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
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.”

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.

Part II
The Maryland Context
The Maryland Context

- Maryland stands out in its systematic approach to early care and education across settings, with notable accomplishments including:
  - **Consolidated Governance**
    - The Division of Early Childhood at the Department of Education oversees licensing, family support, subsidy, Child Care Resource and Referral, Pre-K, Kindergarten, birth to 3 services
  - **Maryland Model of School Readiness**
    - Policy framework supporting alignment of instruction, curriculum, and assessments for young children (Work Sampling System, Voluntary State Curriculum)
    - Continuity with K-12 system
    - Supported by extensive professional development initiatives

The Maryland Context

- Accordingly, programs and children are making encouraging progress:
  - **Program Quality**
    - More teachers in licensing and credentialing programs
    - Increase in number of programs that have adopted preschool curriculum and go through accreditation
  - **Child outcomes**
    - Improvements in school readiness have outpaced projections
    - 78% of kindergarteners are ready for school
    - Gains in readiness across all domains of learning
    - Decrease in achievement gap for at-risk children
    - High-quality ECE experiences (e.g., Pre-K, Judy Centers) are associated with increased school readiness

Part III
The National Context
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.

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.

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]
### 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

<table>
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<tr>
<th>In Sharp Contrast to International Approaches</th>
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<tr>
<td>Universal access (e.g., France’s école maternelle)</td>
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<td>Integrated governance structures for early childhood and school age (e.g., Sweden’s Ministry of Education and Science)</td>
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<td>Early learning and development standards as the basis for diverse applications (e.g., Ghana, Tajikistan, Cambodia)</td>
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<td>National curricula that bridge grade levels (e.g., France’s Primary School Cycle, Scotland’s Curriculum for Excellence)</td>
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<td>Joint training and professional development for those who work with young and school-age children (e.g., Sweden’s Integrated Teaching Degree)</td>
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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.*
Part III
The Old Visioning Framework, 1965 to 2000

The Old Visioning Framework

Vision for Change

Theory of Change
(How we think about change)

Mechanisms for Change
(Tools we use to make change)

Focus of Change
(What we aim to change)

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
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

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

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

- **Vision for Change**
- **Theory of Change**
  - *HOW* we think about change
- **Mechanisms for Change**
  - *Tools we USE to make Change*
- **Focus of Change**
  - *WHAT we aim to change*

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

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
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

New and Old Theories of Change

OLD
- Perfect model first
- Fixed/static
- Replicate to a given standard
- Context averse

NEW
- No fixed model; rather, a generalized approach
- Highly dynamic
- No given standard; acknowledges imperfections
- More flexible
- Tailored to context

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.
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

NEW Focus of Change

System = Programs + Infrastructure

NEW Focus of Change

FS/FL HS CC PK FPCC
Quality 2000 and Not By Chance Said
Focus on the System

HQ
FS/FL
HQ
HS
HQ
CC
HQ
PK
HQ
FPCC

Infrastructure


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

Personnel & Professional Development

Independence

Governance

ECE-K-12 Linkages

Standards, Assessment, and Accountability

NEW Focus of Change

8 - 1 = 0
**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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**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.

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.

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.
NEW Vision for Change

NEW VISIONS FOR 20/20

THEORY OF CHANGE
From Static Model To Evolving Change

MECHANISMS OF CHANGE
From Collaborative Structures to Structures plus Data

FOCUS OF CHANGE
From Programs to System

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

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

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
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

Infrastructure Changes: Program Quality

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

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
Next Steps

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