



**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

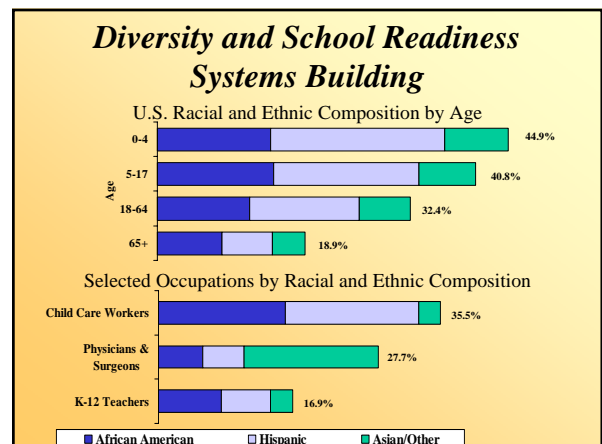
Requires development of **components** to achieve their own objectives well

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

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

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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**

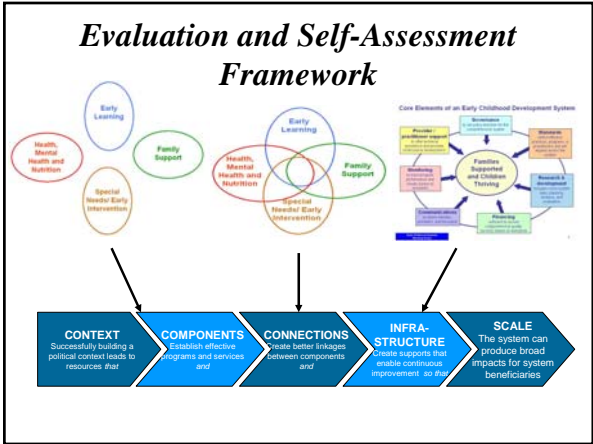
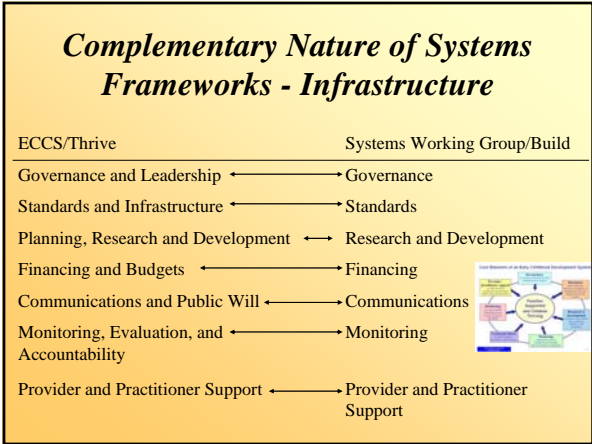
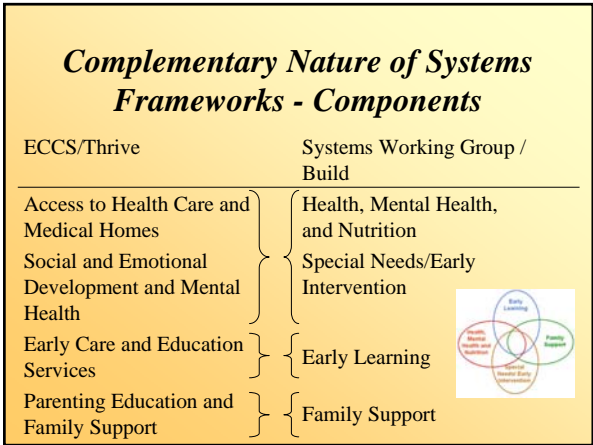
Mono-Cultural (Dominant Culture) World	Multi-Cultural World
Rich language and literacy environment	Rich language and literacy environment supporting dual-multiple language learning
Age-appropriate social and emotional development	Age-appropriate race, language and culture identity development that values 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](http://www.cfpciowa.org)

**State Early Childhood Technical Assistance Network**  
[www.finebynine.org](http://www.finebynine.org)

**The Build Initiative**  
[www.buildinitiative.org](http://www.buildinitiative.org)

