



Building Pre-K Accountability

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Overview




- *Background & Impetus*
- *Key Challenges*
- *Recommendations & Action Steps*

Origins

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- Conceived by The Pew Charitable Trusts.
 - Additional funding from the Foundation for Child Development and the Joyce Foundation.
 - Task Force convened in Fall, 2005, report release October, 2007.
 - Presentation reflects progress-to-date.

Task Force Charge


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- Recommendations for a state accountability system for early education programs for prekindergarten children and linkage to standards-based assessments in kindergarten – grade 3.

Task Force Members




- Dr. Sharon Lynn Kagan, Chair
- Dr. Eugene Garcia, Vice-Chair
 - Dr. W. Steven Barnett
 - Ms. Barbara Bowman
 - Dr. Mary Beth Bruder
 - Dr. Lindy Buch
 - Dr. Maryann Santos de Barona
 - Ms. Harriet Dichter
 - Mr. Mark Friedman
 - Dr. Jacqueline Jones
 - Dr. Joan Lombardi
 - Dr. Samuel Meisels
 - Ms. Marsha Moore
 - Dr. Robert Pianta
 - Dr. Donald Rock

Four Challenges

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1. Structural Challenges
 2. Conceptual Challenges
 3. Technical Challenges
 4. Resource Challenges

Challenges: Structural



	Child Care	Head Start	State PreK	Special Education
Program Quality Standards	State Licensing Standards (50 states) Quality Rating Systems (QRS) (13 states + 29 pilots)	Program Performance Standards	State Program Standards (39 states)	IDEA regulations State program standards
Assessing Program Quality	Licensing Visits QRS Assessments (13 + 29)	PRISM Reviews	Program Monitoring (30 states)	State Program Monitoring
Standards for Children's Learning	Early Learning Guidelines (49 states)	Head Start Child Outcomes Framework	Early Learning Guidelines (49 states)	3 functional goals
Child Assessments	No current requirements	National Reporting System	PreK Assessments (13 states) Kg. Assessments (17 states)	States report % of children in 5 categories on 3 goals
Research/Evaluations	Yes	Yes	Yes	Yes



Kindergarten to Grade 3 Standards, Assessments, Data

Challenges: Structural



- Costs, burdens, confusion of multiple standards, assessments, & reports.
- Multiple new initiatives all at once.
- Pre-K – K-3 disconnects:
 - Pre-k assessments aren't transferred to schools.
 - Standards, assessments, curricula aren't aligned.

Challenges: Conceptual



- Early childhood assessment training and practice vs. standards-based assessment and curriculum.
- Early childhood reliance on program standards/data vs. expanded interest in children's learning.

Challenges: Technical



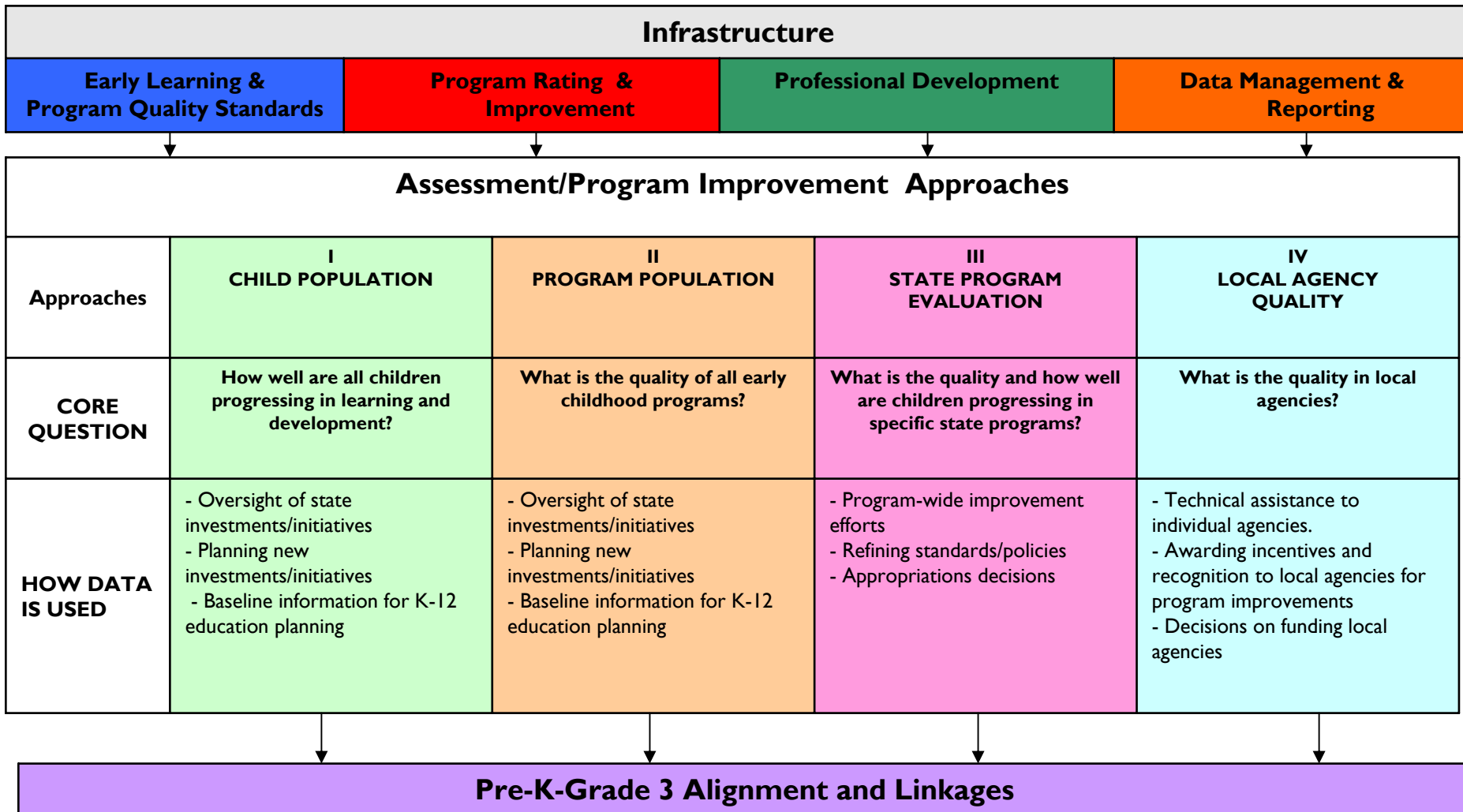
- Need appropriate assessment tools and methods to report on:
 - Progress/status of young children in all domains of learning and development
 - Young ELLs and children with disabilities
 - Program quality in diverse local agencies

Challenges: Resources



- Limitations and inequities in funding for:
 - Programs
 - Infrastructure
- Risk that accountability efforts ignore and exacerbate inequities in resources

State Accountability & Improvement System Design



Infrastructure



System Infrastructure


**Early
Learning &
Program
Quality
Standards**

**Program
Rating &
Improvement**


**Professional
Development**

**Data
Management
& Reporting**

Infrastructure

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- **Early Learning and Program Quality Standards**
 - Alignment between:
 - Standards, assessment systems and curricula
 - Standards *between* ages and grades
 - State *and* federal program structures and funding streams
 - Child *and* program standards

Infrastructure

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- **Program Rating & Improvement**
 - Assesses and reports on the quality of all forms of early education programs
 - Provides technical assistance and professional development to improve quality
 - May provide public recognition/incentives to reward higher levels of quality

Infrastructure



- **Professional Development System**

- Links informal training with formal education, provides career pathways, links education and compensation.
- Supports training on assessment administration, analysis and use.

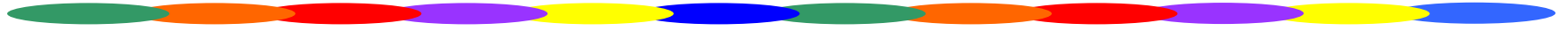
Infrastructure



- **Data Management and Reporting**

- All-in-one place data on
 - Children
 - Programs
 - Workforce
- Unified system of child identification numbers
- Provides for quality assurance of data and assessments

Assessment/Improvement Approaches



Approaches	Child Population	Program Population	State Program Evaluation	Local Agency Quality
CORE QUESTION	How well are all young children progressing in learning and development?	What is the quality of all early education programs?	What is the quality and how are children progressing in specific state programs?	What is the quality in local agencies?

Assessment/Improvement Approaches




- States vary in:
 - What they want to know
 - How they plan to use data
 - Available resources
- States may implement one or any combination of approaches
- Full report includes cautions/safeguards for each approach

Child Population and Program Population Approaches




- Data on how all children are learning/developing and how quality in all programs/settings are used for:
 - Planning interagency investments/initiatives
 - Legislative oversight
 - Baseline information for public education


State Program Evaluation Approach

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- Data on quality and how well are children progressing in specific state programs are used for:
 - Program-wide improvement efforts
 - Refining standards/policies
 - Appropriations decisions

Local Agency Quality Approach

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- Data on the quality and characteristics of local agencies are used for:
 - Technical assistance to individual agencies
 - Awarding incentives and public recognition
 - Funding decisions by state agencies

PreK-Grade 3 Integration

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- Align standards, assessments and reporting on:
 - Children's progress
 - Quality of teaching/learning opportunities
 - “Vertical” teams of teachers/managers to:
 - Review assessment information
 - Enrich teaching and learning experiences
 - Joint professional development

Differing Viewpoints on Use of Child Assessment Data on Local Agencies




- Task Force deliberated but failed to reach consensus on a design to report both program quality **and** child assessment data for local provider agencies.

Action Steps for State Advocates




- Adequate funding for programs, staffing, quality assessments and program improvements.
- Build an overall system for all early education programs/funding sources, aligned and linked preK to grade 3.

Action Steps for State Advocates

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- Create a robust, positive, and rigorous culture for early childhood accountability efforts.
 - Support teachers and managers in using assessments to enhance children's learning.

The Benefits

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- **For Children:** Enhanced learning opportunities and improved outcomes
 - **For Legislators:** Better data to guide state policies and investments
 - **For Teachers/Directors:** Targeted and well-resourced professional development and program improvement efforts
 - **For the Early Childhood Profession:** Enhanced public awareness and credibility