



**Putting the Pieces Together:
Strategic Actions to
Build Early Childhood Systems**

*Early Childhood Comprehensive Systems
Grantees Meeting*


Baltimore, Maryland
March 13, 2008

Child & Family Policy Center Charles Bruner Build Research and Evaluation

Outline of Presentation

- Taking Action Based on Systemic Framework
- Diversity and School Readiness Systems Building
- The Complementary Nature of ECCS/Project Thrive and Systems Working Group/Build Frameworks
- Evaluation and Self-Assessment Framework: Context, Components, Connections, Infrastructure, and Scale



Taking Action Based on Systemic Framework

System: Set of interrelated components aligned and working together to achieve a common goal which cannot be achieved without that alignment

Tightly coupled system – where all components operate under a single authority and for a single primary goal

Loosely coupled system – where components operate under independent authorities and have independent objectives as well as collective goals

Taking Action Based on Early Childhood Systems Framework

Common goal is children’s health and readiness for success in school:

- Health component has specific health objectives
- Mental health component has specific behavioral and mental health objectives
- Family support component has specific economic security and safety objectives
- Parenting education component has specific nurturing family objectives
- Early care and education component has specific supervision and cognitive development objectives

Taking Action in a Loosely Coupled System to Reach Goals

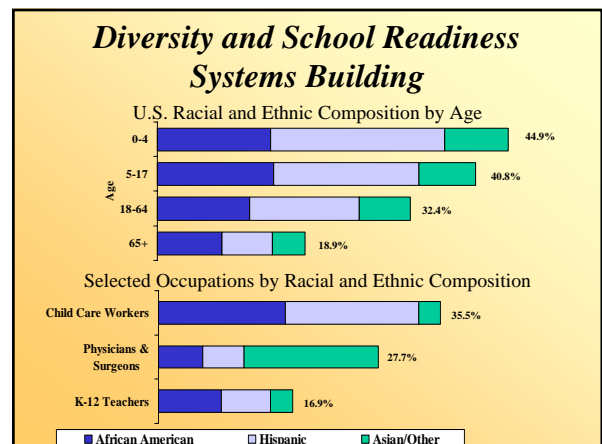
Requires **context** of agreement on need to build system

Requires development of **components** to achieve their own objectives well

Requires development of **connections** across components to align work and achieve overall goals

Requires development of **infrastructure** to govern and support change

Requires being **strategic and opportunistic** to take action where it is possible and advances work (and knowing when actions are moving things forward and what they are tangential)





Child Development Through Mono- and Multi-Cultural Lenses

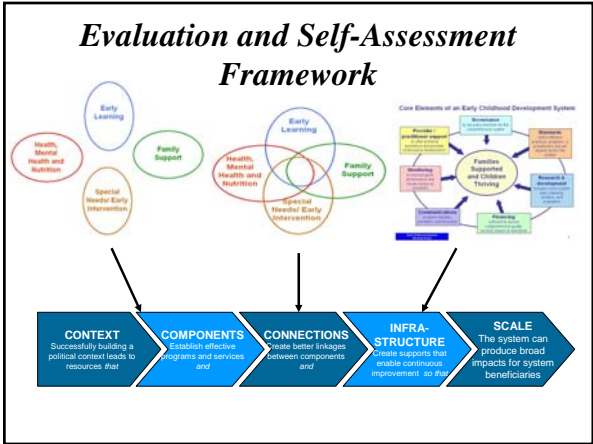
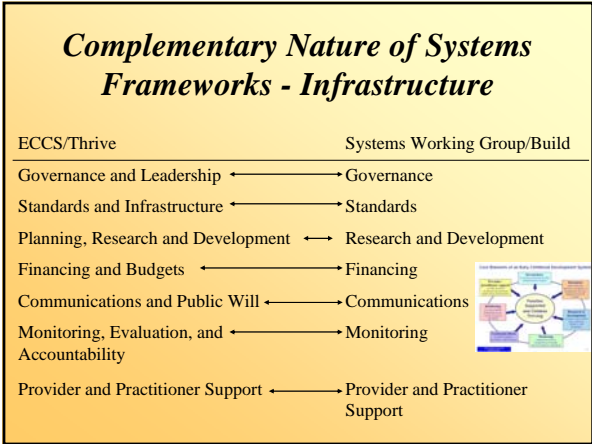
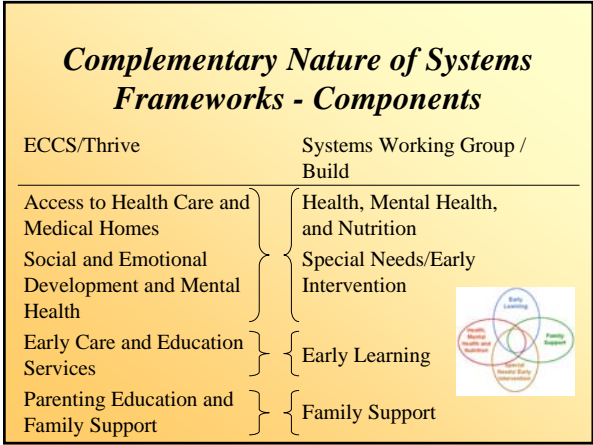
Mono-Cultural (Dominant Culture) World	Multi-Cultural World
Rich language and literacy environment	Rich language and literacy environment supporting dual-multiple language learning
Age-appropriate social and emotional development	Age-appropriate race, language and culture identity development that values child's culture and models respect for other cultures
Intentional learning environment/curriculum	Intentional learning environment in context and building on cultural backgrounds
Parent involvement	Family/village involvement
Skilled teachers	Teachers skilled in and reflecting the race, language, and culture backgrounds of children

Implications to Systems Building

Within Components: Address diversity in culturally appropriate practice, combat racism

Across Components: Link in culturally sensitive ways and identify cultural resources

Infrastructure: Ensure diversity in planning, ensure diversity in professional development, ensure data collection enables breakouts by diversity



Evaluation and Self-Assessment Questions

CONTEXT	COMPONENTS	CONNECTIONS	INFRASTRUCTURE	SCALE
<p>1. Has the initiative changed the political environment through its activities?</p> <p>2. Has the initiative produced changes to investment, policy, or practice that will enable changes in components, connections, infrastructure, or scale?</p>	<p>1. Did the initiative design and implement system components as intended?</p> <p>2. Did the components produce their intended impacts for beneficiaries?</p>	<p>1. Did the initiative design and implement connections and linkages as intended?</p> <p>2. Did the connections and linkages produce their intended impacts?</p>	<p>1. Did the initiative establish infrastructure or supports that are consistent with its objectives?</p> <p>2. Did the infrastructure or supports achieve their objectives for effectiveness, sustainability, and quality?</p>	<p>1. Did the initiative enable system scale up with quality and fidelity?</p> <p>2. Did scale up result in broad impacts for beneficiaries at a system-wide population level?</p>

For More Information:

Child & Family Policy Center
www.cfpciowa.org

State Early Childhood Technical Assistance Network
www.finebynine.org

The Build Initiative
www.buildinitiative.org

