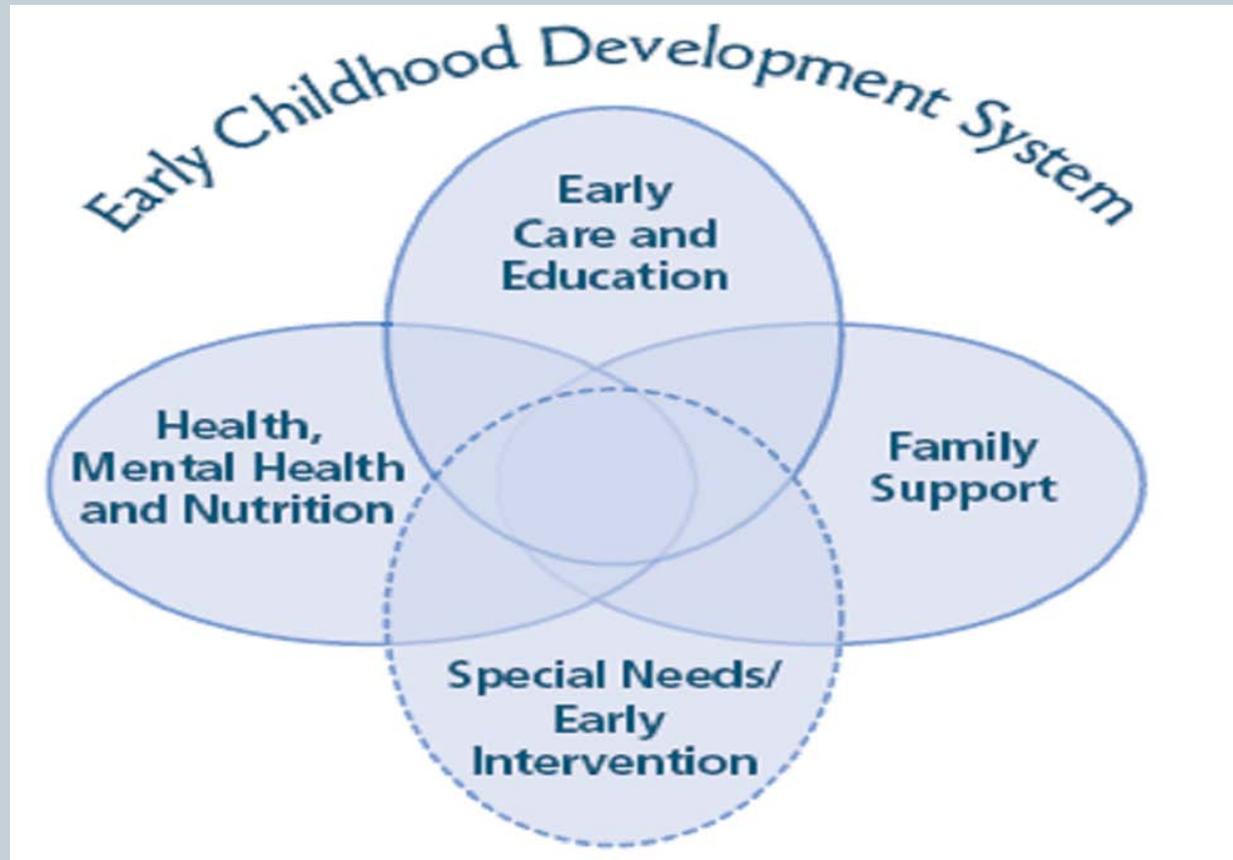


NC EARLY CHILDHOOD ADVISORY COUNCIL: EARLY LEARNING CHALLENGE

**Presentation to the
NC Institute of
Medicine
Task Force on the
Mental Health,
Social, and
Emotional Needs of
Young Children and
Their Families**

August 25, 2011

EARLY CHILDHOOD DEVELOPMENT SYSTEM



Coffman, J., Stover Wright, M., & Bruner, C. (2006). Beyond parallel play: Emerging state and community planning roles in building early learning systems, Available at www.buildinitiative.org.

ECAC GOALS

- Develop an integrated comprehensive strategic plan
- Strengthen the quality of programs and expand opportunities for participation
- Strengthen public awareness and commitment
- Strengthen coordination and collaboration
- Support the implementation of an integrated data system

NORTH CAROLINA

- 26% of children B-5 live in poverty (< 100% of FPL)
- Another 25% of children B-5 are in low-income families (100-200% of FPL)
 - 72% of young black children live in low-income families
 - 82% of young Hispanic children live in low-income families
- 9% low-birthweight babies (NC ranked 40th)
 - 7% White vs. 13.5% Minority
- 29% of HS graduates ages 25-29 who have BA or higher
 - NC ranked 21st

RACE TO THE TOP- EARLY LEARNING CHALLENGE: THE BASICS

- U.S. Dept. of Education and U.S. DHHS
- Total federal funding of \$500 million
- \$50-\$100 million per state; 5-10 Awards
- NC eligible for \$70 million
- RFP issued 8/23/11; Proposals due 10/19/11
- Award Period: 12/31/2011-12/31/2014

ELC PRIORITIES

- **Absolute Priority:**
 - **PROMOTING SCHOOL READINESS FOR CHILDREN WITH HIGH NEEDS**
- **Competitive Preference Priorities:**
 - **Including all Early Learning and Development Programs in Tiered Quality Rating and Improvement System (QRIS)**

 - **Understanding the Status of Children's Learning and Development at Kindergarten Entry**
- **Invitational Priorities**
 - **Sustaining Program Effects in the Early Elementary Grades**

 - **Encouraging Private Sector Support**

RACE TO THE TOP – EARLY LEARNING CHALLENGE – SELECTION CRITERIA

CORE AREAS

- Successful State Systems
- High-Quality, Accountable Programs
- Promoting Early Learning and Development Outcomes for Children
- A Great Early Childhood Education Workforce
- Measuring Outcomes and Progress

A. SUCCESSFUL STATE SYSTEMS

- Demonstrating past commitment to early learning and development
- Articulating the State's rationale for its early learning and development reform agenda and goals
- Aligning and coordinating early learning and development across the State
- Developing a budget to implement and sustain the work of this grant

B. HIGH QUALITY, ACCOUNTABLE PROGRAMS

- Common, Statewide Quality Rating Information System (QRIS)
- Promoting participation in QRIS
- Validating the effectiveness of QRIS
- Rating and monitoring Early Learning and Development Programs (ELD Programs)
- Promoting access to high-quality ELD Programs for Children with High Needs

C. PROMOTING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN

- Developing and using statewide, high-quality Early Learning and Development Standards
- Supporting effective uses of Comprehensive Assessment Systems
- Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness
- Engaging and supporting families

D. A GREAT EARLY CHILDHOOD EDUCATION WORKFORCE

- Developing a Workforce Knowledge and Competency Framework and a progression of credentials
- Supporting Early Childhood Educators in improving their knowledge, skills, and abilities

E. MEASURING OUTCOMES AND PROGRESS

- Understanding the status of children's learning and development at kindergarten entry
- Building or enhancing an early learning data system to improve instruction, practices, services, and policies