ECE for Maryland’s Tomorrow: Thinking Fresh-Acting Smart

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Presentation Overview

Part I: Thinking Fresh
Part II: Acting Smart
Part III: Learning from Others: NCEE Study
Part I:
Thinking Fresh
Maryland, the Great

• 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

- Neuroscience
- Evaluation
- Econometric
- Implementation
- Systems
On-the-Ground Trends

- Increased Investment
- Functional Theories of Change
- Growing Public Will
- Viable Practice Models
- Plentiful Efforts
Around-the-Globe Trends

- Globalization
- Technology
- Environment
- Gender Roles
- Economic and Societal Changes
Think Fresh About Children

- All Children are Competent Learners
- All Children are Equal Rights Bearers
- All Children Live in Complex Contexts
Children are Competent Learners
Children are Equal Rights Bearers

• Children have entitlements:
  ◦ Safety
  ◦ Protection
  ◦ Education
  ◦ Health and nutrition
  ◦ Equality
  ◦ Environment
Children Live in Complex Contexts
All Children are Competent Learners

Policies That Promote High QUALITY Pedagogy and Learning

All Children are Equal Rights Bearers

Policies That Distribute a Range of Services EQUITABLY

All Children Live in Complex Contexts

Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
Obligated to Focus on All Three Areas

- Efficiency/Sustainability
- Quality
- Equity
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, date collection mechanisms, linkages, and parental involvement

# The Maryland Quality Challenge

## Quality Standards Checklist

<table>
<thead>
<tr>
<th>Policy</th>
<th>MD Pre-K Requirement</th>
<th>Current Benchmark</th>
<th>Meets Current Benchmark?</th>
<th>New Benchmark</th>
<th>Meets New Benchmark?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning &amp; development standards</td>
<td>Comprehensive, aligned, supported, culturally sensitive</td>
<td>Comprehensive</td>
<td>✓</td>
<td>Comprehensive, aligned, supported, culturally sensitive</td>
<td>✓</td>
</tr>
<tr>
<td>Curriculum supports</td>
<td>Approval process &amp; supports</td>
<td>New in 2015-2016</td>
<td>—</td>
<td>Approval process &amp; supports</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher degree</td>
<td>BA</td>
<td>BA</td>
<td>✓</td>
<td>BA</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>ECE</td>
<td>Specializing in pre-K</td>
<td>✓</td>
<td>Specializing in pre-K</td>
<td>✓</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>HSD</td>
<td>CDA or equivalent</td>
<td>—</td>
<td>CDA or equivalent</td>
<td>—</td>
</tr>
<tr>
<td>Staff professional development</td>
<td>6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans</td>
<td>For teachers: At least 15 hours/year</td>
<td>✓</td>
<td>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</td>
<td>—</td>
</tr>
<tr>
<td>Maximum class size</td>
<td>Average of 20 (3- &amp; 4-year-olds)*</td>
<td>20 or lower</td>
<td>—</td>
<td>20 or lower</td>
<td>—</td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 (3- &amp; 4-year-olds)</td>
<td>1:10 or better</td>
<td>✓</td>
<td>1:10 or better</td>
<td>✓</td>
</tr>
<tr>
<td>Screening &amp; referral</td>
<td>Vision, hearing, health &amp; more; Support services</td>
<td>Vision, hearing, health &amp; at least one support service</td>
<td>✓</td>
<td>Vision, hearing &amp; health screenings; &amp; referral</td>
<td>✓</td>
</tr>
<tr>
<td>Meals</td>
<td>Lunch &amp; snack (school-day); Lunch (part-day)</td>
<td>At least one meal/day</td>
<td>✓</td>
<td>Discontinued</td>
<td>—</td>
</tr>
<tr>
<td>Monitoring/Continuous quality improvement system</td>
<td>Structured classroom observations (more than once/year); Improvement plan</td>
<td>Site visits</td>
<td>✓</td>
<td>Structured classroom observation; program improvement plan</td>
<td>✓</td>
</tr>
</tbody>
</table>

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.

*Education Week Research Center. (2015). States graded on indicators for early years.*
## The Maryland Efficiency-Sustainability Challenge

### Pre-K Resources per Child Enrolled by State

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

Part II: Acting Smart
Three Environments for Acting Smart: Programs, Services and Policies

All Children are Competent Learners
Policies That Promote High QUALITY Pedagogy and Learning
Optimize Learning Environment (Program)

All Children are Equal Rights Bearers
Policies That Distribute A Range of Services EQUITABLY
Create a Range of Services (Service)

All Children Live in Complex Contexts
Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
Create Integrated System (Policy)
Implications for Acting Smart

- All Children are Competent Learners
- Policies That Promote High QUALITY Pedagogy and Learning
- Optimize Learning Environment (Program)
- All Children are Equal Rights Bearers
- Policies That Distribute A Range of Services EQUITABLY
- All Children Live in Complex Contexts
- Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
Learning/Program Environment

- Curriculum
- Standards
- Assessments
- Supportive Pedagogy
- Continuity across the Grades
- Social/Environmental Aspects of Learning
Implications for Acting Differently

All Children are Competent Learners

Policies That Promote High QUALITY Pedagogy and Learning

All Children are Equal Rights Bearers

Policies That Distribute A Range of Services EQUITABLY

Create a Range of Services (Service)

All Children Live in Complex Contexts

Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
Services Environment

PROGRAMS/SERVICES

- Pre-kindergarten
- Parenting Education and Home Visiting
- Parental Leave
- Child Care
- Transition
- Health Programs
All Children in a Holistic Context

- All Children are Competent Learners
  - Policies That Promote High QUALITY Pedagogy and Learning

- All Children are Equal Rights Bearers
  - Policies That Distribute A Range of Services EQUITABLY

- All Children Live in Complex Contexts
  - Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
  - Create Integrated System (Policy)
ECE SYSTEM
The ECE System: A Metaphor

ECE System

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
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

FROM:
Thinking about Individual programs and services

TO:
Thinking about, and learning from, ECE Systems
Part III: Learning from Others: NCEE Study
Preliminary Lesson I: Context Matters

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

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

Services Environment

Standards
Assessments
Supportive Pedagogy
Social/Environmental Aspects of Learning
Continuity across the Grades
Curriculum

Governance
Data Use
Professional Development
Professional Development
Data Collection and Use
Governance

Equity
Efficiency/Sustainability
Quality
Think different.
Think Different

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