High-Quality Early Care and Education: 
What it Means and What it Takes

National Conference of Legislatures 
Early Learning Fellows 
June 6, 2019
QUALITY

Why it Matters
What it IS
What it TAKES
QUALITY

Why it Matters
Brain Development

Schore, 2001

Shonkoff & Phillips, 2000

Gunnar, 2009

Synapse formation

Synapse pruning

Buffett Early Childhood Institute
Families in America Work

65% of children under 6 have all available parents working

KidsCount; Voices for Children Nebraska, 2017
THE ECONOMIC CASE:

Our local, state, and national prosperity of the future rest on the care and education of young children today.
INVESTMENT AND IMPACT:

Children who experience high quality early care and education are healthier and more productive citizens.
COMMUNITY BENEFITS:

High-quality early care and education may be the single most important factor for community thriving and prosperity
– Tim Bartik
QUALITY

What it IS...

Safety – physical and emotional

Interactions – frequent, warm, 1:1, language-rich, extending
Serve and Return

Hello, sweet baby!
Are you ready to play?

Gahhh!
QUALITY

What it TAKES
What it takes

Communities

Families

Professionals

Interactions

Programs

Instruction
Families

Supportive  Supported  Informed
What it takes
Interactions

• Frequent
• 1:1
• Warm
• Language-Rich
• Extending
What it takes

Instruction
Instruction

• "Whole" Child
• Challenging/ Scaffolding
• Curriculum-based

(Burchinal, 2018)
What it takes

Programs
Quality Ratings and Improvement Systems (QRIS): Program Quality Policies and Standards
Family Childcare Homes
Federal Programs:
Head Start and Early Head Start

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<th>Comprehensive Birth to 5 Models</th>
<th>Long-term effects</th>
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<td>Public health</td>
<td>Less obesity @ 12 &amp; 13 years</td>
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<td>Family strengthening</td>
<td>Less obesity and depression at 16 &amp; 17 years</td>
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<td>Education</td>
<td>Less crime at 20 &amp; 21</td>
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<td>Childcare</td>
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A Public-Private Partnership to Support Nebraska’s Youngest Children and Their Families

Community + School District apply for funds
Home-Based and/or Center-Based, Childcare Partnerships
High Quality Programming
Targeted services (risk-based)
Public (State) Pre-K

- For 3 and 4 year olds
- Part or full day
- Education primary focus

- Increases school “readiness”
- Math and literacy
- Increase social-emotional
- Decrease need for special education

Minervino, 2014
NC Pre-K (North Carolina)
Longitudinal Child Outcomes

Vocabulary (PPVT)  Applied Math (WJ III)

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<th>PK Fall</th>
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* Indicates significant difference.
“For children at risk, early childhood programs are nothing less than a lifeline to success.”

DR. SAMUEL J. MEISEL, FOUNDED EXECUTIVE DIRECTOR
What it takes

Professionals
Early Care and Education Workforce:

Our Nation’s Frontline Servers and Returners
Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

www.iom.edu/Birhttoeight
What it takes

Communities
Communities
QUALITY

What it TAKES…

Provisions that increase the likelihood that children experience SERVE AND RETURN.
QUALITY

What it IS…

Safety – physical and emotional

Interactions – warm, 1:1, language-rich, extending
QUALITY

Why it Matters
What it IS
What it TAKES
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