

## Early Learning Standards At-A-Glance

*Tom Schultz – Council of Chief State School Officers – NCSL Early Learning Fellows Conference – December 3, 2011*

	State Standards for 0-2s	State Standards for 3-5s	State Standards for Kg.	OSEP Early Intervention/ Preschool	Child Care & Development Fund	Head Start/Early Head Start	ESEA-funded Early Childhood
<b>Status</b>	37 states have adopted	50 states + DC have adopted	43 states adopted Common Core Standards	3 Child Outcomes 1 Family Outcome Mandated in 2005	No federal standards	No standards for 0-2s HS Child Development & Early Learning Framework for 3-5s	No federal standards
<b>Content</b>	Physical, social-emotional, language and cognitive development well represented. Approaches toward learning under-represented	Language and cognitive development represented in all states; physical, social-emotional and approaches toward learning less common	Language Arts/Math (Most states have Kg. standards in other content areas)	Social/emotional development Knowledge, skills, language & literacy Use appropriate behaviors to meet needs		10 domains + English language development 37 components 149 “examples”	
<b>Implementation</b>	States have disseminated their ELGs, provided training, & support materials.  Some states incorporate requirements related to ELGs in systems such as QRIS	States have disseminated their ELGs, provided training, & support materials.  Some states reference ELGs in QRIS systems.	30+ states participate in a consortium to guide efforts to implement the Common Core K-12 Standards.	States report on % of infants, toddlers & preschool children who demonstrate improved outcomes compared to same-aged peers.  States report % of Part C families who report that programs have helped their family: know their rights; communicate children's needs; & help children develop and learn. States report % of 619 parents who report that schools facilitated parent involvement to improve services and results.	States report ages addressed in ELGS, implementation activities & alignment efforts in CCDF plans.  CCDF Performance Measure addresses alignment and implementation of ELGs	Head Start St. Collaboration Office are to promote alignment of HS Framework and state standards.  Programs are expected to align curricula & assessments to the Framework, develop school readiness goals (with reference to state ELGs) & use ongoing child assessment data to improve teaching, learning & family engagement.	

## Assessments of Young Children At-A-Glance

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	State Assessments for 0-2s	State Assessments for 3-5s (2008-9)	State Assessments for Kg. (2009-2010)	OSEP Early Intervention/ Preschool for 0-5s	Child Care & Development Fund for 0-13s	Head Start/Early Head Start for 3-5s	ESEA-funded Early Childhood For 3-5s
<b>Status of Assessments</b>	No state requirements.	34 initiatives 14 common tool 7 multiple tools 13 local program select 5 no state mandate	29 Initiatives 18 common tool 11 LEAs select  21 no state mandate	3 Child Outcomes (federal) 1 Family Outcome (federal) Mandated in 2005	No federal requirements	All programs must assess Local programs select tools	No federal requirements
<b>Content of Assessments</b>		30 multiple domains  4 Literacy only	14 multiple domains  11 Literacy only  2 Literacy & Math	Social/emotional development Knowledge, skills, language & literacy Use appropriate behaviors to meet needs		Must assess progress towards school readiness goals in 5 domains	
<b>Implementation Efforts/Mandates</b>		Local programs use information for planning & communicating to parents.	6 states report on status of children In relation to standards.  Local schools/teachers use for planning & communicating to parents.	States report on % of infants, toddlers & preschool children who demonstrate improved outcomes compared to same-aged peers.  States report % of Part C families who report that programs have helped their family: know their rights; communicate children's needs; & help children develop and learn. States report % of 619 parents who report that schools facilitated parent involvement to improve services and results.		Programs are expected to align curricula & assessments to the Framework, develop school readiness goals (with reference to state ELGs) & use ongoing child assessment data to improve teaching, learning & family engagement.	

## Principles for Improving State Early Learning Standards

1. **Comprehensiveness:** Early learning standards should address all domains of development and learning.
2. **Age Continuum:** Early learning standards should cover the full age spectrum of early childhood—birth through age 8.
3. **Research-based:** Early learning standards should be informed by research on trajectories of early childhood development and learning. Standards development should include age validation studies to ensure that benchmarks/expectations for children are accurate & appropriate.
4. **Alignment:** Early learning standards should be aligned vertically across the 0-8 years, and horizontally, meaning (a) across state & federal programs and (b) with other policies, materials, documents, including curricula, child assessments, program quality standards, Quality Rating & Improvement systems and professional development initiatives.
5. **Utilization:** States should support early childhood programs, educators and families in understanding and using early learning standards to improve development, learning and school readiness for all young children.
6. **Voluntary Collaboration:** States should have opportunity to work together on a voluntary basis to develop a common, comprehensive, research-based early learning standards to enhance the consistency of expectations for children, programs and practitioners, and address common challenges such as alignment with the Common Core kindergarten standards, developing standards for English language learners, and engaging the nation's best researchers in standards development/revisions.

## Principles for Improving State Early Childhood Assessment Efforts

1. **Use multiple assessment tools if there are multiple purposes.**
2. **Address a range of domains of development and early learning.**
3. **Align with state & federal early learning guidelines and state kindergarten standards.**
4. **Collect information from multiple sources.**
5. **Implement a system-based approach:**
  - a. Support teachers to assess accurately and consistently.
  - b. Help multiple audiences to understand and use assessment data to improve teaching, learning and positive outcomes.
  - c. Build a system of assessments for children birth through grade 3.
6. **Avoid inappropriate use of child assessment data.**