



State Capacity for Improvement

DEFINING HIGHLY EFFECTIVE
OFFICES OF EARLY LEARNING

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WHO WE ARE - CEELO

Our **mission** is to strengthen the capacity of State Education and Early Learning Agencies to lead sustained improvements in early learning opportunities and outcomes.



OUR SESSION

State level leadership and organizational capacity are essential to early learning outcomes.

Skills, knowledge, and behaviors **[people]**, along with organizational policies and practices **[capacities]**, directly impact a state's ability to achieve those outcomes **[for children, teachers, and schools.]**



Getting “under the hood”

Creating governance structures that support a **vision** for a Highly Effective Office of Early Learning (OEL) -

It takes strong leaders, highly capable staff, and effective and efficient functions within state agencies to achieve the goal of enhanced early learning outcomes.



Coordination → Coherence



Source: Collective Insights on Collective Impact

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"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO!"

Leadership at ALL Levels

WE ADVANCE THE FIELD THROUGH INDIVIDUAL
AND ORGANIZATIONAL LEADERSHIP

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Organizational Capacity

WHAT HIGHLY EFFECTIVE OFFICES LOOK LIKE



Quality Elements

- Vision and Strategic Direction
- Stakeholder Engagement and Strategic Communications
- Sound Performance Management
- Talent Management

Organizational Effectiveness

WHAT HIGHLY EFFECTIVE OFFICES SEEK TO
ACHIEVE



Quality Elements

- Continuous Improvement
- Unified data system
- Expertise on ECE
- Family and Community Engagement
- Supported Workforce
- Systems Alignment
- Strategic Financing
- Innovation

Leadership and Staff Capabilities

WHAT LEADERS AND STAFF MEMBERS KNOW
AND ARE ABLE TO DO



Quality Elements

- Adaptive and Innovative
- Well-trained, research-driven, knowledgeable on ECE
- Effective managers
- Excellent communicators
- Systems thinkers
- View themselves as change agents
- Committed to equity

The Paradox of ECE

WHY IS IT SO HARD TO GET THE RESULTS WE
EXPECT FROM ECE?

Coordinate state
systems to be
greater than the
sum of their parts

CREATE THE ENABLING CONDITIONS



Quality Elements

- Robust, aligned early childhood system infrastructure enables coordinated service delivery, uses data to support ongoing improvement and efficient resource allocation
- Accountability systems align with evidence and best practices, drive improvement, and assess programs based on outcomes.
- Funding is adequate (and stable) to ensure access for at-risk children and cover the costs of quality programs

Design for Success

FOCUS MUCH MORE ON IMPLEMENTATION

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Quality Elements

- Sustained attention—avoid constantly shifting priorities and approaches
- Build state and local leadership capacity for system change, continuous quality improvement (not monitoring)
- Use data to inform policy and practice—everyone needs a GPS—good measures of child well being

New Federal opportunities for system alignment

PDG-B-5, ESSA AND CCDF PLANS ALL PROVIDE FOCUS FOR IMPROVING STATE OFFICES OF EARLY LEARNING



Quality Elements

- Engage stakeholders and coordinate services
- Define Goals for Children
- Improve Quality of Programs and Schools
- Engage Families
- Ensure a Highly Qualified Workforce
- Use Resources Accountably



What do you think?

How does this “vision” resonate with your reality (“OEL”)? Is your OEL highly effective? If no, why not? If yes, why?

