocacy is everyone's job
  - Advocacy is a community function
- 20. Early Childhood: Not a Public After-Thought

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## 20/20 Worksheet

20/20: MARYLAND'S STATUS

	Conceptual Agreement	Implement/Learn from Experience	Share Data	Tailor to Context
<b>I. Above the Ground</b>				
1. Parenting Education Family Support				
2. Health/Mental Health Linkages				
3. Family Child Care Better Integrated				
4. Services for 0-3				
5. 100% Access for At-Risk Children				
<b>II. Infrastructure: Governance and Finance</b>				
6. Effective Transitions				
7. Consolidated Governance				
8. Consolidated Data and Accountability for 0-5				
9. Synchronized Financing				
10. Rigorous Research				

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## 20/20 Worksheet

	Conceptual Agreement	Implement/Learn from Experience	Share Data	Tailor to Context
<b>III. Infrastructure: Workforce</b>				
11. Linkages Between Higher Education (AA and BA) and to the New Realities of the Field				
12. Competency Based Credential for Lead Teachers				
13. Significant Improvements in Compensation Individualization/Personalization of Professional Development				
<b>IV. Infrastructure: Program Quality</b>				
14. Program Regulations				
15. Program Monitoring/Enforcement				
16. Accreditation Incentives				
17. QRIS Support				
<b>V. Infrastructure Changes: Families, Public Will, and Advocacy</b>				
18. Honest Mechanisms and Expectations for Parent Engagement				
19. Elaborated Advocacy Capacity				
20. Early Childhood: Not a Public After-Thought				

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## Next Steps

- Secure agreement on Maryland's top 20
- Consider using the 20/20 worksheet



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