Early Childhood Legacy 2030: National Advisory Group Meeting

MAY 1, 2018

Introductions

Agenda

TOPIC	DISCUSSION
1. Overview of the Project	1. Any questions?
2. Emerging Theory of Change	2. What is a shared vision?
3. Focus Group Protocols	3. What is missing?
4. Veteran Interviews	4. Who to interview? Why?
5. Anticipating Resistance	5. What if?
6. Communication Plan	6. How to create engagement?

A Bonus: Meeting our New Leadership Academy Fellows

I. Recap of the Project Goal and Vision

What if...state early childhood administrators defined and articulated the most important policy issues for the future of children, birth to grade 3?

What if...state early childhood administrators articulated what is needed to ensure policy is implemented well? Result in real impact on children, families, and teachers?

What if...the voice and experience of veteran early childhood leaders was systematically captured to inform our future?

What would be different in 2030, and beyond

Then…

❖ Governors, chiefs, legislators would have a clearer understanding of what is needed to effectively implement state policy.

❖ State policy would be more aligned, realistic and evidence-based.

❖ State early childhood administrators' knowledge and experience would be valued and they would have greater support to successfully implement policy.

❖ The legacy of our veterans will guide our ability to ensure a legacy for future generations.

Project Timeline

Date	Milestone
Jan-May 2018	Invite and establish National Advisory Group and hold first meeting Establish Focus Group Protocols, Senior Experts for historical perspectives, focus group locations
June-August 2018	Gather data & input from SEA Administrators: focus groups, interviews, survey
Sept.-November 2018	Draft, edit, and finalize shared vision report, resources and tools
December 2018-Jan. 2019	*Big Launch-* Disseminate report and any accompanying communication documents

II. Emerging Theory of Change

Some questions we are pondering:

- What is a "shared vision"?
- Who informs vision and when?

Shared Vision

The future is not some place we are going to **but one we are creating**. *The paths are not to be found, but made, and* **the activity of making them changes both the maker and the destination**. John Schaar, Political Scientist

Anytime a change takes place in the future, **it starts as a vision in someone's mind**. *The person draws other people into that vision, and* **when enough people are drawn into share that vision, it explodes into activity**. (Nancy Hathaway, Teacher, Adrian, Mich.)

Creative Tension Towards a Shared Vision

An Awareness of What Is — Creative Tension — A Vision of What Could Be
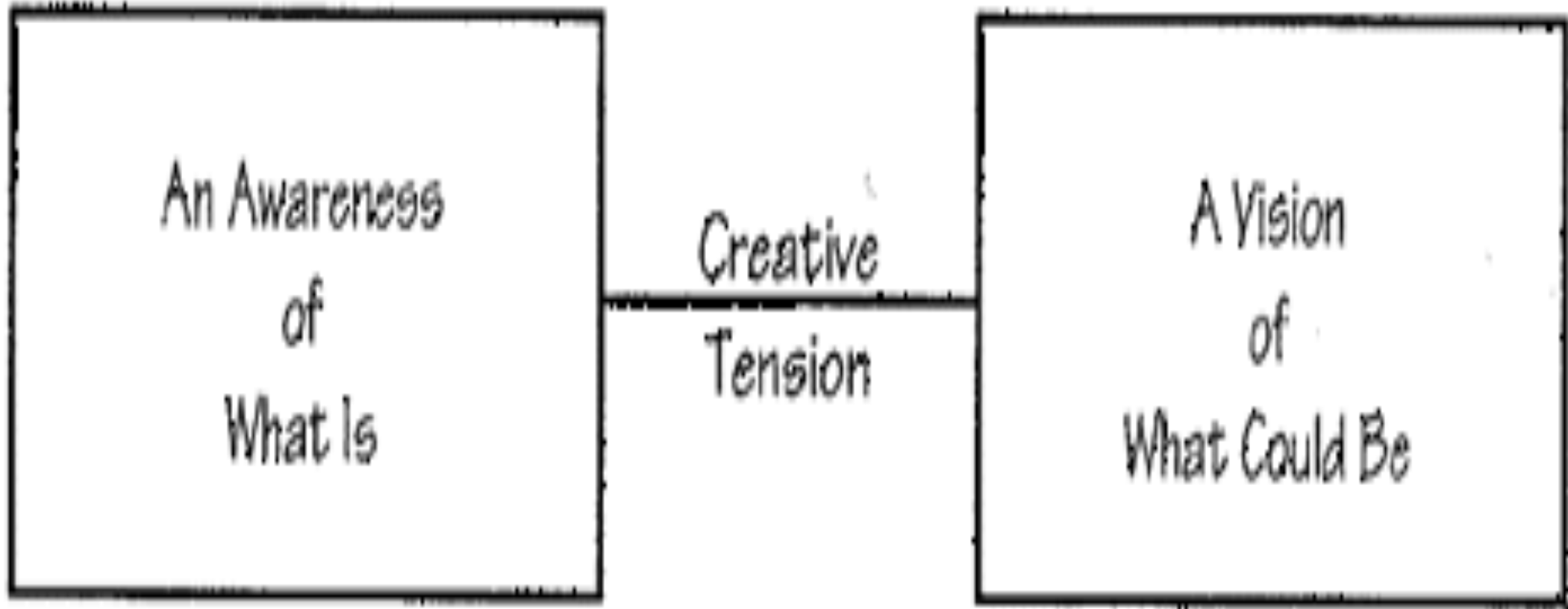
Who's Vision is it?

Source: Collective Insights on Collective Impact

III. Research Approach

Focus Groups of current early childhood specialists(May-July);

- May 31 – St. Paul, MN: High Quality Pre-K Meeting
- June 6-8 – Austin, TX: CEELO 2018 Roundtable
- June 13 – Washington, DC: CCSSO Family Engagement Meeting
- June 19- Meeting of 10 states with Dual or Consolidated Governance

National Survey of current early childhood specialists (July-August); 50-state survey drawn from themes and core constructs of focus groups

Individual Interviews with veteran early childhood leaders (June-August): looking back to look forward

Information to be Collected

Focus Groups:
- Enabling context (policy, funding, ECE system components, relationship with districts, etc.)
- Agency/organizational characteristics
- Individual competencies and supports
- Vision for a state system

Survey:
- Current ECE organizational structure
- Demographic and other characteristics of early childhood specialists
- How generalizable are themes articulated in focus group?

Information to be Collected

Veteran Early Childhood Leaders:
- ❑ Individual Interviews, hope to record or video
- ❑ Lessons learned from history of federal and state ECE policy
- ❑ Next steps for federal and state ECE system
- ❑ Ultimate vision for the future

State Early Childhood Specialist Focus Group Protocol

- Introduction of Project
- Informed Consent
- Participant Introductions
- Priming Questions
- Organization of State Departments of Education
- Personal Professional Capacity
- Defining a Vision for State Systems
- Conclusion

Priming Questions

1. From your perspective, what are the most important policy issues affecting the development and learning of young children birth-to-grade three in your states? Why are these policy areas so critical?

   ▪ Probes: What funding challenges do you face? Specific areas of child well-being and learning that are not currently addressed by policy?

Priming Questions (cont.)

2. In addition to policy issues, what are the biggest implementation challenges for your state's early learning programs in trying to meet the needs of children and families?

   a) What makes your issue such a challenge? What are the root causes of this challenge?

   b) What are some potential changes to your state system that would help to overcome the challenges?

Organization of State Departments of Education

3. Please describe how early learning programs are organized within your state.

4. Could you talk specifically about your department and where early learning programs fit?

   a) What opportunities do you have to influence the policies you administer and talk directly with those who make the decisions about early care and education policy in your state? Do you feel you have the opportunity to influence the policies you administer? Why or why not?

   b) How does your state's organization help or hinder implementation of early childhood policies?

Organization of State Departments of Education (cont.)

5. Please talk a bit about the importance of leadership and other factors within the department that impact your ability to successfully implement your programs.

6. Describe your relationship with the (1) school districts (2) early care and education providers, (3) advocates and how the nature of that relationship impacts implementation of state programs.

7. What other contextual factors affect implementation of your programs?

Personal Professional Capacity

8. What are some things you wish you had known or skills you wish you had when you first became an early childhood administrator in your state?

9. We talk a lot about "knowledge and competencies" in early childhood. What are some of the most important things that administrators should know and be able to do to successfully implement early childhood programs?

10. How supported do you feel in your work? What are ways in which you could feel more supported?

   a) How could your agency better support you?

   b) What could be done in terms of policies and funding?

Defining a Vision for State Systems

11. If you had total control of your state's early childhood policies and wanted to positive impact the lives of future children in your state, what are the one or two policy ideas that you would enact to positively affect children and their families?

   a) Where would you start?

IV. Veteran Interviews

"sankofa" look back at history to move forward, look to the past to inform the future

❑ When you think of the person(s) with the richest historical perspective in early childhood, who comes to mind and why?

❑ Identify the questions you would most like to ask that person.

Lunch

V. Anticipating Resistance

Imagine we have crafted a "shared vision"

What will be the reactions? Positive, negative?

What can be done to prepare for these reactions, especially any "resistance"?

- ❑ Can "things" be shared/disseminated to "prime the pumps" –
- ❑ Can we generate thinking about the negative reactions or resistance? – and what could be solutions

VI. Communication Strategy

1. Who are the audiences for the Legacy Project?

2. How can NAG members be involved
   - Identify messages/mediums to help NAG engage others, encourage buy-in from ECE community
   - What kinds of information/resources would be helpful
   - How do you want to engage your networks

3. Imagine our Legacy Project launch in 2019
   - What should we produce?
   - Video/Report/Convening/Webinar
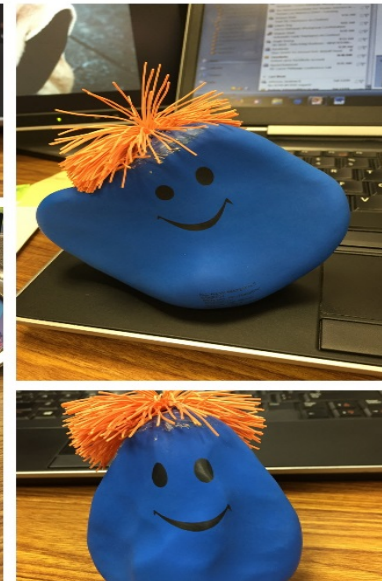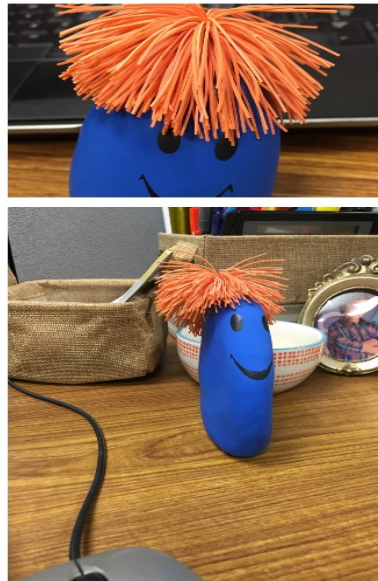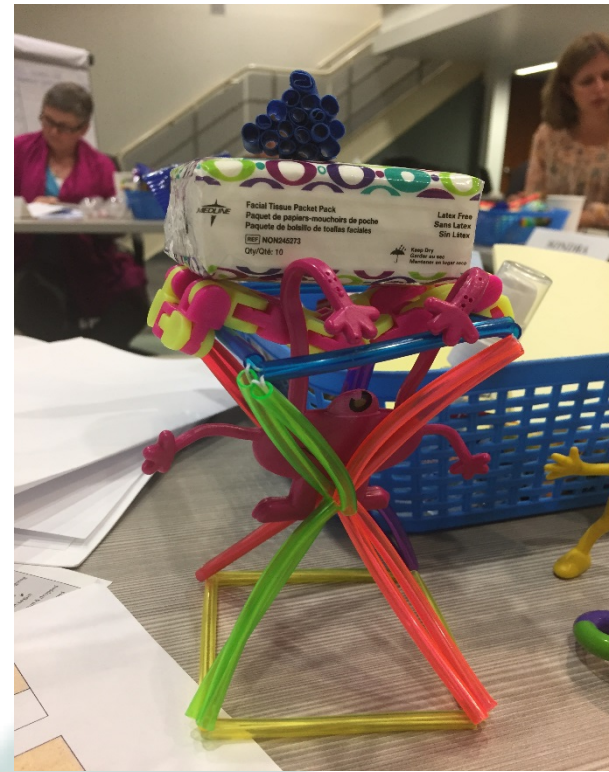
Next Steps

- ✓ CEELO website and Annual RoundTable Communications

- ✓ Finalize FG protocols

- ✓ Engage in Focus Groups

- ✓ Begin to Draft Survey Qs

- ✓ Finalize Veterans and Reach out

- ✓ Continue to Explore Video/Audio

- ✓ Summer- NAG webinar; Fall NAG in-person meeting