

DEVELOPING EARLY LEARNING GUIDELINES
A TOOL for MAPPING STATE PROGRESS on CONTENT and PROCESS

| OVERALL ELEMENT | COMPONENT | A | P | R | COMMENTS |
|-----------------|--|---|---|---|----------|
| PROCESS | Involve multiple stakeholders from across the early care and education spectrum | | | | |
| | Link to other local or State guideline/child outcome activities and related school readiness initiatives | | | | |
| | Identify a core team, with flexible task groups or subcommittees as needed throughout the process | | | | |
| | Establish timelines for each key task in the development, review, and dissemination of guidelines (including regular revisions) | | | | |
| | Identify a facilitator (contractually or within partner agencies) to oversee and manage process | | | | |
| | Access relevant local and national experts, such as representatives from other States that have developed guidelines, child development experts, and/or higher education faculty | | | | |
| | Identify initial decisions to be made, such as scope, format, ages addressed, etc. | | | | |
| | Develop an Evaluation Plan including <ul style="list-style-type: none"> • Use of contractor or in-house expertise • Scope and outcomes based on input of key stakeholders • Data collection systems • Intended use and sharing of data | | | | |

KEY: A= Addressed P= in Planning process R= under Review

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|-----------------|--|---|---|---|----------|
| CONTENT | *Develop guidelines across multiple domains <ul style="list-style-type: none"> • Language and Literacy • Mathematics • Social-Emotional development • Physical and Motor development | | | | |
| | *Identify ages to be addressed <ul style="list-style-type: none"> • Birth to 3 • Birth to 5 • 3 to 5 • Other | | | | |
| | *Make adaptable to various child care settings, including the home | | | | |
| | *Align with K-12 standards | | | | |
| | Use the latest research to frame domains | | | | |

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* Core GSGS guidelines components