| Element of a Highly Effective Office of Early Learning | Status and Reflections . Not Planned . Envisioned  . Planned . In Progress  . Operational |
| --- | --- |
| 1. Vision and Strategic Plan
* A vision for the Office of Early Learning exists that promotes a sense of coherence in the state’s approach to managing multiple early childhood funding streams and connecting the work of early childhood programs to public schools and addresses equity
* The vision is updated on a regular basis reflects both the goals and priorities of each individual program, and how those goals and priorities fit together to meet the vision; is results-driven; includes objectives and action plans; and is updated on a regular basis
 |  |
| 1. Stakeholder Engagement/Strategic Communication
* OEL works actively with and is responsive to the field of early childhood educators, policy leaders, and stakeholders, and is responsive to partners
* OEL communicates and works closely with the governor’s office and legislative leadership, the state board, the media, local governments, and board of education
 |  |
| 1. Effective performance management systems
* Performance management systems support effective, accountable, cost-efficient programs and services for young children
* OEL leaders foster effective staff teams and establish clear lines of reporting and ongoing progress monitoring
* OEL builds high- quality systems for fiscal management; intra- and inter-agency collaboration; and regulatory, monitoring, data and reporting systems
* OEL responsive to inquiries in a timely manner
* Strong procurement and progress monitoring mechanisms are used when working with external partners
 |  |
| 1. Leadership staffing and personnel
* OEL has sufficient numbers of qualified, skillful personnel to effectively manage multiple programs; has sufficient numbers of qualified, skillful personnel to effectively manage internal systems, improvement initiatives, and collaborative relationships; has a plan for staff recruitment and development including career civil servants, political appointees, short-term assignees such as interns and fellows, and consultants; and provides time and resources to ensure that leaders and staff engage in continuous learning in key performance areas such as emerging research, implementation science, systems thinking and change, communication, and results-based leadership
* In the OEL a culture and core values include high expectations for staff but also strong support for staff members
* Decisions are driven by data but also informed by the judgment and perspectives of the team
 |  |
| 1. Continuous Improvement in Program Quality, Teaching and Learning, and Child Outcomes
* OEL produces data and reports that document progress in program, classroom, workforce quality; produces data and reports that document compliance with standards; produces data and reports that document outcomes for children; develop student and program standards; promulgate regulations and policy to support implementation of programs and services at the local level; links data on young children, early childhood program and workforce quality, and funding across funding sources/state and federal agencies and across birth through third grade
* Data is tied to geo-mapping to show the availability of high-quality programs for children of different ages in neighborhoods and communities
* K-3 teachers can access and use data on their children from early childhood programs and early childhood agencies can receive feedback on the progress of their children in K-3 and beyond
 |  |
| 1. Expertise on Curriculum, Pedagogy, Assessment, and Technology
* The OEL builds capacity of local early childhood agencies and elementary schools to help teachers improve their work with children; helps district, school and program administrators make informed decisions on curricula, assessment tools, materials and professional development; helps administrators evaluate whether these resources are aligned with state standards and have adequate evidence of effectiveness; supports adoption of evidence-based approaches that include curriculum to support cognitive, socio-emotional, physical and developmental outcomes for young children
 |  |
| 1. Family and Community Engagement
* OEL develops and implements policy and guidance to engage families in children’s learning and ensure effective transitions from early childhood programs into the primary years and beyond
* The OEL directs resources to inclusively serve specific populations of families, including children experiencing homelessness, children with special education needs, children living in low-income families, and migrant children
* OEL ensures that family engagement policy is embedded in standards for programs, children’s learning, and workforce preparation and improvement
 |  |
| 1. High Performing Early Childhood Workforce
* OEL develops policy and guidance to support the recruitment, preparation, hiring, induction, and compensation of high-quality teachers and administrators; develops policy and guidance to reinforce working conditions that support effective practice as well as fair and coherent evaluation systems for the EC workforce; sets the policy and allocate resources to implement professional learning for all staff, including, teachers, teacher assistants, administrators, family engagement staff, professional development providers, and higher education faculty
 |  |
| 1. Systems Alignment
* OEL links programs so that access for families to services is simplified; links programs so that administrative burdens on local agencies are minimized; links programs so that children enjoy a smooth pathway of birth through third-grade teaching and learning
 |  |
| 1. Strategic Financing
* OEL manages resources and garners new resources to implement policy that supports quality standards and a quality workforce; uses financing strategies that ensure resources are adequate to implement established indicators of high-quality early education services
* Resources are adequate to efficiently manage multiple funding sources without undue barriers or administrative burden on local programs; are adequate to provide all children and families with equitable access to high-quality programs; and are adequate to ensure all administrators, teachers, and staff in all settings and across all sectors are paid salaries that are equitable with those who have similar levels of education and experience
 |  |
| 1. Innovation
* The OEL makes programs and teachers aware of new research, tools and resources including curricula, assessments, opportunities to use technology and professional development strategies; sponsors local efforts to innovate to inclusively serve diverse groups of young learners; works collaboratively to build a more concrete, detailed, shared vision of what excellence looks like in early childhood environments; and re-examines and re-tools state standards, assessment tools and accountability strategies on a regular basis
 |  |
| 1. OEL leaders are adaptive and innovative. OEL leaders:
* demonstrate perseverance, fortitude, creativity, and courage
* take a long-term and big picture perspective
* are creative and nimble in identifying and pursuing next steps.
* are accepting of the reality of having to live with tension and have a tolerance for ambiguity
* understand the political, social and economic context of their states, as well as values regarding children and families, particularly in areas policymakers may be willing to invest
* are well-trained in research-based child development and early childhood pedagogy, curriculum, observation, and assessment
* use effective management strategies
* are excellent communicators
* are well-versed in systems thinking and have analytical skills
 |  |