


Scope of Our Planning

Current and potential services and strategies that improve child health, development and school-readiness from pre-natal to Pre-K.

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EC Developmental Domains

Infants and toddlers	3 to 5-year-olds
Social and emotional	Social and emotional
Creative expression	The arts
Motor development	Physical health & development
Language & literacy	Language & literacy
Cognitive	Mathematics
	Science

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EC Services & Programs in WV

- Prenatal care
- Child health; well child check-ups, developmental screening, immunizations
- Right From The Start
- Birth to Three/Early Intervention
- Homevisiting programs
- Early Head Start & Head Start
- Day Care/Child Care Centers
- Pre-K
- Kindergarten

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Two meetings-National experts

- Benedum hosted meetings to discuss Early Childhood - January 31 & February 1, 2013
- Two national experts, Dr. Lynn Kagan (Columbia and Yale) and Barbara Gebhard (Zero to Three) - shared national efforts and facilitated the two days
- Over 45 participants attended and shared West Virginia EC successes and identified potential next steps to move forward

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What we learned from Dr. Kagan's Systems Thinking

National history has shaped services to young children, leaving three indelible legacies:

- Inequities in Access
- Inconsistencies in Quality
- Inefficiencies in Administration (Resources, Governance, and Accountability)

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Inequities in Access

- By race
- By income
- Mother's education and employment
- Geography
- English proficiency and immigrant status

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Inconsistencies in Quality

- Required qualifications for teachers vary by state
- Program regulations vary by state
- Even the best EC programs - state funded pre-schools - are not high quality
- Low socio-economic status and minority children experience
 - Larger class sizes
 - Less outreach to smooth transition to school
 - Teachers have less training, lower compensation, less stability

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Inefficiencies in Administration

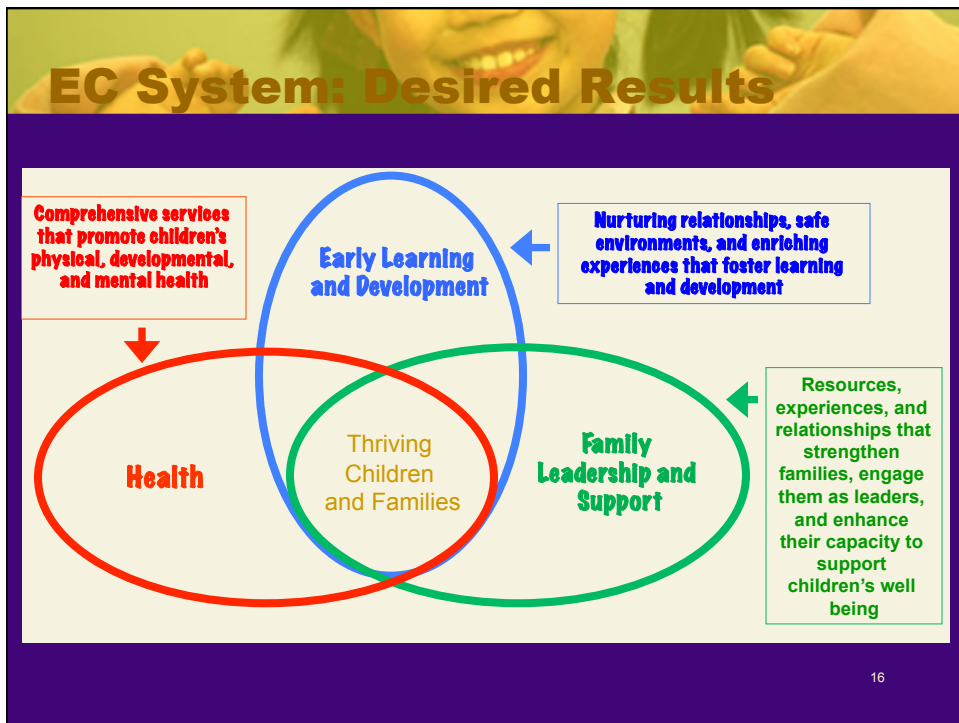
- Revenues from government (federal and state) are inconsistent and not guaranteed (e.g. Head Start and Temporary Aid to Needy Families (TANF) allocations)
- Long-term fiscal planning is almost non-existent
- Financing tends to focus on quantity: not quality
- Programs are constantly changing
- States vary in accountability standards, data systems, and standards


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Early Childhood Challenge Integrated System of Subsystems

<i>SYSTEMS</i>	<i>GEARS</i>
Standards	Early Learning Standards and Assessments
Workforce	Professional Development
Programs	Regulations and Program Quality
Governance	Governance
Finance	Financing Mechanisms
Results	Data Systems
Transitions	Parent, Family and Community Engagement Linkages to K-12 and other systems

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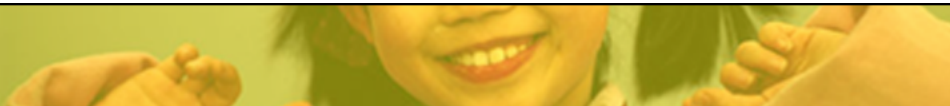




**Considering what we know:
The Light Bulbs**

- Quality matters a great deal in the early years
- Supports for young children come from families and institutions
- High quality early childhood programs produce results and save money
- Young children learn differently from older children
- How to produce high quality programs
- We have a unique opportunity now

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Questions/Discussion

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