

# ECE for Maryland's Tomorrow: Thinking Fresh-Acting Smart

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# Presentation Overview

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- Part I: Thinking Fresh
- Part II: Acting Smart
- Part III: Learning from Others: NCEE Study

# Part I:

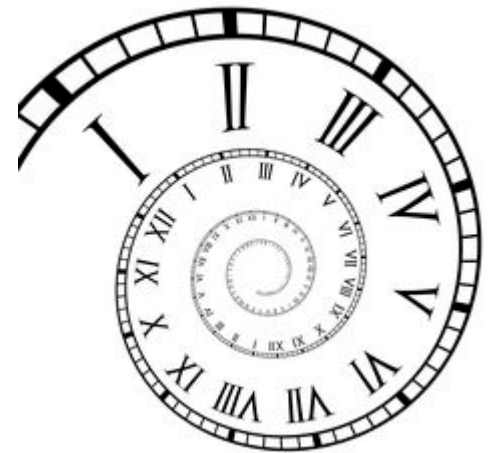
# Thinking Fresh

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# Maryland, the Great

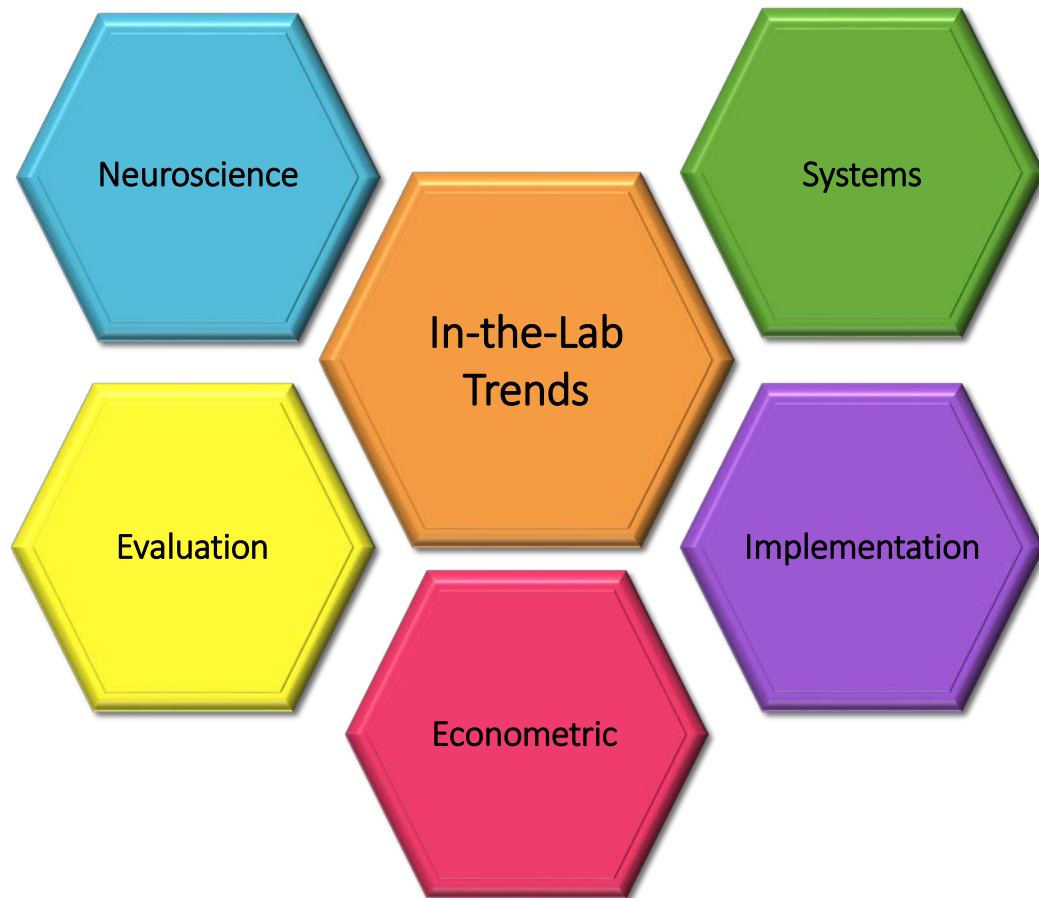
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- Time traveler looking at MD past
  - Incredible progress
  - Incredible leadership for state and nation
  - Incredible lessons to build on
- But the time traveler would also realize that it is a new era that calls for fresh thinking



# In-the-Lab Trends

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# On-the-Ground Trends

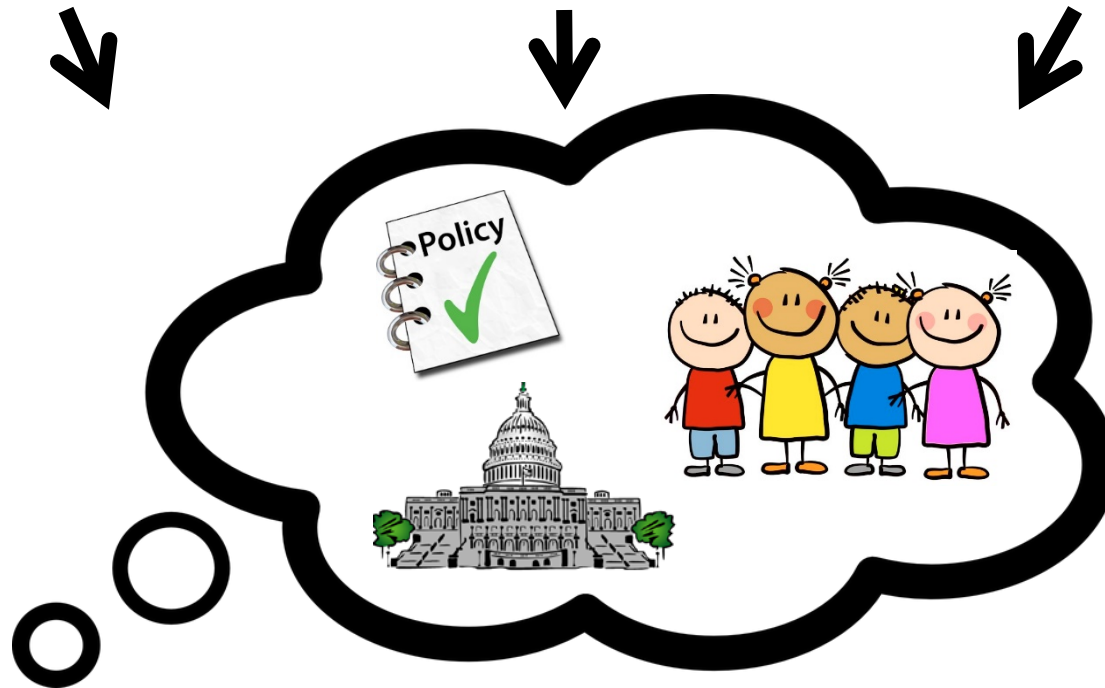
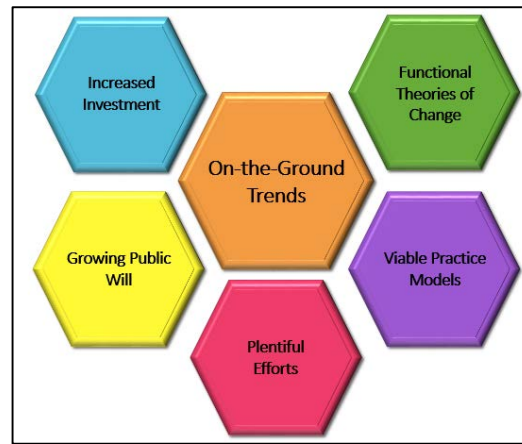
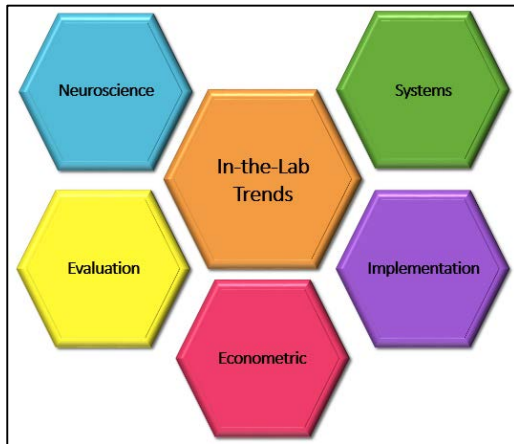
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# Around-the-Globe Trends

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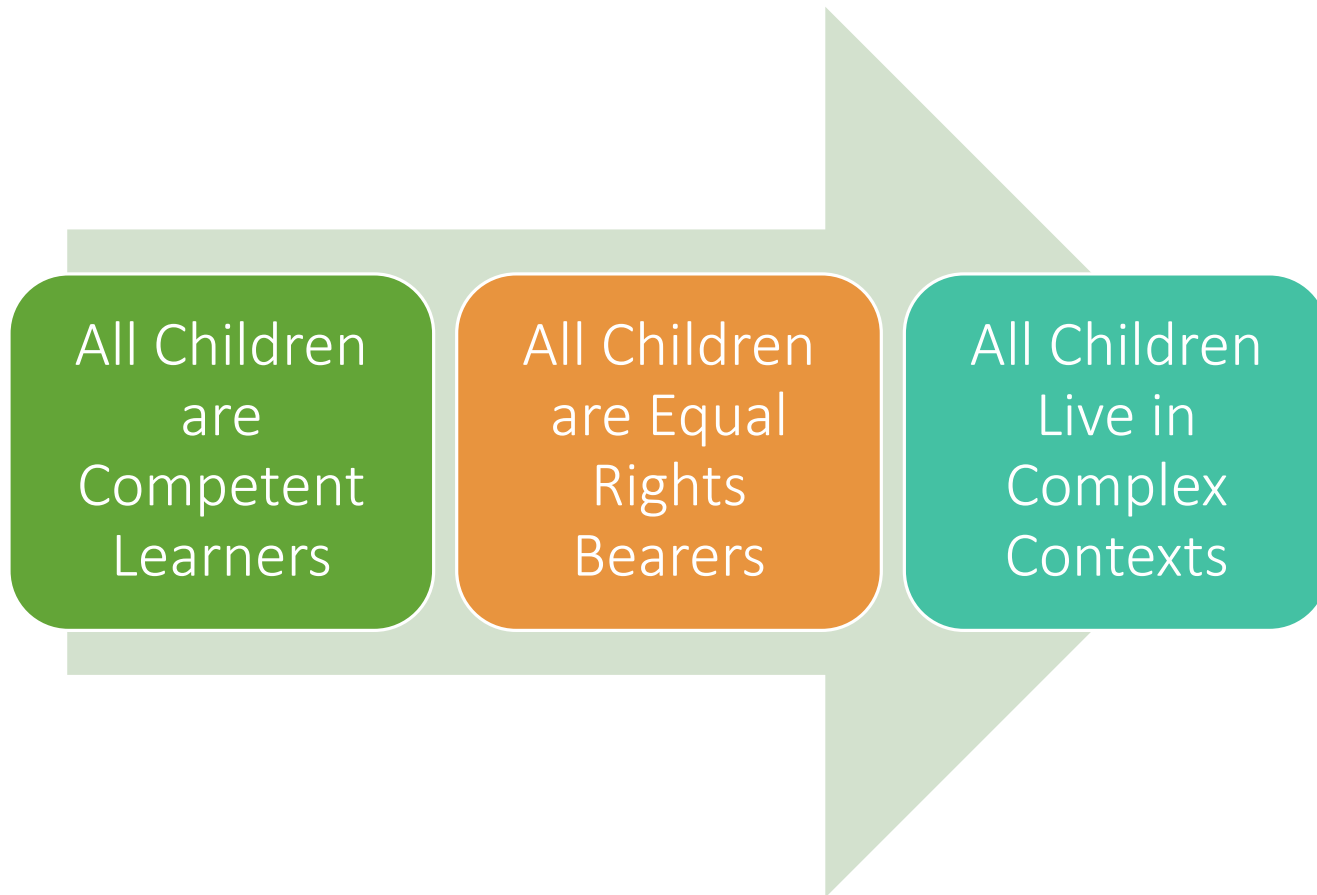




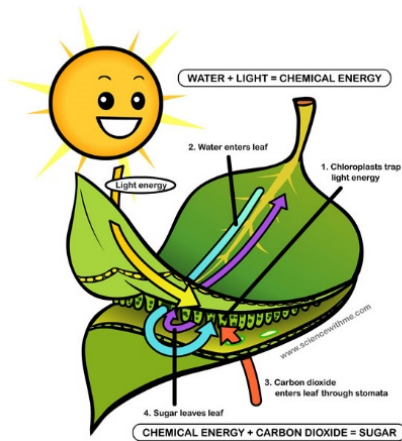


# Think Fresh About Children

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# Children are Competent Learners



# Children are Equal Rights Bearers

- Children have entitlements:

- Safety
- Protection
- Education
- Health and nutrition
- Equality
- Environment



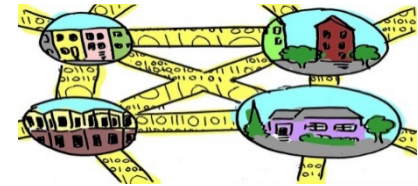
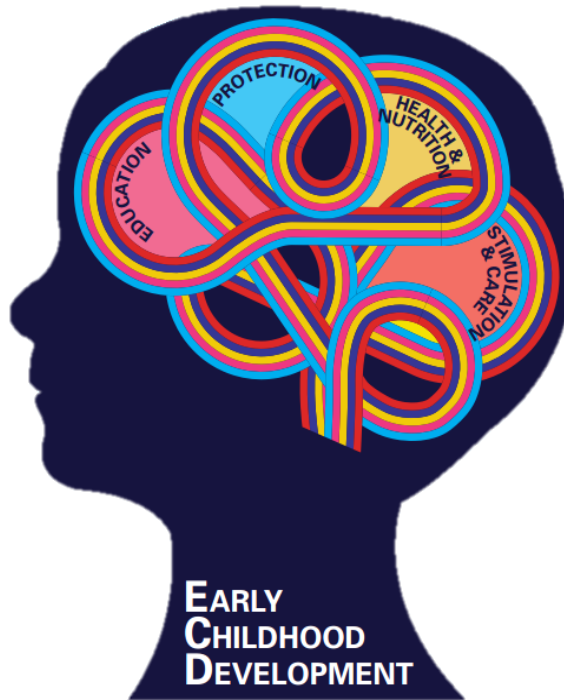
**EQUALITY FOR ALL... ALWAYS!**

by Celso Júnior



# Children Live in Complex Contexts

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*Government*

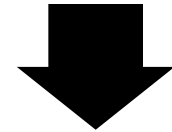
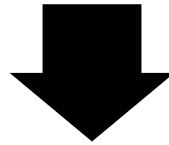
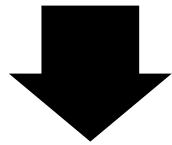




All Children are  
Competent  
Learners

All Children are  
Equal Rights  
Bearers

All Children Live in  
Complex Contexts



Policies That  
Promote High  
QUALITY Pedagogy  
and Learning

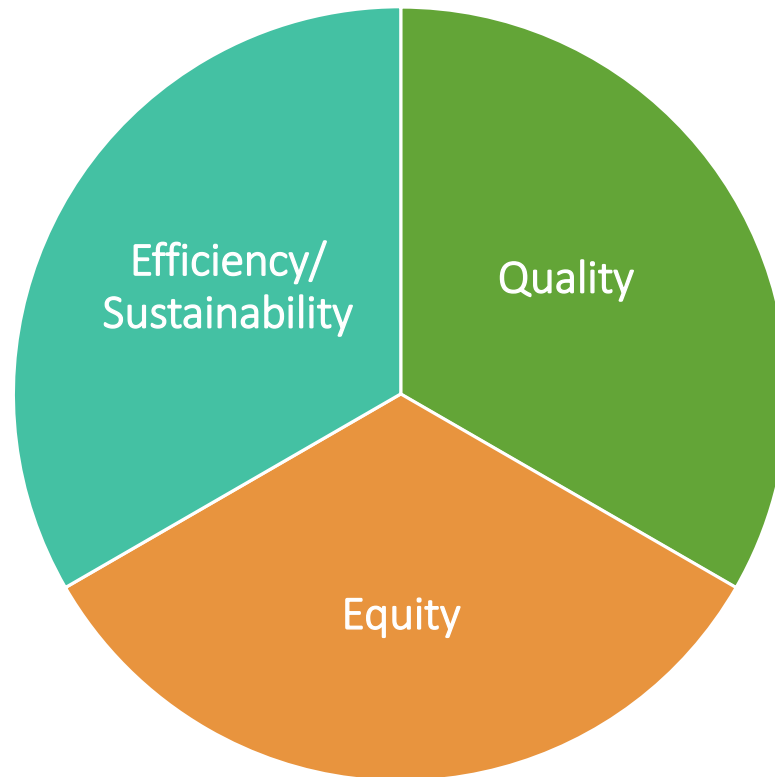
Policies That  
Distribute a Range  
of Services  
EQUITABLY

Policies that are  
EFFICIENT,  
ORGANIZED, and  
SUSTAINED



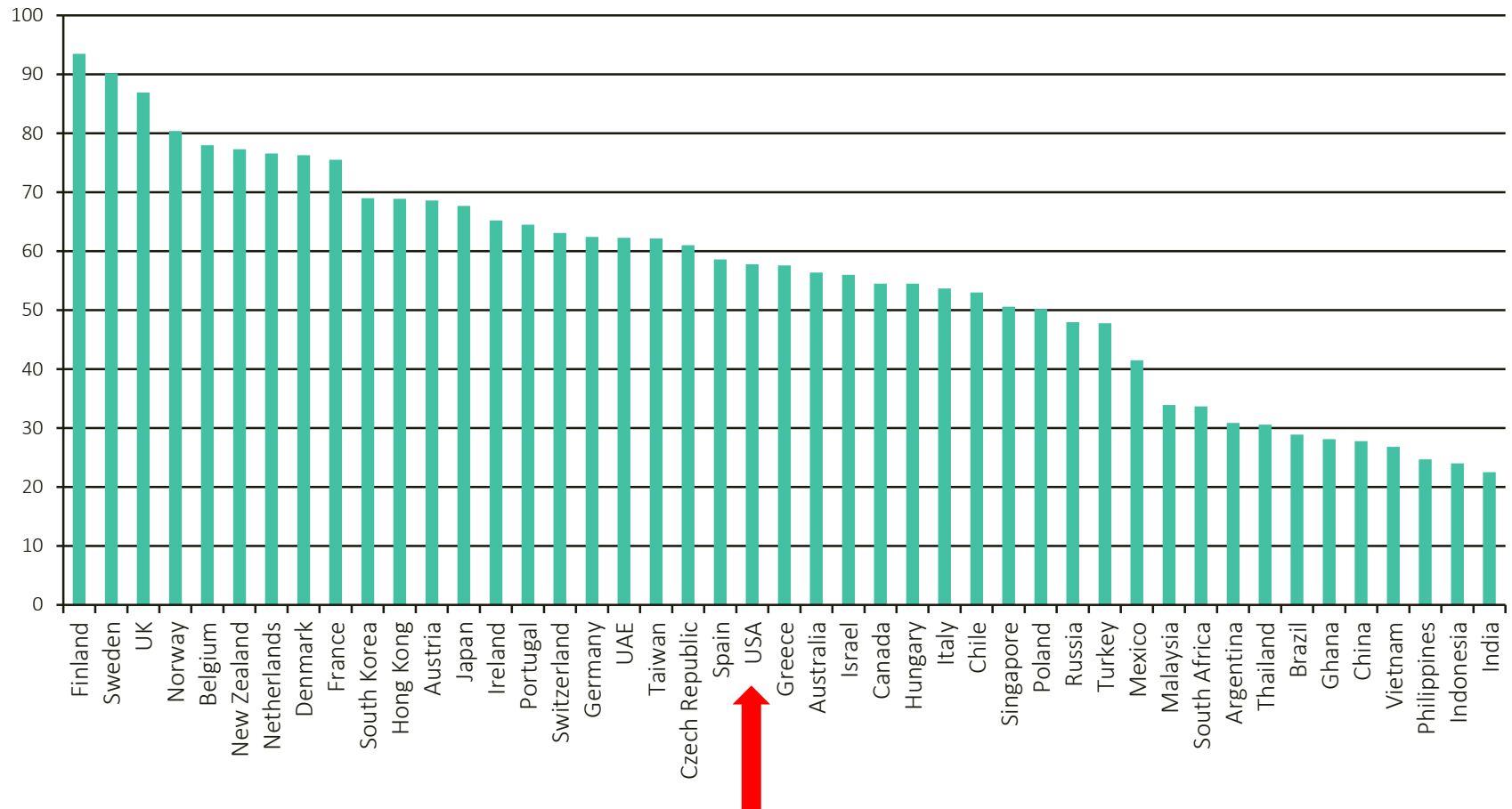
# Obligated to Focus on All Three Areas

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# The USA Quality Challenge

Presence of well-defined quality\* guidelines to cover basic ECEC needs



\* Quality is assessed according to: student-teacher ratio, average teacher wages, curriculum guidelines, teacher training, health and safety guidelines, data collection mechanisms, linkages, and parental involvement



# The Maryland Quality Challenge

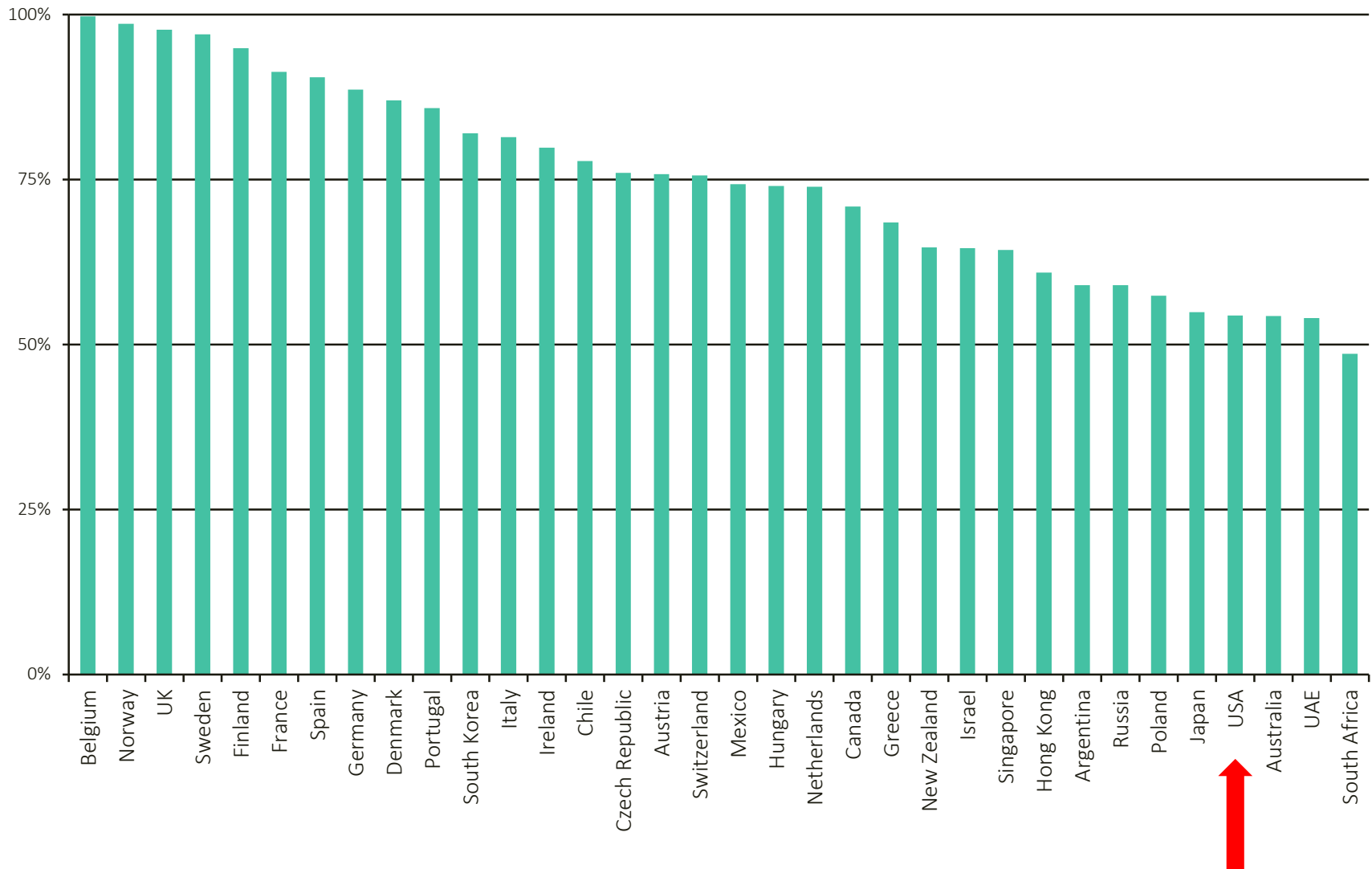
## QUALITY STANDARDS CHECKLIST

POLICY	MD PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Average of 20 (3- & 4-year-olds) <sup>7</sup>	20 or lower	<input type="checkbox"/>	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	Lunch & snack (school-day); Lunch (part-day)	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			<div>8</div>	<div>7</div>	



# The USA Equity Challenge

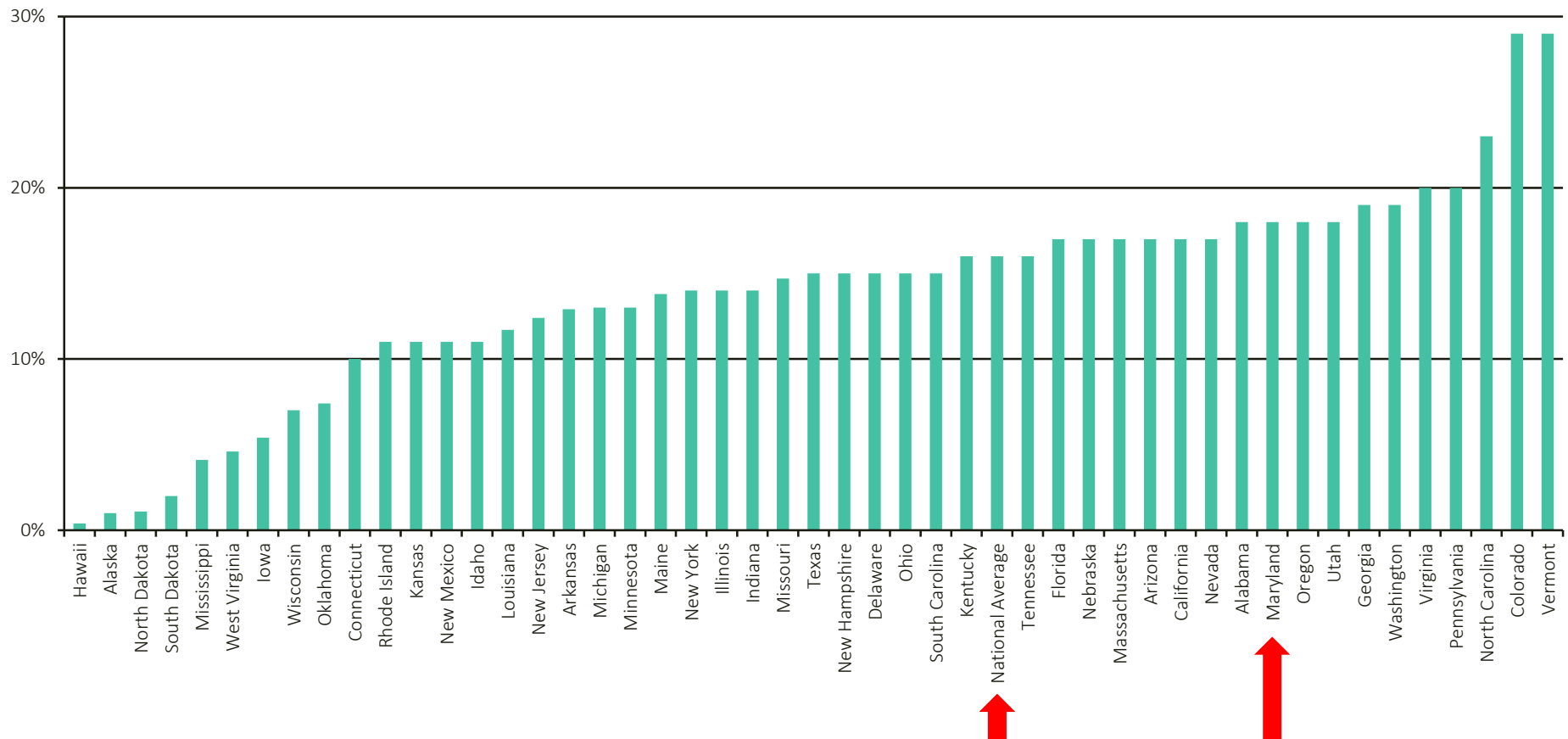
Availability of preschool for families in countries around the world



# The Maryland Equity Challenge

## United States Preschool Enrollment Gap: Differentials Between Low-income and Other Families

- In 2013, the gap in enrollment in preschool between children from low-income and other families was 17.9% in MD, above the national average of 15.8% and 9th largest gap among states



# The Maryland Efficiency-Sustainability Challenge

## Pre-k Resources per Child Enrolled by State

State	State \$ per child enrolled in preschool	Change in the state per child spending from 2014-2015 to 2015-2016
Alabama	\$4,290	-\$1,052
Colorado	\$2,471	-\$39
Connecticut	\$7,905	-\$216
Hawaii	\$7,467	-\$218
Louisiana	\$4,530	-\$48
Maryland	\$3,441	-\$138
Massachusetts	\$4,049	-\$594
Michigan	\$6,291	-\$168
Nebraska	\$2,302	-\$462
Nevada	\$2,132	-\$261
New York	\$6,507	-\$121
North Carolina	\$5,301	-\$48
Oklahoma	\$3,476	-\$240
Rhode Island	\$6,650	-\$3,008
Tennessee	\$4,753	-\$476
Wisconsin	\$3,677	-\$111

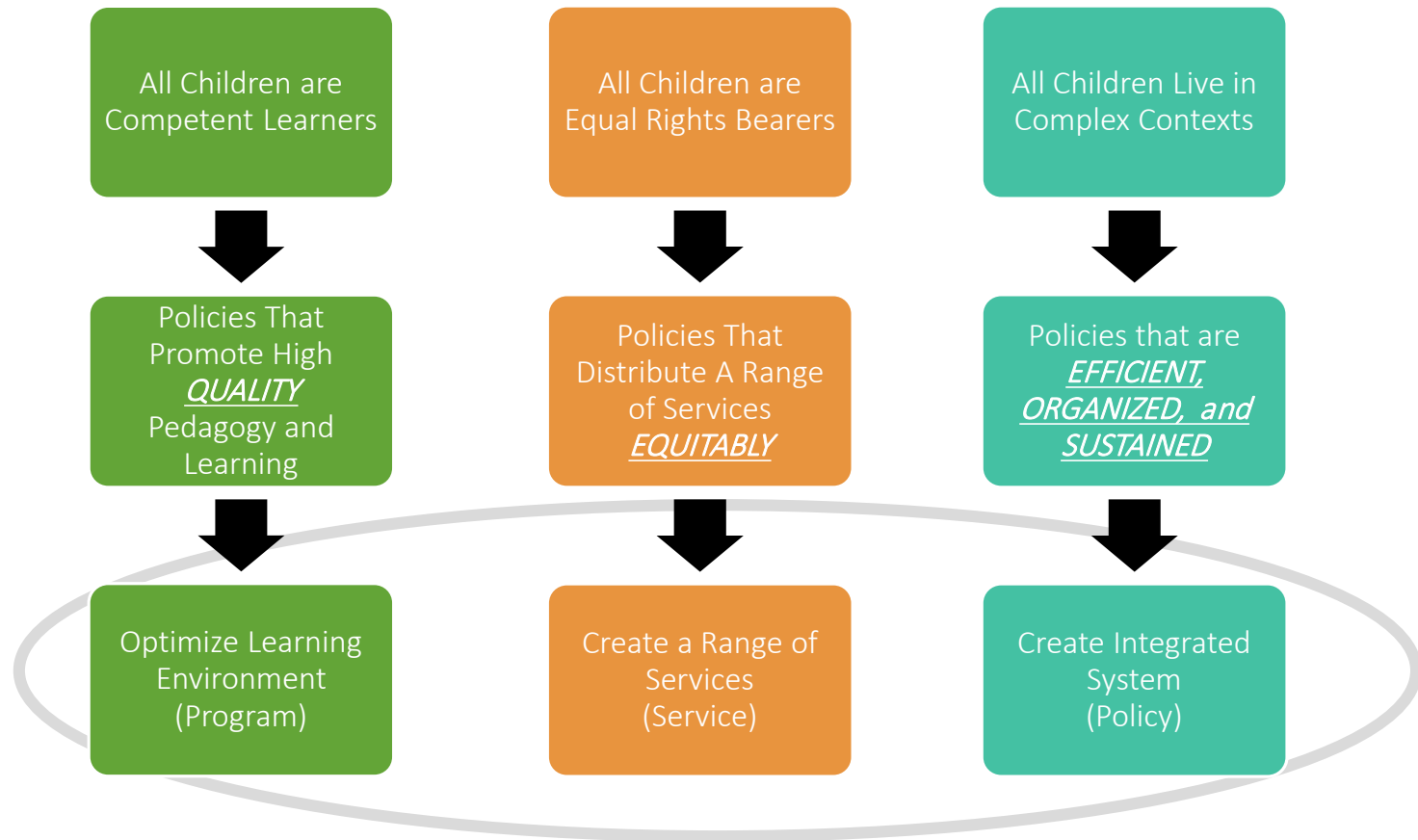
# Part II:

# Acting Smart

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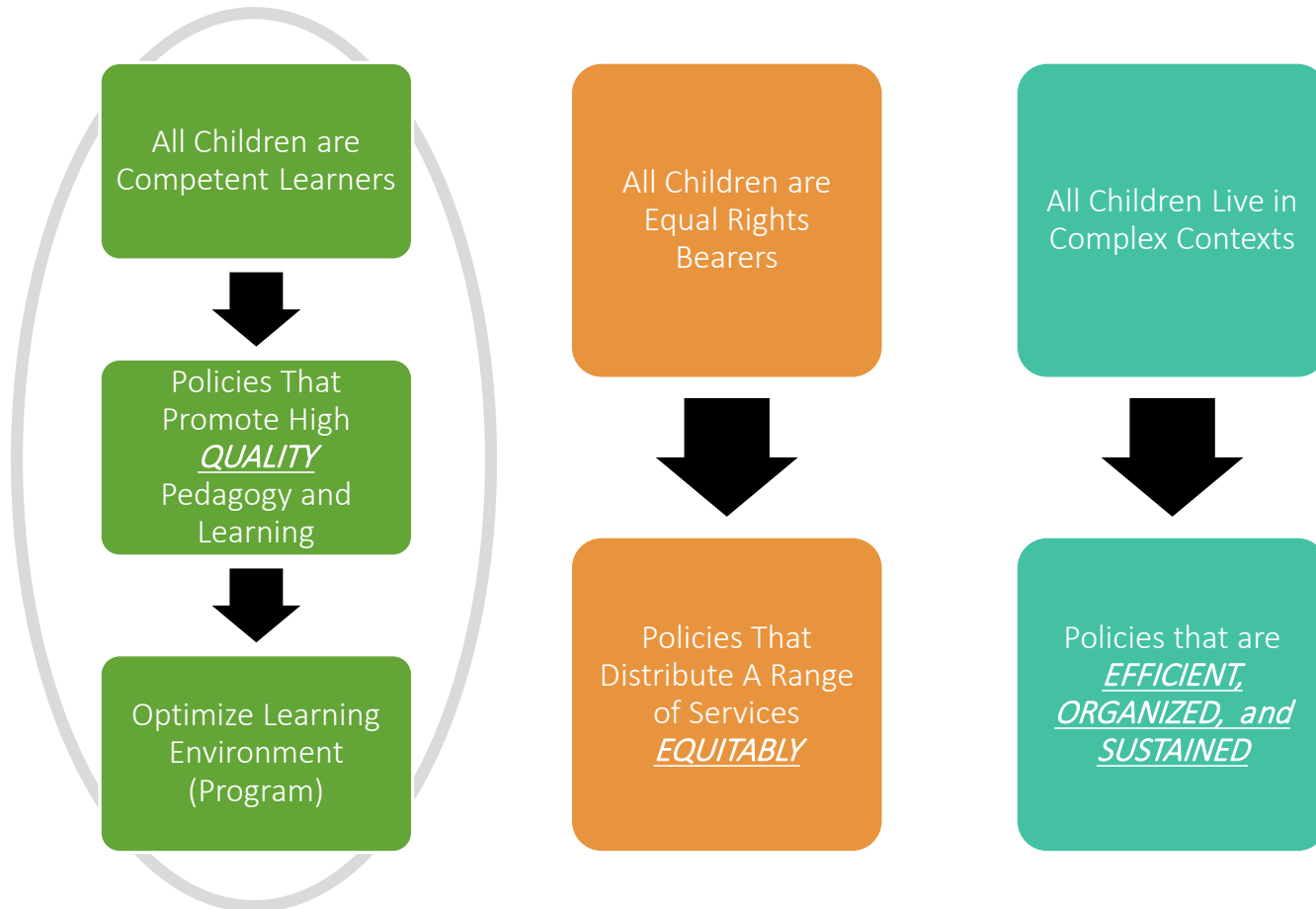
# Three Environments for Acting Smart: Programs, Services and Policies

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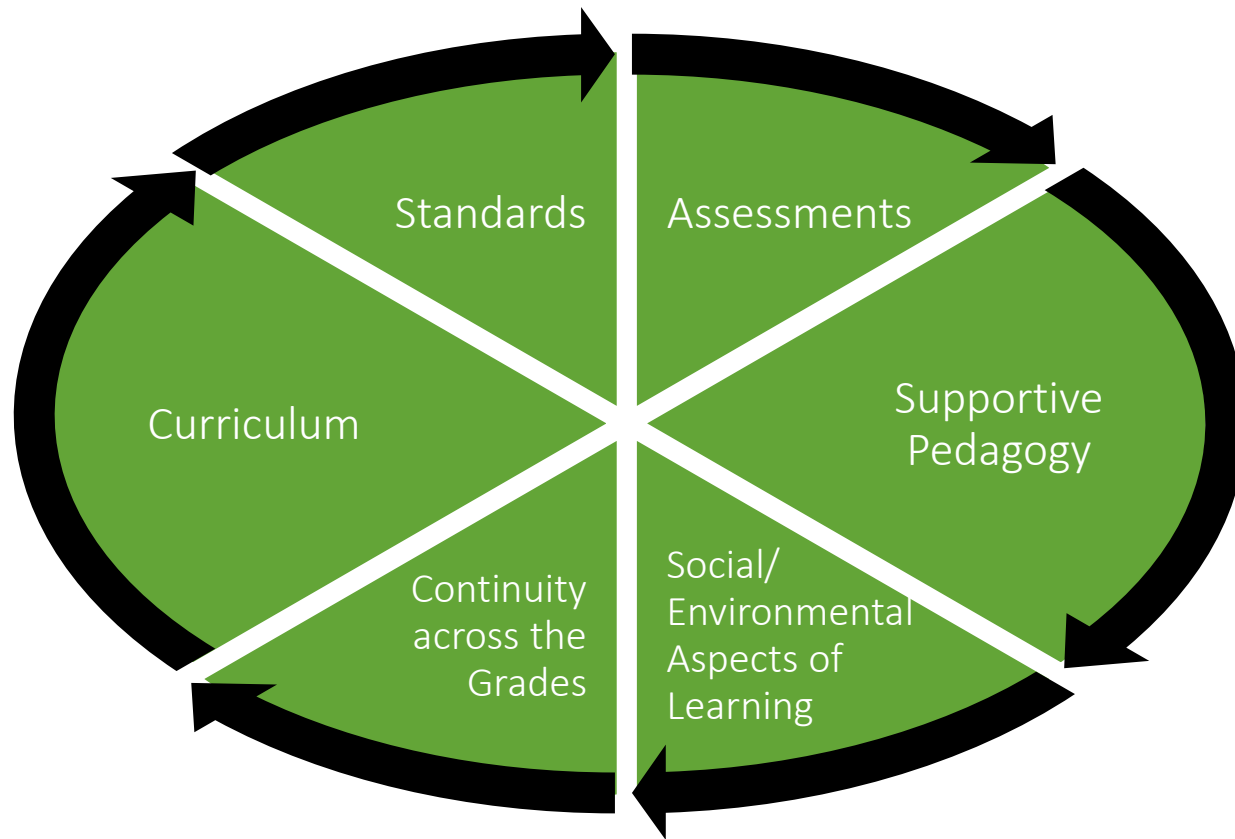
# Implications for Acting Smart

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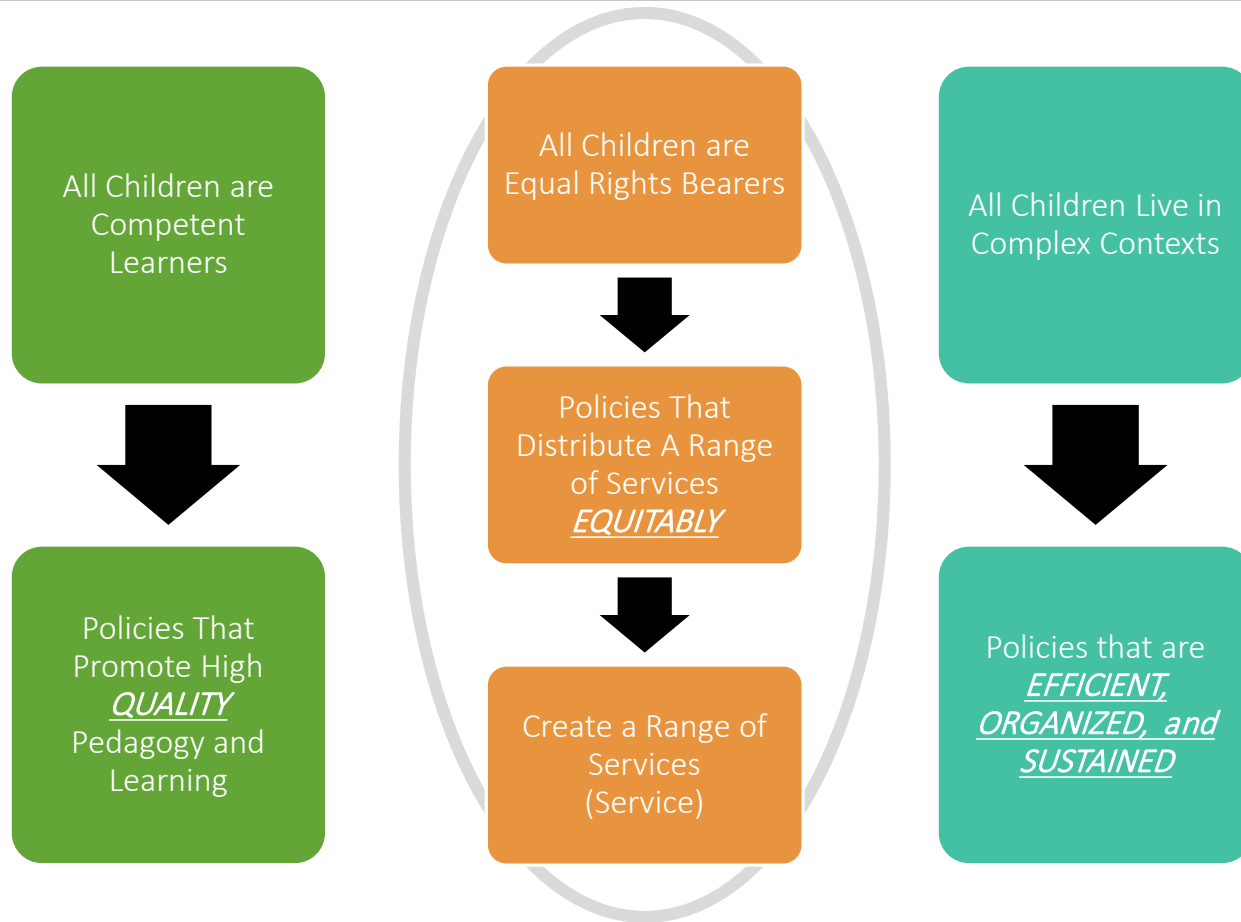
# Learning/Program Environment

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# Implications for Acting Differently

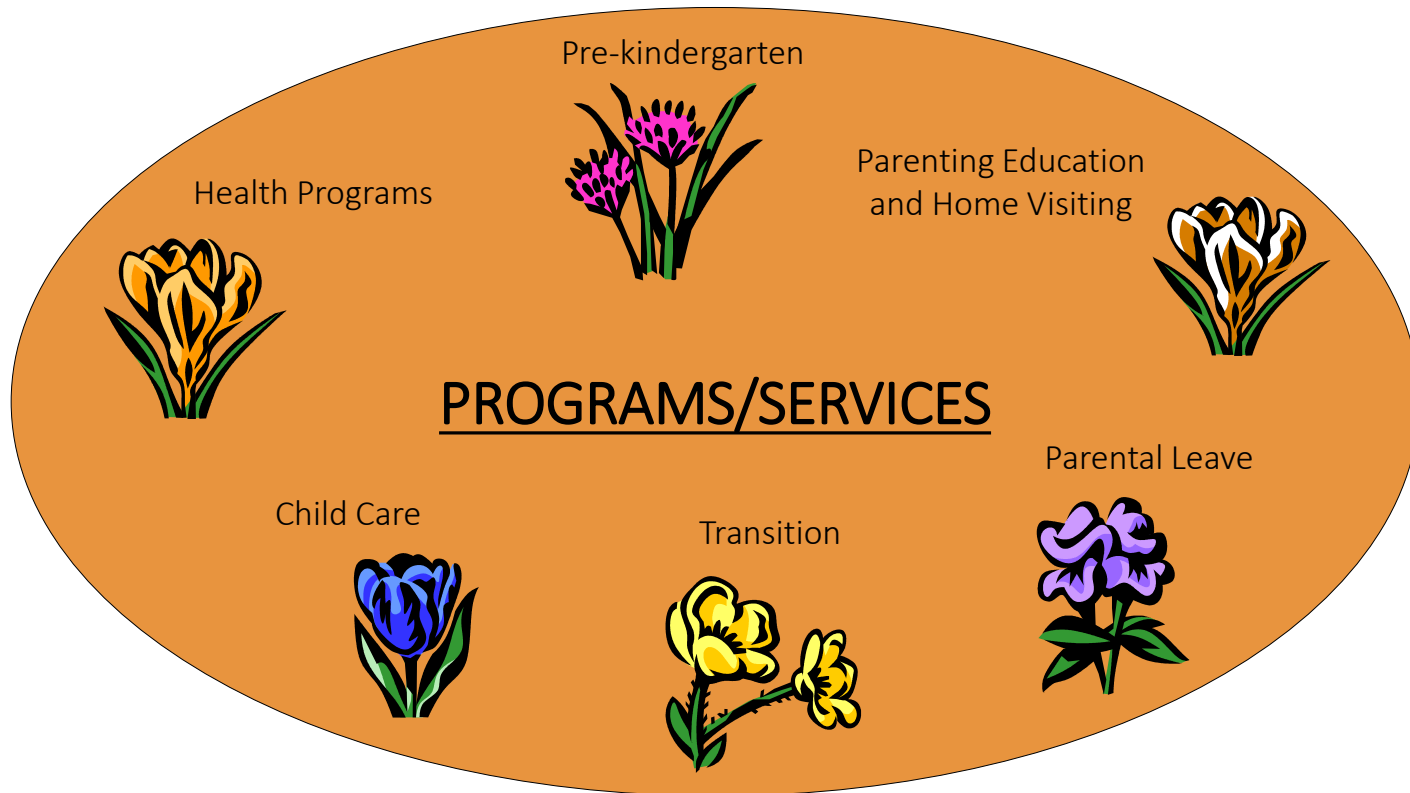
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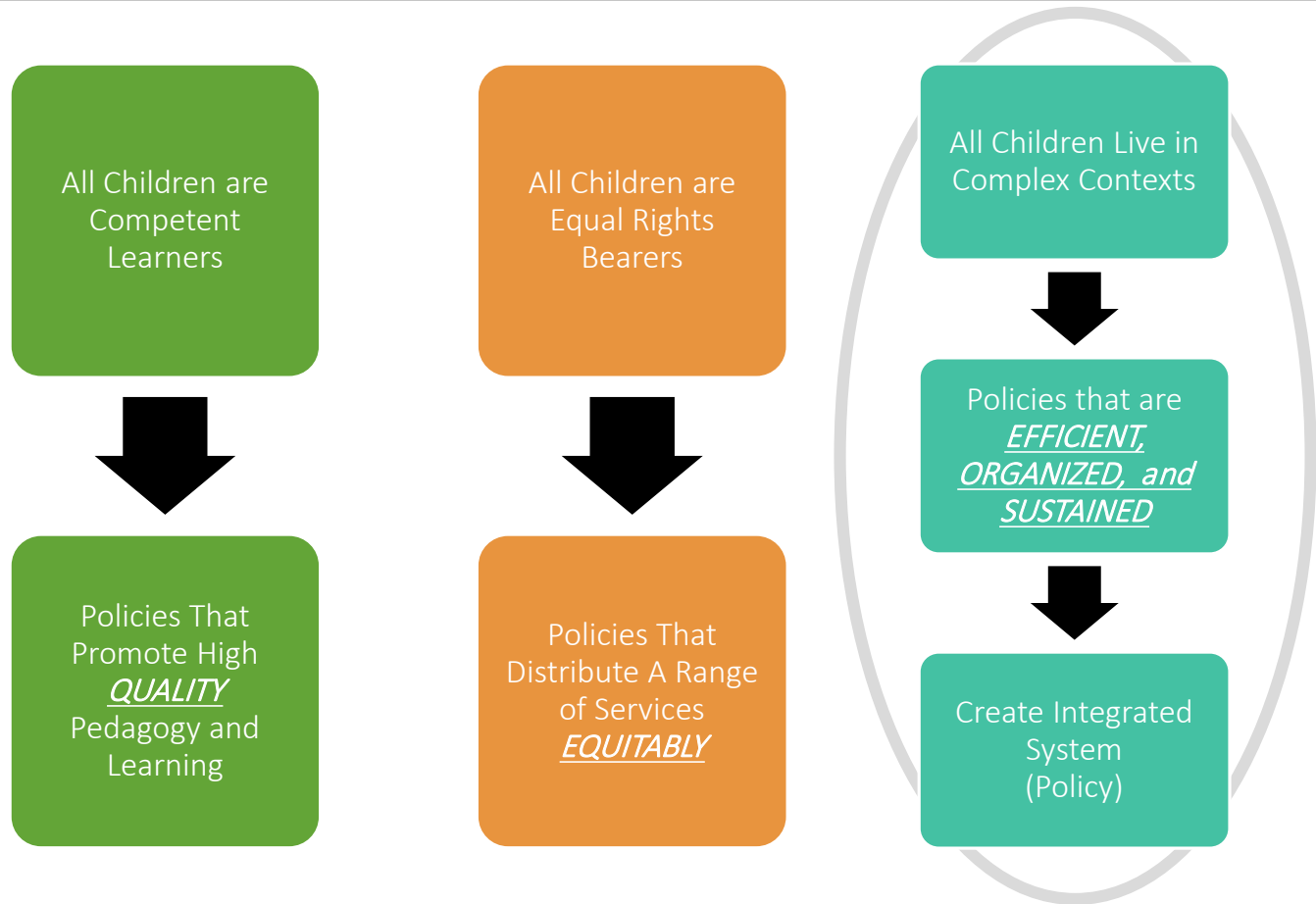
# Services Environment

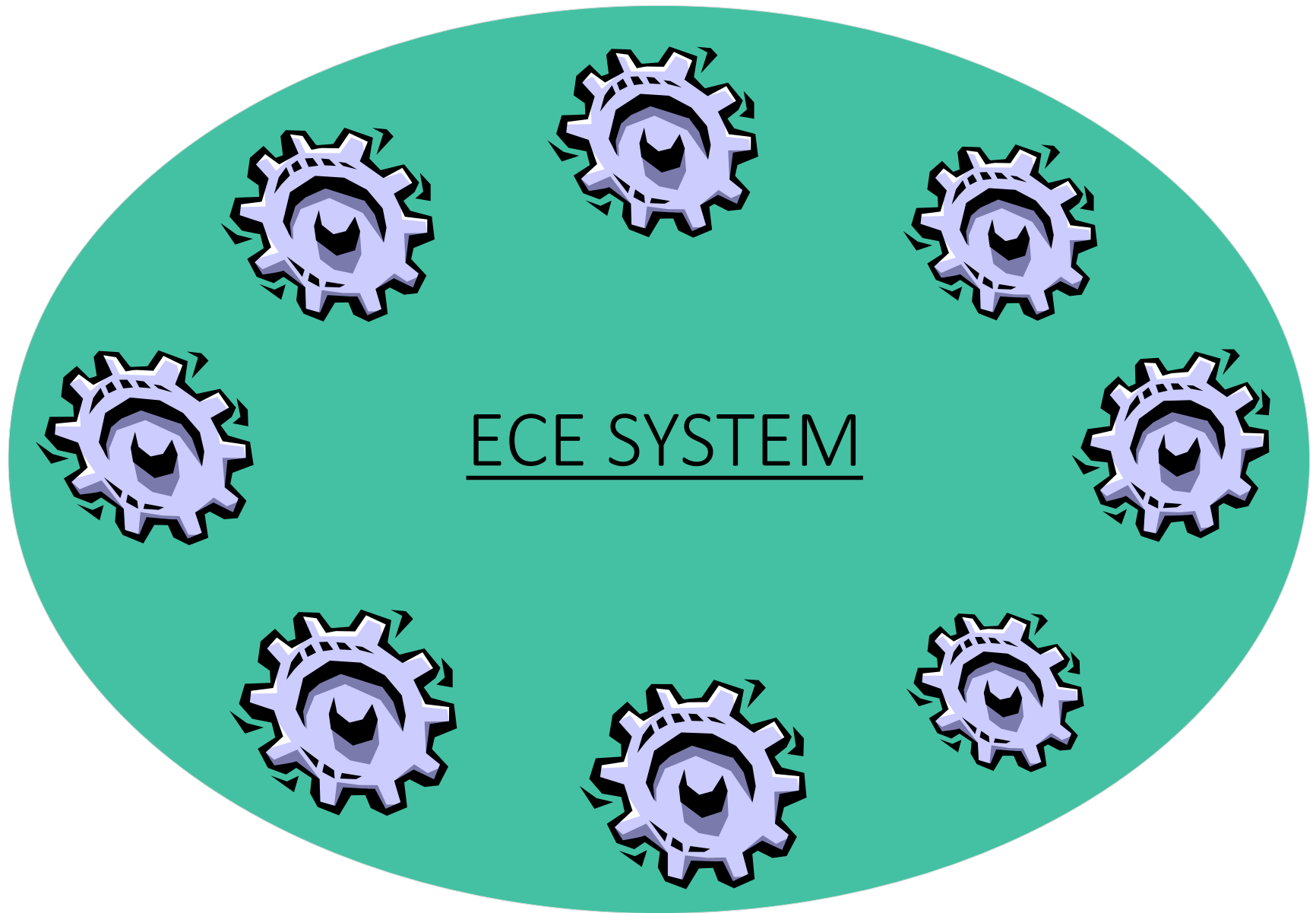
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# All Children in a Holistic Context

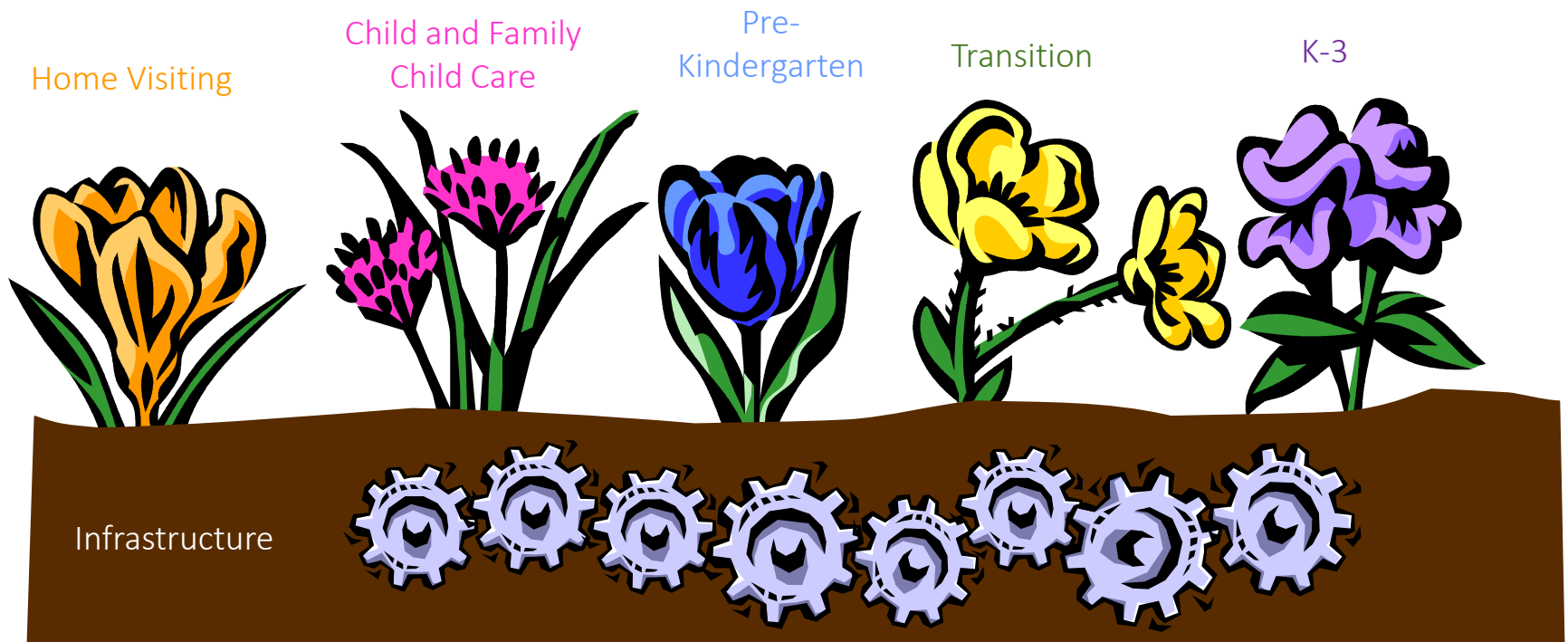
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# The ECE System: A Metaphor

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# ECE System

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## 1. Quality pedagogy, teaching, and learning

- Rich, varied learning opportunities that engage children and produce positive outcomes
- Characterized by activity, inquiry, reflection, and curiosity
- Standards, curriculum, and assessments



## 2. Data use for program improvement-program regulations and inspection

- Done regularly by professionals
- Information from inspections needs to be used for quality improvement



## 3. Professional development

- Pre-service and in-service
- Consistent requirements for all teachers

# ECE System (continued)

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## 4. Financing mechanisms

- Too much focus on quantity, not quality
- Need consistency in funding, and to blend public/private funds inventively



## 5. Governance

- Horizontal: which ministry (e.g., health, education)
- Vertical: which level (e.g., national, local)
- Brings clarity on who does what, for whom, when, and with what authority



## 6. Family and community engagement

- Major commitment to family engagement in programs and governance
- Helps keep programs responsive, builds advocacy base for social change

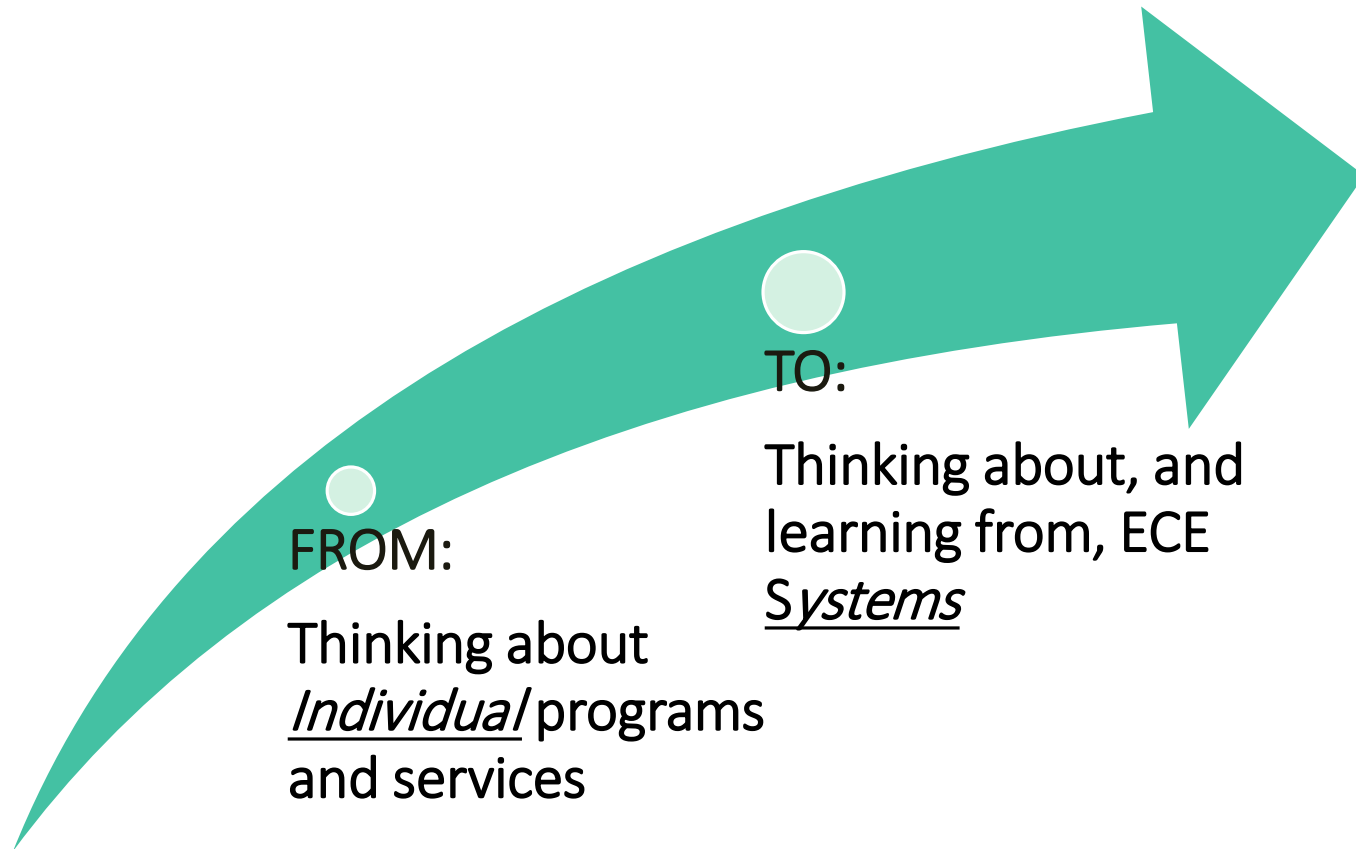


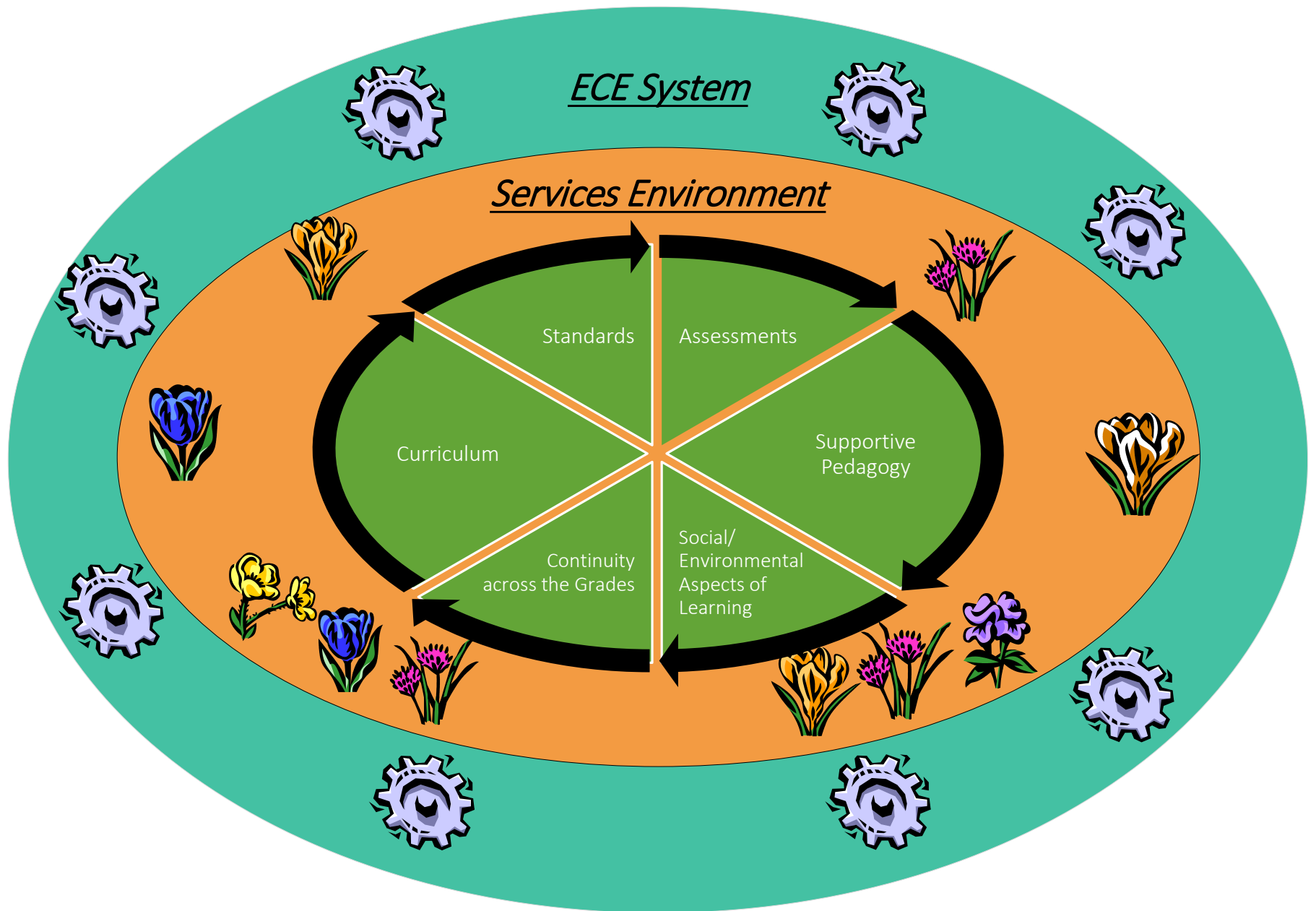
## 7. Transitions/linkages

- From pre-primary to primary
- Among health, education, social services

# Changing Our Thinking

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Part III:

Learning from Others:  
NCEE Study

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# Preliminary Lesson I: Context Matters

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## Nordic Western European Model

- Heavily public model
- Loosely structured pedagogy
- Limited, if any, reliance on formal accountability

## Asian Model

- Heavily market-based
- Highly structured pedagogy
- Medium structured accountability

## Anglo Model

- Mixed public/market model
- Moderately guided pedagogy
- Highly structured accountability

# Preliminary Lesson II: Dispersed and Plentiful Services Matter

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## Pre-Peri Natal

All had paid Family Leave, with many having special provisions for fathers' leave

All had some form of secured health, beginning at pregnancy onset

All had some type of home visiting service

## Infants and Toddlers

Most had subsidies for low-income/at-risk families

Most had supports for some form of on-going parenting support

Most had some form of transition

## Preschoolers

All had services for children in the year preceding formal school entry

Most had some form of transition

Most had supports for those working with young children

# ECE System

Governance

## Services Environment

Data  
Use

Standards

Assessments

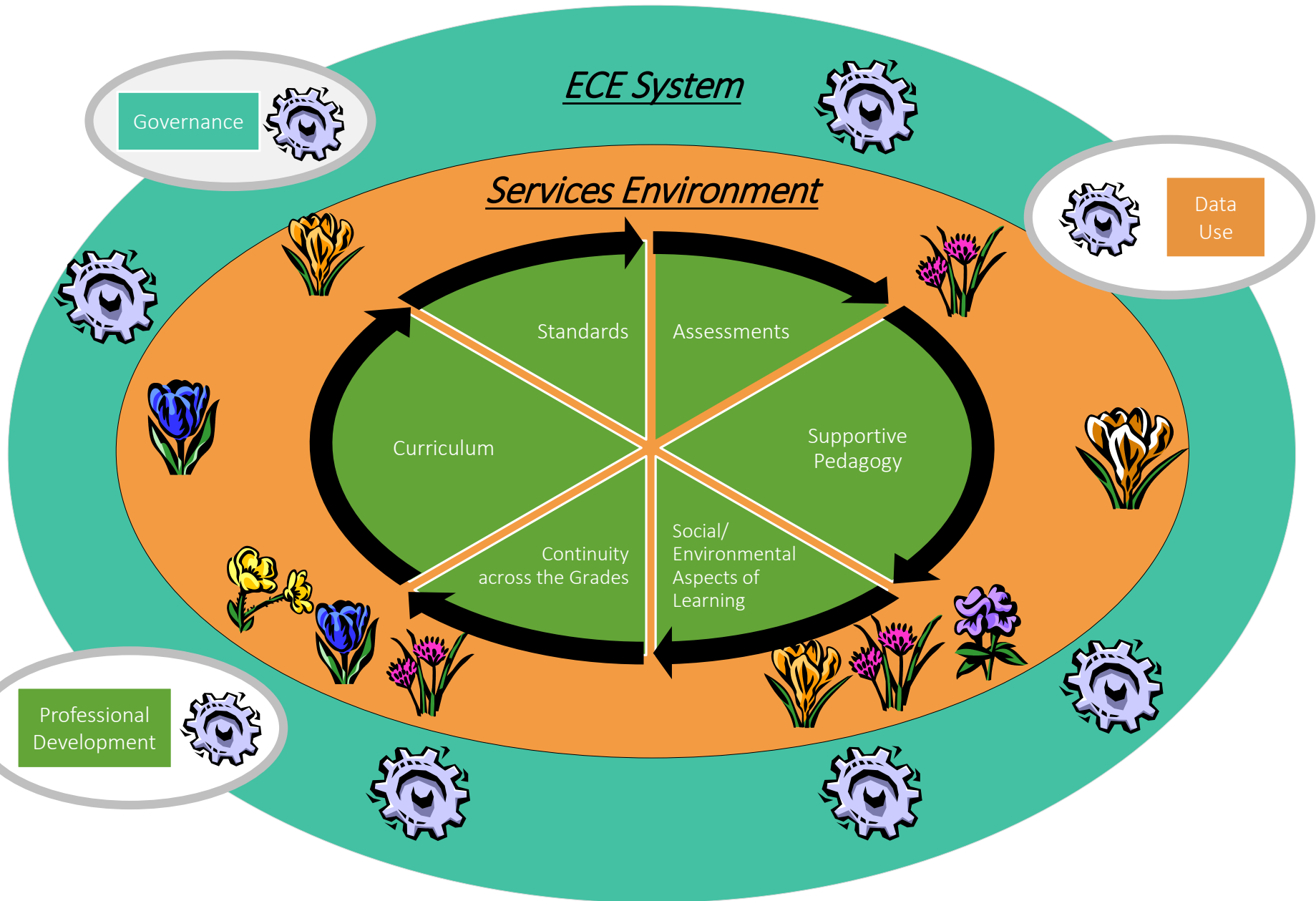
Curriculum

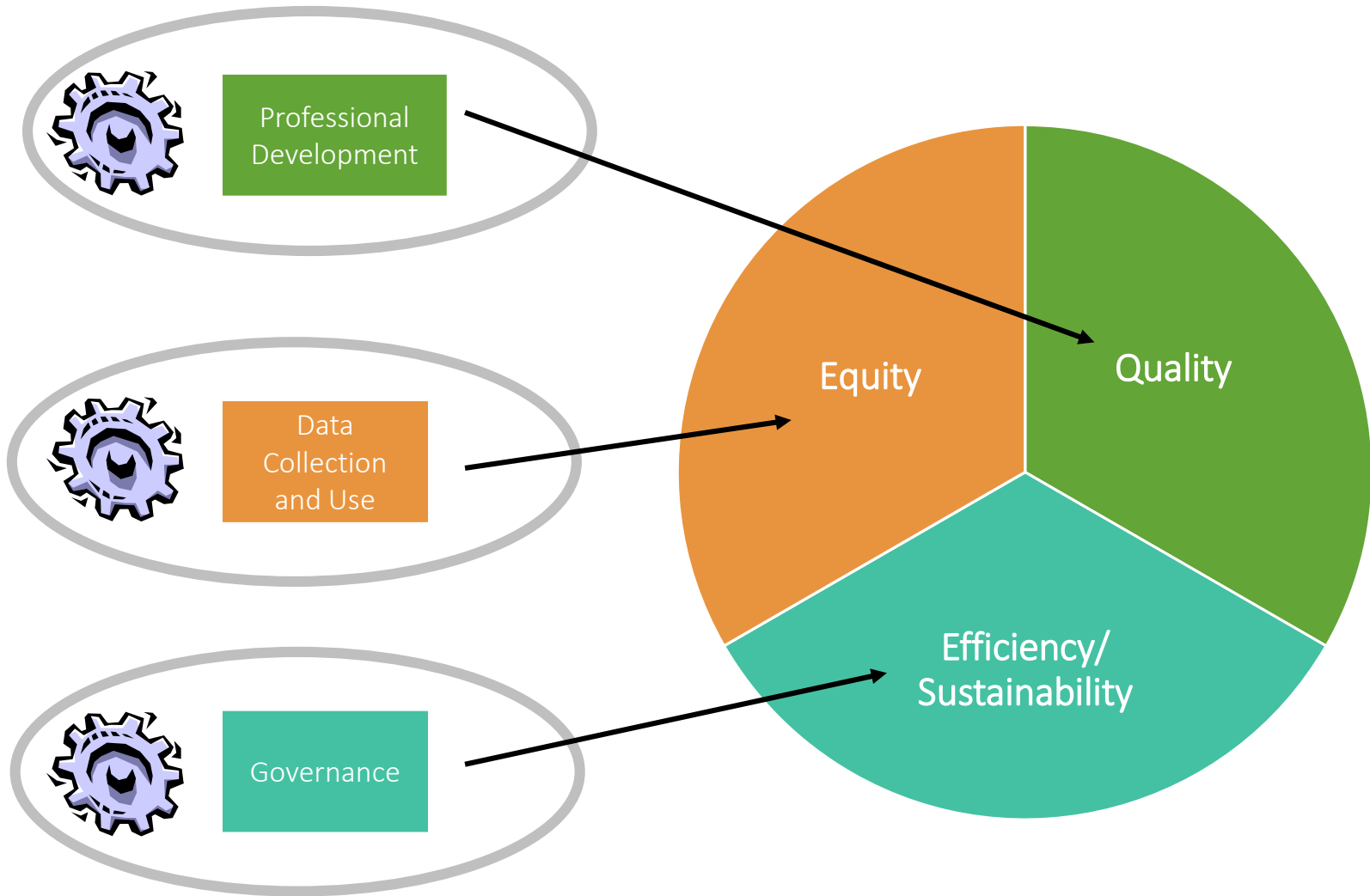
Supportive  
Pedagogy

Continuity  
across the Grades

Social/  
Environmental  
Aspects of  
Learning

Professional  
Development







Think different.

# Think Different

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## Steve Jobs to John Sculley:

- “Do you want to spend the rest of your life selling water, or do you want a chance to change the world?”

## They did revolutionize six industries:

- Personal computers, animated movies, music, phones, tablet computing, and digital publishing

*“The people who are  
crazy enough to think  
they can change the world are the  
ones who do.”*

*Apple’s “Think Different” Commercial 1997  
Foreword to Walter Isaacson’s book, Steve Jobs*