



## Supporting Children's Development and Learning

In December 2012, States and Territories reported CCDF quality data for the first time through the annual Quality Performance Report (QPR). These data offer a window into current quality initiatives and their results. However, readers should keep in mind that this first-ever reporting may contain errors, duplications, and other common data quality errors. States and Territories reported a mixture of actual data and estimates. Some could only report on a portion of their programs or providers and definitions and requirements related to these indicators vary across States and Territories. The Office of Child Care looks forward to working with States and Territories on goal setting and continuous quality improvement.

### *Early Learning Guidelines Indicators for FY 2012*

The data in the table below are based on the numbers of States/Territories that were able to report on program level or individual training data for the QPR 2012. The data does not reflect the number of States that may be implementing ELGs.

#### **Two-thirds of States/Territories were able to report on number of individuals or programs that received training or orientation on the ELGs for at least one of the age groups (birth-three, three-five, and five and older ELGs)**

- Approximately 49,472 individuals in Centers, Family Child Care homes, and license exempt care received some kind of training or orientation on Early Learning Guidelines
- Approximately 8,182 center based programs received training on ELGs
- Approximately 1,604 family child care programs received training on ELGs
- Approximately 254 license-exempt providers received training on ELGs
- 18 States/Territories did not have data available either because they did not have ELGs in place, did not collect data, or collected data in a way different than requested

### *Progress on State and Territory Goals*

As reported in the QPR, States and Territories made progress in several CCDF goals related to early learning guidelines, including:

- 23 States/Territories reported progress on goals related to training and outreach on ELGs. Three of these made progress reaching out to parents to disseminate the ELGs. Many states developed or enhanced training modules and increased the number of professionals that received training.
- 9 States/Territories reported progress in their goals to embed the understanding and use of Early Learning Guidelines into their Quality Rating and Improvement Systems (QRIS).
- 11 States/Territories reported progress on their goals to align ELGs with kindergarten and grades 1 through 3 standards, including the Common Core.
- 7 States/Territories reported progress in their efforts to adopt the Head Start Child Development and Early Learning Framework or have taken steps to ensure their ELGs align with those of Head Start.
- Several States also reported that standards are under review to ensure they reflect current research on child development and are appropriate for culturally and linguistically diverse populations, as well as for children with disabilities.

**Minnesota** Departments of Education and Human Services collaborated to start a Mentoring and Coaching Community of Practice, creating and delivering a 3-day comprehensive training for 24 early childhood mentors and 48 early childhood mentees on the Early Childhood Indicators of Progress (ECIP), the State's early learning guidelines, as well as best practices in mentoring. Mentees received approximately 6 months of mentoring on using the ECIPs. The collaboration also includes the development of an ADA compliant parent guide to the ECPI which is in the process of being translated into Somali, Spanish and Hmong. Additional work includes an 8-hour training on the ECPI for early childhood practitioners and a train-the-trainer event for 22 trainers who went on to conduct 34 trainings statewide. Efforts to make the ECPI available to providers and parents, as well as the mentoring support in the use of the Indicators by providers, will enhance the quality of care in programs and help adults support children's optimal development.

**Alaska** coordinated with their Statewide Child Care Resource and Referral Network (thread) to provide training to their Alaska Child Care Program Office (CCPO) staff on the Alaska Early Learning Guidelines. Copies of the Early Learning Guidelines have been made available to licensing staff so they can provide them to facilities when they become licensed, and provide on-going consultation on them in their work with child care programs. Also newly licensed facilities are referred to thread for a more formal training entitled, Planting the SEED of Success: Foundations of Early Care and Education, which is free to licensed providers. All programs receive updates from thread on the Early Learning Guidelines training opportunities and the Early Learning Guidelines have been incorporated into thread's CDA cohort training, as well as identified as a required text for a number of the courses in the University's Child Development Degree program. The Alaska Child Care Program Office (CCPO) plans to incorporate the Early Learning Guidelines and training on the guidelines into the Alaska Licensing regulations. With these efforts and many others, over 6,000 sets of Early Learning Guidelines have been distributed through systems, families, schools and individuals. These Guidelines are a tool to strengthen and coordinate early childhood practices, programs and policies and they create a continuum of learning that links early care and development to later success in school and in life.

### *Technical Assistance in Support of State and Territory Goals*

Since October 2011 a total of **20 TA activities** were identified through the TA planning process—including **9 intensive and targeted TA activities**—to support CCDF Grantees in their efforts to improve access to high quality child care. The following are examples of intensive TA activities in two states:

- **New Hampshire** engaged a group of stakeholders to revise the Early Learning Standards (ELS) over the past year and a half. Technical assistance has been provided throughout the process, including written documents on other states' ELS, and review of the draft standards. NH has completed the draft ELS, based on best practices from other States and external experts, and has a writing committee that is actively incorporating the feedback to revise the current standards. Efforts are currently underway to align the preschool ELS with Common Core Standards for target distribution in early 2014. NH's early childhood teachers will benefit from the revised ELS that are more detailed and based on the latest research regarding young children's learning and development. The revised ELS will be used to understand children's development, choose curricula and assessment tools and communicate with parents. NH's children will benefit from having teachers that more intentionally address learning in the areas of science, math and social studies, as well as the development of executive functions in children birth to kindergarten entrance.
- Through a collaboration of multiple departments and the Early Childhood Leadership Commission in **Colorado**, the Colorado Early Learning and Developmental Guidelines for children from birth to 8 years old have been completed. The Guidelines are aligned with and complement the Colorado Academic Standards for preschool through 3rd grade, which include the Common Core State Standards, and they also align with the Head Start Child Development and Early Learning Framework. The development of the Guidelines was supported by technical assistance, which included participation in workgroups developing the birth to three guidelines, identifying resources as needed, and arranging peer-to-peer discussions with California. The Guidelines are designed to provide support and information to families, caregivers, and educators so that they can better promote the development of each child. Additionally, by including the full breadth of children's development, addressing diversity and aligning content across all early childhood settings and early grades, these Guidelines will effect greater collaboration and consistency across early childhood systems in Colorado.