



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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STATE STRATEGIES for IMPLEMENTING EARLY LEARNING GUIDELINES: LINKING with PROFESSIONAL DEVELOPMENT ACTIVITIES

Early learning guidelines are one piece of a system that supports adults' efforts to guide children's development. Linkages among elements of the early care and education system—such as early learning guidelines, professional development, and program standards—build a strong foundation for children to grow and thrive.

The States described below began their efforts at different places and have taken a variety of approaches to implementing early learning guidelines. Each State has cited the critical role that partnerships among education and child care, visionary leadership, and in some cases legislative support have played in developing their State's efforts.

FLORIDA

The Florida Partnership for School Readiness contracted with the Creative Center for Childhood Research and Training to develop an intensive, five-day training curriculum. Entitled "Beyond Centers and Circle Time: Scaffolding and Assessing the Play of Young Children," the training curriculum is a train-the-trainer model, that illustrates the *School Readiness Performance Standards for Three, Four, and Five Year Olds* as embedded in good early childhood classroom practices. As a requirement of participation, trainers make a commitment to deliver a minimum of one 30-hour presentation of the curriculum to school readiness providers in their schools or communities. College instructors incorporate the curriculum into all of their early childhood courses. In 2003-2004, a master trainer model is under development to enhance the delivery of the training to local providers and ensure the longevity of the project. For more information, contact Katherine Kamiya at katherine.kamiya@myflorida.com.

MISSOURI

Missouri began its efforts to link the State's pre-K standards to its professional development system by convening the four major organizations (Department of Education, State Chapter of NAEYC, Head Start, Parents-as-Teachers) conducting conferences for early care and education providers in the State. These organizations created a planning tool to ensure that all conference offerings are linked to the core competencies and the State's pre-K standards. Technical support and training on the standards is offered to providers in diverse settings. Title I Preschools, Early Childhood Special Education, and other pre-K projects receive technical assistance by *Project Construct*, a State-wide professional development model developed by the Missouri Department of Education. The State Child Care Resource and Referral Network provides consultation to center-based and family child care providers on the use of the pre-K standards. Missouri's Educare program targets efforts to informal care providers. Its technical assistance materials align with Missouri's early learning standards and are designed specifically for family, friend, and neighbor care settings. For more information, contact Deborah Scott at dscott@mail.dss.state.mo.us.

RHODE ISLAND

Rhode Island conducted a six-month pilot project with four communities to deliver professional development on implementing the State's Early Learning Standards. In 2003-2004, teams of early childhood educators and administrators—from public school preschool and/or kindergarten programs, center-based early childhood programs (including Head Start), and family child care—from 10 communities will participate in training; 10 more communities will be selected to participate in 2005. The teams will participate in eight monthly sessions focusing on key topics, such as aligning curriculum and designing purposeful assessments, related to implementing the standards. Materials linked to the standards are being developed specifically for parents by the state-wide Family Task Force. For more information, contact Barbara Burgess at bburgess@ride.ri.net or Reeva Sullivan Murphy at rmurphy@dhs.ri.gov.

Florida, Missouri, and Rhode Island are among the many States that are working to link their early learning guidelines to their professional development activities and systems.

The National Child Care Information Center does not endorse any organization, publication or resource.