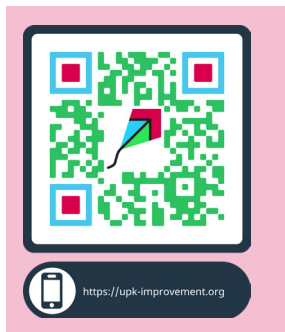# IDM | Implementation Development Map

Cultivate Learning
UNIVERSITY of WASHINGTON

The Partnership for Pre-K Improvement (PPI) Project

The Partnership for Pre-K Improvement (PPI) was a five-year collaborative learning strategy between states, research organizations, and advocacy groups. The culmination of knowledge from this effort is an accessible, online toolkit designed to guide statewide pre-K improvement from the initial stages of identifying crucial partners and creating a shared vision for equitable and high-quality pre-K, through implementation of specific, effective, and measurable continuous-quality improvement efforts.

Access the free PPI toolkit here: https://upk-improvement.org

Acknowledgements

Visit https://upk-improvement.org or contact us at ppitoolkitinfo@uw.edu to have your questions answered.

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Introduction

The Implementation Development Map (IDM)

The Implementation Development Map (IDM) is a process-oriented tool designed to help state leaders implement high-quality equitable prekindergarten (pre-K) systems and practices that produce positive early learning opportunities for every child. The overarching purpose of the IDM is to support equitable implementation and improvement of state pre-k systems by defining essential Elements of high-quality pre-k and delineating a measurable progression of high-quality policies and practices. The IDM can be used to describe, assess, prioritize, plan, and measure implementation of state pre-K policies and infrastructure along seven Elements essential to equitable high-quality pre-K: professional development, research-based curriculum, formative child assessment, high-quality teaching, data-driven decision making, instructional leadership, and political leadership. The IDM distinguishes key indicators of recommended research-based practices within each essential Element and delineates a developmental progression of these practices.

To begin your state pre-K system evaluation, visit https://upk-improvement.org/app/idm/ You can also access additional tools and resources from the PPI work, including stakeholder engagement templates, state agency and advocacy capacity and partnerships, job-embedded professional learning (JEPL) tools and much more!

Political Leadership

Professional Development

Instructional Leadership

Reasearch-Based Curriculum

Formative Child Assessment

High-Quality Teaching

Data-Driven Decision Making

Equity-Driven Quality Improvement

A primary purpose of the Implementation Development Map (IDM) is to examine policies and practices grounded in an equity approach, including collecting and disaggregating data to better understand where and how to transform systems to improve opportunities for all children.

What We Mean by Equity

In the IDM, equity is defined as the condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares. In this light, equity is a journey, a destination, and an examination of the history that brought us to our current state, as it seeks to create communities and environments where ascribed traits (race, ethnicity, income, and language) can no longer predict the social outcomes of an individual or group (Center for Social Inclusion, 2017). Achieving equity requires addressing the imbalance of risks and advantages that have been accumulated over time.

Equity is specifically called out in the IDM tool to ensure an intentional focus on systems improvement that is accountable for every child. Creating a high-quality and equitable pre-K system requires recognizing whichchildren, families, and early learning professionals are furthest from educational justice, identifying extant barriers, and implementing targeted strategies to remove or address barriers. A key part of equity is analyzing and understanding the narratives and processes that create and justify inequities and working proactively to dismantle them. Research demonstrates that access to high-quality early learning fosters positive long-term educational outcomes. However, state systems are inequitable and reproduce disparate outcomes that favor children from White, English speaking, and affluent backgrounds. Ongoing data collection and analysis are essential to understanding instructional practices that improve early learning outcomes for every child and support their transitions to and through the K-12 system.

How Equity is Embedded

We have ensured the IDM is focused on equity by meaningfully incorporating diverse stakeholder voices in the development process and ensuring that critical data on diverse populations are collected and used for decisionmaking. To center equity in using the IDM as a continuous quality improvement tool, we chose to use Targeted Universalism as a framework. "Targeted Universalism means setting universal goals pursued by targeted processes to achieve those goals" (Powell et al., 2019, p. 4). Using the framework of Targeted Universalism, the IDM helps state teams set universal quality goals for state-level pre-K and develop targeted strategies to achieve those goals differently based on the needs of different populations (in essence engage in continuous quality improvement that targets what works, for whom, and under what circumstances). Data collection, disaggregation, and analysis are used to assess how pre-K is working for different populations, making it easier to identify groups who need more support. Using data as a basis for action planning, a state can then conduct pilots and create strategies that increase the quality of pre-K for each group specifically. The IDM allows the user to engage in three critical activities for improving and implementing equitable pre-K policies and practices. These include stakeholder engagement, continuous quality improvement (CQI), and integrating equity in pre-K improvement efforts across the essential Elements of the IDM. These activities and how they map onto the five steps necessary for Targeted Universalism involve:

1. Establishing a universal goal based upon a broadly shared recognition of a societal problem and collective aspirations (e.g., state pre-K stakeholders come together to establish an understanding of the current state pre-K system and establish a collective vision for high-quality).

2. Assessing general population performance relative to the universal goal.

3. Identifying groups and places that are performing differently with respect to the goal. Groups should be disaggregated by race, class, and language.

4. Assessing and understanding the structures that support or impede each group or community from achieving the universal goal. Steps 2-4 outline the CQI approach of assessing, planning, implementing, and collecting evidence to examine the success of the implementation (what worked, what didn't, and why) and using this evidence to make data-informed decisions.

5. Developing and implementing targeted strategies for each group to reach the universal goal. Committing to an equity agenda ensures that solutions and improvements are targeted for specific populations as needed.

The targeted population categories (e.g., race, ethnicity, income, and language) are designed as a guide for states to identify critical groups that are historically furthest from educational justice. It is also important for each state to focus on the children that make up their target populations when using the IDM. In some instances, the IDM focuses on specific groups to ensure that states are paying particular attention to those groups, including Dual Language Learners (DLLs) and children with developmental delays and disabilities. In such instances, the literature that undergirds the indicators points to a need for a different approach in assessing DLLs and children with developmental delays and disabilities. We have incorporated an analysis of such literature in our literature reviews.

Equally important, through comprehensive collection and analysis of data, we hope the IDM will encourage 'double-loop learning,' a theory of inquiry created by Chris Argyris in the mid-1980s which is meant to encourage people to examine their assumptions and beliefs, particularly around race and ethnicity. This requires examining one's hidden assumptions about the nature and causes of inequity in the system and understanding how these perspectives play a role in decisions about the specific data collected, how data is understood and interpreted, and the decisions made based on the data.

Equity Tools and Resources

A focus on equity must be foundational to improvement efforts at all levels of the system. If equity is not the foundation of system reform at all levels, improvement efforts risk perpetuating and exacerbating societal inequities rather than working to ameliorate them. Focus on equity must include an intentional sharing of power and decision-making in the planning and improvement process, including the nature of data collection and creating equitable goals. As you prepare to assess your system using the IDM and assemble an improvement planning team, please review the Considerations for Equity Commitments guidance to help you enter the IDM process with an intentional commitment to equity.

Components of the IDM Tool

Elements

The seven essential Elements in the IDM are grouped into four categories: Political Leadership, Workforce Development, Classroom Practice, and Data-Driven Decision Making. The Workforce Development category represents two Elements (Professional Development and Instructional Leadership), and the Classroom Practice category represents three Elements (Research-Based Curriculum, Formative Child Assessment, and HighQuality Teaching). Each Element has a set of indicators.

Indicators

Indicators are targets and measures of equitable state pre-K systems that describe and quantify various aspects of quality and collectively make up the Element. Each Indicator includes a scale for measuring the quality of the state pre-K system (1 = Initial stages, 2 = In development, 3 = In place, and 4 = Well established). Indicators are categorized into Equitable Infrastructure or Equitable Implementation Indicators.

Infrastructure Indicators

Equitable Infrastructure Indicators focus on state systems, policies, and practices that support high-quality preK. The Infrastructure indicators appear at the beginning of the Element and are labeled as policy (e.g., established in policy and statewide standards), supports (e.g., dedicated resources), and data (e.g., data collection standards and protocols and data use).

Policy
Administrative requirements, incentives, regulations, or legislation designed to define and support equitable quality practices. The policy is formally written in regulation or legislation

- The text of this policy is easily discoverable for all stakeholders

- The policy is widely known within the pre-K program
- The policy is adequately funded
- There is a mandate around following the policy
- There is a defined process and resources for overseeing the successful implementation of the policy
- Policies that define high-quality teaching align with other such policies (e.g., PD standards align with credentialing standards)
- Processes and resources are available and used by pre-K programs
- Programs collect data on implementation

Supports
The resources, guidance, training, technical assistance, or ongoing supports necessary to foster the high-quality, equitable implementation of a practice or policy.
- Supports are universally available to all (e.g., programs, teachers, instructional leaders)
- Funding for supports is allocated regularly and sufficiently
- Additional supports are available for the lowest-performing programs or classrooms

Data at the State Level
The data, information, and reporting processes or tools state agencies use for accountability and equitable continuous quality improvement.
- A data system exists
- Data from programs is collected equitably
- Data is collected regularly and disaggregated by race, socioeconomic status, language, and differences in developmental abilities
- Data is analyzed regularly
- Data is used for improvement
- Data and data analyses are made available for relevant stakeholders
- The quality of data is continually monitored

- Training in the use of the data system is provided equitably to all those required to use the data system

Implementation Indicators

Equitable Implementation Indicators focus on the degree to which high-quality pre-K practices occur at the program level and who is benefitting. These indicators require active and High Quality Data collection, including representative samples in order to evaluate the progress of all subpopulations. This approach helps illuminate which children are progressing and experiencing the benefits of improvement efforts at the program or classroom level, as well as determine progress toward equitable, high-quality standards. These indicators cannot be scored if the state does not collect the data or does not have access to these types of data.

Data at the Program Level
The data, information, processes, or tools program leaders use for continuous improvement of practice and to report to families and state or district agencies.
- Data is collected regularly using reliable and valid methods
- Data is analyzed regularly, including disaggregation by identified subgroups to reveal inequities
- Data and data analyses are made available for relevant stakeholders
- The quality of data is continually monitored
- Relevant data systems can be linked to support decision making
- Equitable stakeholder engagement is a component of a data-driven decision making process
- Data is used for improvement
- Training in the use of the data system is provided equitably to all those required to use the data system

User Guide

The IDM is designed to be used by state agencies as a self-assessment of their progress along a continuum, or map of seven Elements of high-quality pre-K. States can use the tool to look at where they are currently and where they can go next based on their unique early childhood infrastructure, capacity, and strategic plans. The tool is not meant to evaluate the overall efficacy of a state pre-K system, but rather to identify areas of strength and potential growth for each unique state system and within each essential Element. Because each state's early learning landscape is different, the tool is also not meant to compare the relative strength of state pre-K systems but rather to inform internal actors within each state. An intended purpose of the tool is to guide state agency leaders with a baseline understanding of their state pre-K system across the seven essential Elements, which will allow them to determine areas of growth and inform resourcing and personnel decisions focused on pre-K improvement. Depending on the state's level of early learning data collection, state-level administrators and other actors can use available documentation and expert knowledge to assess where their state falls on the different indicators. The process of completing the IDM, in addition to highlighting areas of strength and potential growth, can also serve to identify gaps in the state's early learning data landscape that may be important for implementing continuous quality improvement efforts. Longitudinal use of the tool can provide administrators with feedback on the overall effectiveness of improvement efforts and

allow states to make data-informed decisions for the purpose of continuous quality improvement. Below is one way a state administrator might use the tool:

1. A state administrator can either choose an Element to focus on, a few Indicators within an Element, or a few Indicators from several Elements. This choice can be made for a variety of reasons. Perhaps the state wants to improve in certain Elements or Indicators, or existing data shows that one area of the state pre-K system might need further examination and improvement.

2. Once a state determines an area of focus, the administrator can use existing data to determine where on the Indicator(s) their state appears (1-4).

3. A state administrator can create a plan for improvement, including specific and measurable goals, timelines for these goals, and what data is needed to track progress.

4. At the established time, the state administrator can review the IDM Indicators using the new data and plan next steps accordingly. If sufficient progress has been made, the administrator may choose to set new goals, or further improve on existing goals. If little or no progress was made, the administrator may first evaluate the original plan, identify if the data source is accurate and adequate, and revise plans for improvement as necessary.

While the IDM is a tool meant for the state, most Indicators can also be used locally to understand program level progress. This can help states to collect implementation progress data at local levels and use the information to customize improvement efforts at the local and program levels. Similarly, data from programs can help states look at equity by disaggregating information to understand how state pre-K systems support children from historically disadvantaged backgrounds.

IDM At-A-Glance

The Implementation Development Map (IDM) was developed with funding from the Bill & Melinda Gates Foundation (BMGF). The IDM At-A-Glance provides an overview that includes the seven essential Elements, the indicators within each Element, related child outcomes, and necessary data for collection and analysis to engage in equity driven quality improvement. The starred indicators in the conceptual framework orient the user to the indicators that cannot be scored without a specific type of data (e.g., QRIS data, teacher training data, etc.). This graphic also outlines the relationship among Elements within a state pre-K system.

Political Leadership provides the context for the other Elements, ensuring the political will and funding necessary for effective pre-K improvement.

Data-Driven Decision Making interacts with the Elements in a direct and active manner. This Element deals with the collection and use of data for improvement at every level of the system to ensure informed decisions.

Professional Development and Instructional Leadership, which collectively we refer to as the "Workforce Development" category, provide the supportive infrastructure to ensure that educators are equipped to provide high-quality early childhood education to all children in the state. These Elements directly facilitate quality improvement of the practice Elements.
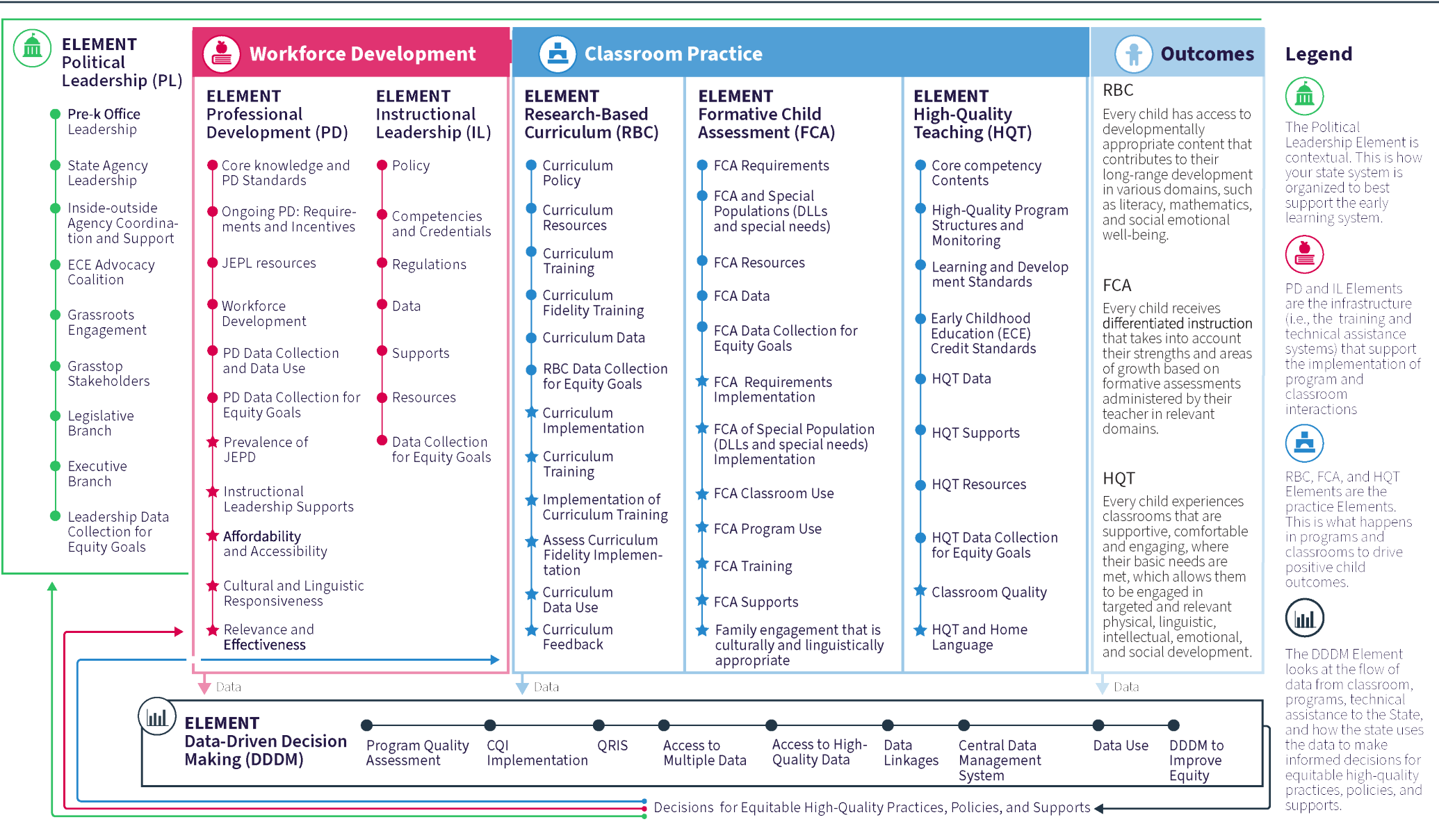
High-Quality Teaching, **Research-Based Curriculum**, and **Formative Child Assessment**, which we collectively refer to as the "Classroom Practice" category, occur in the classroom and directly lead to positive outcomes for all children.

infrastructure indicators   implementation indicators

The IDM At-A-Glance

ELEMENT Political Leadership (PL)

- Pre-k Office Leadership
- State Agency Leadership
- Inside-outside Agency Coordination and Support
- ECE Advocacy Coalition
- Grassroots Engagement
- Grasstop Stakeholders
- Legislative Branch
- Executive Branch
- Leadership Data Collection for Equity Goals

Workforce Development

ELEMENT Professional Development (PD)

- Core knowledge and PD Standards
- Ongoing PD: Requirements and Incentives
- JEPL resources
- Workforce Development
- PD Data Collection and Data Use
- PD Data Collection for Equity Goals
- ★ Prevalence of JEPD
- ★ Instructional Leadership Supports
- ★ **Affordability and Accessibility**
- ★ Cultural and Linguistic Responsiveness
- ★ Relevance and **Effectiveness**

ELEMENT Instructional Leadership (IL)

- Policy
- Competencies and Credentials
- Regulations
- Data
- Supports
- Resources
- Data Collection for Equity Goals

Classroom Practice

ELEMENT Research-Based Curriculum (RBC)

- Curriculum Policy
- Curriculum Resources
- Curriculum Training
- Curriculum Fidelity Training
- Curriculum Data
- RBC Data Collection for Equity Goals
- ★ Curriculum Implementation
- ★ Curriculum Training
- ★ Implementation of Curriculum Training
- ★ Assess Curriculum Fidelity Implementation
- ★ Curriculum Data Use
- ★ Curriculum Feedback

ELEMENT Formative Child Assessment (FCA)

- FCA Requirements
- FCA and Special Populations (DLLs and special needs)
- FCA Resources
- FCA Data
- FCA Data Collection for Equity Goals
- ★ FCA Requirements Implementation
- ★ FCA of Special Population (DLLs and special needs) Implementation
- ★ FCA Classroom Use
- ★ FCA Program Use
- ★ FCA Training
- ★ FCA Supports
- ★ Family engagement that is culturally and linguistically appropriate

ELEMENT High-Quality Teaching (HQT)

- Core competency Contents
- High-Quality Program Structures and Monitoring
- Learning and Development Standards
- Early Childhood Education (ECE) Credit Standards
- HQT Data
- HQT Supports
- HQT Resources
- HQT Data Collection for Equity Goals
- ★ Classroom Quality
- ★ HQT and Home Language

Outcomes

RBC

Every child has access to developmentally appropriate content that contributes to their long-range development in various domains, such as literacy, mathematics, and social emotional well-being.

FCA

Every child receives **differentiated instruction** that takes into account their strengths and areas of growth based on formative assessments administered by their teacher in relevant domains.

HQT

Every child experiences classrooms that are supportive, comfortable and engaging, where their basic needs are met, which allows them to be engaged in targeted and relevant physical, linguistic, intellectual, emotional, and social development.

Legend

The Political Leadership Element is contextual. This is how your state system is organized to best support the early learning system.

PD and IL Elements are the infrastructure (i.e., the training and technical assistance systems) that support the implementation of program and classroom interactions

RBC, FCA, and HQT Elements are the practice Elements. This is what happens in programs and classrooms to drive positive child outcomes.

The DDDM Element looks at the flow of data from classroom, programs, technical assistance to the State, and how the state uses the data to make informed decisions for equitable high-quality practices, policies, and supports.

Data · Data · Data

ELEMENT Data-Driven Decision Making (DDDM)

Program Quality Assessment · CQI Implementation · QRIS · Access to Multiple Data · Access to High-Quality Data · Data Linkages · Central Data Management System · Data Use · DDDM to Improve Equity

Decisions for Equitable High-Quality Practices, Policies, and Supports

Political Leadership

Political Leadership Overview

Political leadership can help to facilitate the development of coherent policies that promote the equity and sustainability of pre-K improvement (Reid et al., 2019). According to Barnett et al. (2016), political leadership can help provide the necessary political will to create and sustain high quality education. Key legislators and state government actors play significant roles in political leadership, as well as the support of advocacy groups, organizations, and other powerful political figures (Gallagher et al., 2001). Grassroots activists convey the needs of the field directly from educators and families to administrators and policy makers at the state level while grasstops stakeholders, e.g., prominent business leaders, police unions and other influential figures from outside of traditional ECE interests, can impact policy at the state level through their connections with elected officials. Strong indicators that affect pre-K quality among political leadership include funding resources, quality standards, enrollment, legislation passed, ballot initiatives, and court orders (Barnett et al., 2016).

Political leadership is vital to the creation and continuation of high-quality, state-funded pre-K systems. The Political Leadership Element details the formal political drivers, informal advocacy groups, and state government actors that launch or maintain the state agenda around quality pre-K and determine the key policy decisions defining the scope, nature, and funding of pre-K. This Element helps to identify and measure the extent to which political conditions that are conducive to pre-K improvement exist within the state.

This Element can also guide steps needed to improve these political conditions. In this Element you will find indicators that are within the control of early learning state administrators, as well as indicators that more broadly capture aspects of pre-K political leadership and are not fully or partially in the state agency's control. The Political Leadership Element is organized with the indicators that are most within the control of state early learning administrators at the beginning and gradually moves to indicators least within the state's control.

The indicators in this Element include the pre-K agency's strategic vision, adequate funding and integration of pre-K in state strategic plans, alignment and coordination of strategic plans across multiple units, pre-K goals that represent key stakeholders, key influencers' support for pre-K, legislative support for pre-K, and gubernatorial support for pre-K. This Element includes indicators that are outside of state control, such as legislative support and gubernatorial support for pre-K, to help state teams using the IDM to capture a full picture of the state's early education political landscape and support meaningful dialogue toward improvement.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
Pre-K Office Leadership Infrastructure | Indicator 1 of 9 State leaders directly in charge of the state pre-K program (e.g., the Early Learning Department or Office of Early Learning), develop and advance a strategic vision and plan focused on continuous quality improvement, compliance, and ensuring equitable outcomes for all children including the following six components: • Vision and plan explicitly and meaningfully address equitable outcomes (e.g., might address equitable access, diversity of the workforce, anti-bias efforts, culturally sensitive and responsive practice). • Plan includes providing robust supports for implementation including attention to leadership and JEPL. • Plan was informed by data, includes measurable goals as well as measures to track progress. • Strategic vision, goals, and activities are coherent and connect with other policies or efforts to improve early learning quality and outcomes in the state. • There is a reasonable, evidence-based theory of change that connects the activities to the strategic plan goals and outcomes. • Plans ensure sustainability of policies and practices. **How many of these components are part of your state leaders' strategic vision and plan for continuous quality improvement, compliance, and equitable outcomes?**	State leaders **do not have** a plan, but are **focused on administrative tasks** (e.g., contracts).	State leaders **do not have** a plan, or plan includes **only one or two** of the six components.	State leaders **have** a plan that includes **three to five** of the six components.	State leaders **have** a plan that includes **all six** of the components.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
State Agency Level Infrastructure | Indicator 2 of 9 State agency (e.g., Department of Education or Health and Family Services) leadership recognizes early learning and pre-K education as a priority in agency planning and budgeting documents, and as a critical component in attaining key state educational goals. The goals of the pre-K early learning strategic plan as a key part of the agency's strategic plan are integrated into the larger mission and educational, human service, and community goals with adequate and sustainable funding and resources (e.g., staffing, funding, accountability systems) provided to discharge the responsibilities assigned. The early learning unit is part of the agency's leadership that makes decisions about major aspects of the agency's operations, including budget, staffing, priorities, and strategic planning. Which of the following best describes the extent to which your state agency leadership recognizes pre-K as a strategic priority and provides resources?	State agency **does not** recognize or **only minimally** recognizes pre-K education as a priority. There is **little or no integration** of pre-K objectives with the agency's larger mission.	State agency **somewhat** recognizes pre-K education as a priority, but there are **insufficient resources** dedicated to support pre-K goals.	State agency **recognizes** pre-K education as a priority, but **resources lack the priority and sustainability** of comparable services under the agency's supervision.	State agency **recognizes** pre-K education as a priority with **adequate and sustainable funding and resources provided**. The early learning unit is part of the agency's leadership that **makes decisions about major aspects of the agency's operations**, including budget, staffing, priorities, and strategic planning.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
Inside-Outside Agency Coordination and Support Infrastructure | Indicator 3 of 9 Inside-outside strategy: The process of engagement for ECE advocates and state and community leaders includes the following components and goals: • Engage each other through formal, ongoing collaboration and communication. • Align goals, plans, and strategies for pre-K advancement and improvement. • Openly resolve and agree upon any unintentional differences in approach. • Be able to clearly articulate respective roles, interests, and expectations • Coordinate efforts to foster added value, rather than engaging in competing efforts. **Which of the following statements best describes how your state's stakeholders engage?**	Stakeholders develop and implement **unaligned or competing** goals, plans and strategies for pre-K improvement independently and engage in infrequent and informal communication.	Stakeholders communicate for **informational rather than collaborative** purposes with minimal attempts at **aligning** goals for pre-K advancement and improvement.	Stakeholders understand the value of **coordinating** their respective goals, plans, and strategies and organize formal opportunities to do so. Some **disagreements** around specific tasks or strategies, and roles and expectations **remain unresolved**.	Stakeholders engage each other through **formal, ongoing communication** to align their goals, plans, and strategies for pre-K improvement. Differences are resolved openly, and advocates and agency leaders can **articulate** their respective roles and expectations and the added value of **coordinating their efforts**.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
ECE Advocacy Coalition Infrastructure | Indicator 4 of 9 ECE Advocacy Coalition organizations are unified around a pre-K improvement agenda and include the following components: • Coordinated efforts to support the same or similar goals for pre-K quality and/or improvement • Formal channels for communication, collaboration and coordination involve consistent participation from a core group of organizations • Actively engage with and represent the interests of local stakeholder groups from diverse communities (e.g., children, families, and educators) • Understand how pre-K policies and implementation may play out for children, families, and educators • Clearly define the coalition (e.g., membership, leadership, roles, processes) and include diverse and strategic voices and perspectives that are critical to achieving advocacy goals **Which of the following statements best describes your state's ECE Advocacy Coalition?**	An ECE advocacy coalition **does not exist or is not well-defined**, and advocacy organizations largely **work independently** of pre-K improvement agendas.	ECE Advocacy Coalition **lacks structure**, a clear purpose and/or a common agenda, and is not seen as representing local interests. There is **minimal agreement** by stakeholders on what the policy goals for pre-K should be.	ECE Advocacy Coalition exists and stakeholder groups do not openly compete against each other's interests or oppose policy goals for pre-K. **Formal venues and processes** for coordinating and communicating among advocacy and local stakeholder groups exist but do not include **critical perspectives** or representation from certain organizations or local stakeholder groups are missing.	ECE Advocacy Coalition **exists** and **reflects all** five identified components.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
Grassroots Engagement Infrastructure | Indicator 5 of 9 Grassroots engagement: ECE advocacy coalition has authentic engagement with grassroots organizations and voices to develop their goals, strategies, and capacity (budget, staffing), and incorporates the following components: • Shared leadership and power between coalition and grassroots organizing groups • Ongoing collaborations with grassroots organizing groups including families, educators, and service providers • Using information from grassroot groups to inform an advocacy agenda, goals, strategies, and implementation • Leveraging grassroots voices in advocacy work • Reflecting with grassroots organizations on the results of advocacy and discussing next steps • Establishing a two-way feedback loop that is part of standard operations of the advocacy organizations/coalition and is reflected in their budget, staffing, strategic plans, etc. • Advocates and grassroots leaders may have some differences in objectives and strategies, but they are transparent and strategic. They will not get in the way of their common goals. **Which of the following statements best describes your state's ECE advocacy organizations/coalition?**	ECE advocacy coalition has **little or no formal/planned** engagement with grassroots voices. They have **limited capacity** (budget, staffing) to do this work. Grassroots engagement strategies incorporate none of the six components.	ECE advocacy coalition **engagement** with grassroots organizations is sporadic, mostly through occasional focus groups, interviews, or surveys, and may not involve any **communications back to the communities** about what happened and what should be done next. Grassroots engagement strategies incorporate **one to three** of the six components.	ECE advocacy coalition has **ongoing collaborative, authentic engagement** with grassroots organizations and voices to develop their goals, strategies, and capacity, and **reflects four to five**, but not all six of the components.	ECE advocacy coalition has **ongoing collaborative, authentic engagement, including shared leadership and power** with grassroots organizations and voices to develop their goals, strategies, and capacity, and **reflects all six** of the components.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
Grasstops Stakeholders Infrastructure | Indicator 6 of 9 Grasstops stakeholders: key, non-governmental influencers of the political process (e.g., business, philanthropy, higher education community, unions) are focused on early learning improvement as a priority. These key influencers align behind ECE advocates' pre-K agenda and demonstrate a willingness to use their access to key policy leaders and their political capital and other resources to encourage action on pre-K. Leading state ECE advocates play a leadership role in facilitating and coordinating their activities on behalf of pre-K. (While identifying specific organizations is not necessary, respondents should have several organizations in mind as exemplars when rating this item.) **Which of the following statements best describes the engagement of your state's grasstops stakeholders?**	Key grasstops stakeholders have **not included pre-K on their policy agenda**, and it is not part of their public dialogue.	**Some grasstops stakeholders promote pre-K**, but key stakeholder **groups are missing**. This could be due to competitive concerns including, but not limited to, cost issues and social values.	Advocates have garnered **support from the critical grasstops stakeholders** of the political process in their state who demonstrate a willingness to use their access to key policy leaders and their political capital to encourage action on pre-K. Organizations use their **public platforms to promote information** about and consideration of pre-K initiatives.	**Key grasstops stakeholders are aligned behind advocates' pre-K agenda** and demonstrate a willingness to use their access to key policy leaders and their political capital and other resources to encourage action on pre-K. Leading state ECE advocates play a **leadership role in facilitating and coordinating** their activities on behalf of pre-K.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
Legislative Branch Infrastructure | Indicator 7 of 9 Legislative leadership: The extent to which key elected legislators have a track record of supporting pre-K quality through policy and funding. **Which of the following best describes the track record of your state's key legislative leaders for supporting pre-K quality through policy and funding?**	Key legislative leaders have **not acted to increase funding** or put policies in place related to the improvement of ECE quality.	Key legislative leaders have offered **formal funding or policy proposals** and have begun to establish legislative support and consensus around initiatives.	Key legislative leaders have passed policy or legislation, but funding sources are undefined, limited, or short term. Pre-K initiatives begin to garner bipartisan support.	Key legislative leaders have enacted policies that include adequate and sustainable funding streams comparable to K-12 and other established educational services supported by the state. Pre-K initiatives experience broad bipartisan support.
Executive Branch Infrastructure | Indicator 8 of 9 Gubernatorial leadership: The extent to which the current state governor has a track record of supporting pre-K quality. **Which of the following best describes the track record of your state's gubernatorial Leadership/current state governor for supporting pre-K quality?**	Current governor has **not acted to increase funding or put policies into place**.	Current governor has offered formal policy proposals but there is no funding in place.	Current governor has worked through **executive mandate and policy initiatives, but funding is limited**, or short term.	Current governor has worked through **executive mandate and policy initiatives** and has ensured that policy is supported through **adequate funding**.

Political Leadership
Infrastructure, state-level

Indicator and Evidence	Initial Stages	In Development	In Place	Well-Established
Political Leadership Data Collection for Equity Goals Data | Indicator 9 of 9 Equity is front and center in all discussions around pre-K policies and practices. The ways in which state teams conduct their work, and the activities they engage in, including data collection efforts, are designed to ensure early learning programs, early childhood educators, children, teachers, and families will succeed including targeted populations. State teams engage in all four of the following activities to promote equity: • Supporting the vision of a successful pre-K system in school readiness for all children regardless of race, income, and language differences and including children with developmental delays or disabilities • Bringing together a diverse stakeholder group that represents the diverse voices within the pre-K field, including teachers, parents, community leaders, advocates, program leaders, and state officials • Ensuring data are collected on all populations of children and are disaggregated to understand barriers and gaps in opportunity and achievement. Data are shared with stakeholders and decisions are made with input from all voices • Drafting policies to ensure strategies are deliberate to meet the needs of targeted groups to reach the vision of success **In how many of these activities to promote equity do your state teams engage?**	**One** or none of the four activities	**Two** of the four activities	**Three** of the four activities	**All four** of the activities

Professional Development Overview

The features of PD systems include, but are not limited to, quality approval and assurance systems, access and outreach efforts, core professional knowledge, incentives or recognition for PD, financing, data systems, and career paths or lattices. Ryan et al. (2011) found that targeted PD focusing on both administration and early childhood content is needed. Their findings suggest that policy makers and administrators of preschool programs conduct needs assessments of their preschool directors and school leaders to ensure that PD opportunities address different levels of experience and expertise appropriate for leaders working in these systems.

Approaches that combine instruction with guided practice and feedback from coaches have been found to be effective. Importantly, professional learning efforts are effective when aligned with the specific standards and context of the ECE organization. The Professional Development Element is intended to identify state systems that support planning, funding, and implementation of high-quality PD for educators and program leaders. This includes competencies and

standards, recognition of the importance of job-embedded professional learning (JEPL), funding and resources to implement training, and support around standards and competencies.

In addition, this Element considers how data are gathered, what it informs, and how it is used for evaluation and planning for continuous quality improvement. The Professional Development Element has two types of indicators: infrastructure and implementation. Infrastructure indicators focus on state policies, supports, and data systems. Implementation indicators capture the degree to which PD opportunities are available and for whom. Overarching questions for implementation consider whether systems are affordable, accessible, relevant, effective, and culturally responsive. To score these indicators, the state needs to collect the types of data outlined.

Professional Development Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Core Knowledge and PD Standards Policy | Indicator 1 of 11 The early childhood PD system includes research-based core knowledge and competencies that are equitable and easily accessible. PD providers are monitored to ensure they meet specific standards. The PD system includes the following four essential criteria: • founded on research-based core knowledge and competencies • equitable in its design and modes of delivery (i.e., PD materials are translated in languages representative of the field, PD opportunities take geographical barriers into account, content is inclusive of all children and families) • accessible (i.e., offered in diverse formats to meet the needs of the field - online, in person, accessible for early childhood educators with disabilities – Section 508 compliant) • Monitoring of PD providers through a professional standards board, accreditation process, or other quality assurance mechanisms **Which best describes your state's early childhood professional development system?**	Meets **one or none** of the four criteria	Meets **two** of the four criteria	Meets **three** of the four criteria	Meets **all four** of the criteria

Professional Development Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Ongoing PD: Requirements and Incentives Policy | Indicator 2 of 11 State has requirements related to ongoing PD. The requirements are research-based. There are clear guidelines and incentives (e.g., points in a grant system, points in a quality rating and improvement system (QRIS) rating, PD credit etc.) to support teachers, aides, and instructional leaders to engage in ongoing PD pre- and post-degree attainment. Incentives are equitable and are customized to meet the needs of individuals such as individual PD vs. group PD, frequency, PD hours, etc. **Which best describes your state's ongoing PD requirements and incentives to support implementation?**	State has **no requirements**	State has requirements, but there are **no guidelines or incentives**	State has requirements and there are **some guidelines or incentives**	State has requirements and there are **clear guidelines and incentives**

Professional Development Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Job-Embedded PD Resources Supports | Indicator 3 of 11 State provides ongoing, accessible, and equitably distributed resources, training, and funding to support the implementation of JEPL. Examples of ongoing, accessible, and equitably distributed resources include: • Written guidance, funding, technical assistance, training, coaching, consultation, on-the-job training, etc. • Materials and tools that are accessible in languages that represent the field, are 508 compliant for early childhood educators with disabilities, and are delivered in various mediums Funding may also support instructional leadership roles and JEPL. • Funding may cover one-time trainings, ongoing trainings, or pilots or innovations. • Existing program funds may be used to cover costs. **Which best describes the JEPL resources provided and how they are distributed in your state?**	State **does not provide** any ongoing, accessible, and equitably distributed resources to support the implementation of JEPL.	State **provides resources** and **one-time training or funding** to support the implementation of JEPL, but **none** of the resources are accessible and equitably distributed.	State **provides resources** and **some training or funding** to support the implementation of JEPL, and **some** of the resources are accessible and equitably distributed.	State **provides resources** and **ongoing training or funding** to support the implementation of JEPL, and **all** the resources are accessible and equitably distributed.

Professional Development Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Workforce Development Policy & Supports | Indicator 4 of 11 Degree requirements for teachers are appropriately rigorous and are integrated into a career lattice. There are supports for those of diverse backgrounds to attain further education credentials, and all four of the following characteristics or requirements are true: • All teachers are required to have an early childhood education credential (e.g., Child Development Associate (CDA), Associate of Arts (AA) in early childhood education). • All teachers are required to have a bachelor's degree. • A formal career lattice outlines how different types and levels of educational attainment and years of experience can lead early childhood educators to new roles and opportunities. • State-funded supports are established for those with diverse racial, lingual, and socioeconomic backgrounds to attain higher levels of early childhood education credentials. **How many of these characteristics or requirements are true for your state?**	**None or only one** of the four characteristics is true.	**Two** of the four characteristics are true.	**Three** of the four characteristics are true.	**All four** characteristics are true.

Professional Development Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
PD Data Collection and Use Data | Indicator 5 of 11 State collects JEPL data on early learning professionals' race, income, and language; data are gathered and used in the following five ways: • State collects data using tracking tools, program evaluation tools, early childhood educators surveys, and local level reports. • State verifies the implementation of JEPL through monitoring, use of an online platform, or directly collecting early childhood educators surveys. • State uses JEPL data for accountability and improvement. • A quality assurance mechanism monitors the quality of JEPL provided to teachers and instructional leaders. • State uses multiple sources of data to inform improvement plans and track progress and uses the data to guide technical assistance and resources to local programs. **Which best describes the ways in which your state collects JEPL data?**	State **does not** collect JEPL data.	State engages in **one of the five** JEPL data gathering and data use activities.	State engages in **two to four** JEPL data gathering and data use activities.	State engages in **all five of the** JEPL data gathering and data use activities.

Professional Development Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
PD Data Collection for Equity Goals Data | Indicator 6 of 11 The state's efforts to understand and address inequity with regard to policies and practices around early learning core knowledge and PD standards, ongoing PD requirements and incentives, job-embedded PD standards and resources, and workforce development includes ongoing data collection, disaggregation of data, active discussions, data-driven decision-making, action planning, implementing, assessing implementation, and refining as needed. The state specifically collects data to understand and address the following four components: • The barriers to accessing affordable PD opportunities (Access includes location of available PD, language, 508 compliance, and diversity of trainers.) • The need for PD opportunities that reflect teachers' or providers' diversity, and include voices and experiences of diverse teachers and providers • The need for PD content that is comprehensive and meets the needs of all teachers (i.e., content is varied and supports teachers to engage with children from all backgrounds) • Demographic differences in degree or credential attainment, and challenges to career advancement especially for populations of color, low-income, and dual language learners **On how many of these PD data components does your state collect data?**	State collects data on **one or fewer** of the four components.	State collects data on **two** of the four components.	State collects data on **three** of the four components.	State collects data on **all four** of the components.

Professional Development Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Prevalence of Job-Embedded PD Implementation | Indicator 7 of 11 Teachers receive job-embedded professional learning (JEPL). **About what percentage of teachers, across all identified subgroups, receive job-embedded professional learning (JEPL)?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**
Instructional Leadership Supports Implementation | Indicator 8 of 11 Regional and local instructional leaders report receiving training and ongoing support in instructional leadership practices including the following: • Leading data informed continuous quality improvement (CQI) processes • Organizing and facilitating job-embedded professional learning • Ensuring coherent instructional guidance and systems to support teacher practice • Creating systems and support for family engagement practices • Including teachers and families in decision making • Addressing and ensuring equity • Building a trusting and supportive environment among all in the program community **About what percentage of instructional leaders, across all identified subgroups, report receiving training and ongoing support?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**

Professional Development Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Affordability and Accessibility Implementation | Indicator 9 of 11 PD opportunities are affordable and accessible. **About what percentage of early childhood educators, across all identified subgroups, report PD opportunities are affordable and accessible?**	**Less than 50%**	**Between 50% and 70%**	**Between 70% and 90%**	**Over 90%**
Cultural and Linguistic Responsiveness Implementation | Indicator 10 of 11 PD opportunities are culturally and linguistically responsive to the needs of early childhood educators. **About what percentage of early childhood educators, across all identified subgroups, report PD opportunities are culturally and linguistically responsive to the needs of early childhood educators?**	**Less than 50%**	**Between 50% and 70%**	**Between 70% and 90%**	**Over 90%**
Relevance and Effectiveness Implementation | Indicator 11 of 11 PD opportunities support development of core competencies sought by both pre- and post-degree early childhood educators. **About what percentage of early childhood educators, across all identified subgroups, report PD opportunities support development of core competencies sought by both pre- and post-degree early childhood educators?**	**Less than 50%**	**Between 50% and 70%**	**Between 70% and 90%**	**Over 90%**

Instructional Leadership Overview

According to the Division for Early Childhood (DEC) Recommended Practices Glossary (2015), "Early childhood leadership is the ability to both create and run excellent programs for young children; and the ability to be effective and powerful in decisions that affect children and families." (p. 11). Instructional Leadership practices influence and sustain positive changes in early learning settings and help optimize child development and learning. These practices include setting clear goals, managing curriculum, monitoring lesson planning, allocating resources, and evaluating teachers regularly to promote student learning and teacher growth while nurturing trust, collective understanding, and responsibility for excellence and improvement among early childhood educators and parents. Instructional leaders also support and facilitate implementation of professional development that is relevant to high quality teaching and learning and collecting and analyzing data that inform program quality, training and resources, and program planning (Pacchiano, Wagner, & Lewandowski, Ehrlich & Stein, 2018; Ross & Berger, 2009; Shannon, 2008). Instructional leaders include not only individuals who have formal titles or authority positions such as education managers and program directors, but also a broader group of individuals that provide guidance and supports for improvement in early childhood systems (Bruns, LaRocco, Sharp, & Sopko, 2017; Goffin & Daga, 2017) such as early childhood coordinators, coaches, higher education faculty, and mentor teachers (Division for Early Childhood, 2014). In addition, many different instructional leader roles are represented in the early childhood system, including building leaders who oversee a site (e.g., center directors, school principals, and business owners). Instructional leaders also include others with responsibilities for supervising educators, guiding their practice, or facilitating job-embedded professional learning (e.g., assistant directors, assistant principals, education coordinators, pre-K coordinators, coaches, mentor teachers, or teacher leaders; Bromer et al., 2009; Porter et al., 2016).

The Instructional Leadership Element examines a state's infrastructure dedicated to supporting Instructional Leadership within pre-K programs, including policies, supports, and data practices. Instructional leadership may be an emerging area for states, as instructional leadership competencies and research-based articles to support the effects of instructional leadership are still relatively limited. This Element can support the adaptation of statewide implementation of instructional leadership definitions, competencies, credentials, and practices. Indicators in this Element measure policies that require, incentivize, support, monitor, and improve the implementation of high-quality instructional leadership practices.

Instructional Leadership Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Instructional Leadership Policy Policy | Indicator 1 of 7 State has early childhood program standards that address the following eight instructional leadership practices: • Leading data-informed CQI processes • Organizing and facilitating job-embedded professional learning • Ensuring coherent instructional guidance and systems to support teacher practice • Creating systems that support family engagement practices • Ensuring effective management of operations and resources • Including teachers and families in decision-making • Addressing and ensuring equity for students and early childhood educators • Building a trusting and supportive environment among all in the program community **How many of these instructional leadership practices are part of your state's standards?**	State **has no** early childhood program standards, or standards **address none** of the practices.	Standards **address one to three** of the practices.	Standards **address four to six** of the practices.	Standards address **seven or eight** of the practices.
Instructional Leadership Competencies and Credentials Policy | Indicator 2 of 7 Professional development is established and aligned with research-based core knowledge and competencies which align with all other applicable professional standards for early childhood instructional leaders, including credentials and degrees. **Which of these statements best describes the alignment of your state's professional development?**	Research-based core knowledge and competencies are **not established** or **do not align** with professional standards for early childhood instructional leadership.	Research-based core knowledge and competencies **are established and align** with professional standards for early childhood instructional leadership.	Professional development is **established and aligned** with research-based core knowledge and competencies, which **align with all other applicable professional standards** for early childhood instructional leaders.	Professional development is **established and aligned** with research-based core knowledge and competencies, which **align with all other applicable professional standards** for early childhood instructional leaders, including **credentials and degrees**.

Instructional Leadership
Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Instructional Leadership Regulations Policy | Indicator 3 of 7 State has requirements related to instructional leadership (e.g., coaching, training) in grants, contracts, regulations, or legislation for providers (e.g., program directors, site leaders) with clear guidance or incentives (e.g., points in a grant system, tiered reimbursement) on how requirements are to be implemented. Which of these statements best describes your state's instructional leadership requirements, and guidance and/or incentives on how requirements are to be implemented?	State has **no requirements**.	State **has requirements**, but **no guidance and/or incentives**.	State **has requirements** with **some guidance and/or incentives**.	State **has requirements** with **clear guidance and/or incentives**.
Instructional Leadership Data Data | Indicator 4 of 7 State requires local programs that implement instructional leadership practices to collect meaningful data (e.g., classroom observations, program evaluations, early childhood educators and family surveys), and requires the use of data • collected to track progress, and to guide technical assistance and resource allocation to local programs to support improvement purposes. • **Which of these statements best describes your state's requirements for programs' collection and use of instructional leadership data?**	State **does not** require local programs to collect meaningful data.	State **requires** local programs to collect meaningful data but **does not require the use of data** collected for improvement purposes.	State **requires** local programs to collect meaningful data **and requires the use of data** collected for improvement purposes.	State **requires** local programs to collect meaningful data **and requires the use of data** collected to **track progress**, and to **guide technical assistance** and **resource allocation to local programs** that support improvement purposes.

Instructional Leadership Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Instructional Leadership Supports Supports | Indicator 5 of 7 State provides specific and ongoing resources (e.g., funding for training or initiatives for pilots or innovations, technical assistance, or coaching) to support implementation of instructional leadership practices and roles. Funding and trainings are equitable (e.g., offered in diverse modes to meet the needs of the field: online, in person, accessible for early childhood educators with disabilities, Section 508 compliant). **Which of the following statements best describes your state's instructional leadership resources or trainings, and equitable distribution?**	State **does not** provide any specific resources.	State **provides one-time** resources or training, but funding or trainings are **not equitable**.	State **provides ongoing** resources or trainings that are **sometimes equitable**.	State **provides ongoing** and **equitable** resources or trainings.

Instructional Leadership Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Instructional Leadership Resource Topics Quality of Supports | Indicator 6 of 7 The state provides written guidance and resource materials to support or deliver training to support the implementation of instructional leadership practices addressing a range of topics including the following eight: • Leading data-informed CQI processes • Organizing and facilitating JEPL • Ensuring coherent instructional guidance and systems to support teacher practice • Creating systems that support family engagement practices • Ensuring effective management of operations and resources • Including teachers and families in decision making • Addressing and ensuring equity for students and early childhood educators • Building a trusting and supportive environment among all in the program community **Which of the following statements best describes your state's training supports for the implementation of instructional leadership practices?**	State **does no**t provide any resources or supports, or resources address **none** of the eight identified topics.	The state **provides** written guidance and resource materials related to **one to three** of the eight identified topics.	The state **provides** written guidance and resource materials related to **four to six** of the eight identified topics.	The state **provides** written guidance and resource materials related to **seven or all eight** identified topics.

Instructional Leadership Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Instructional Leadership Data Collection for Equity Goals Data| Indicator 7 of 7 State ensures that instructional leadership policies and practices promote access to high quality instructional support for all individuals. The state's efforts to understand and address inequity regarding instructional leadership include ongoing data collection, disaggregation of data, active discussions, data-driven decision-making, action planning, implementing, assessing implementation, and refining as needed. The state specifically collects data to understand and address the following three factors: • The barriers to accessing affordable, culturally responsive, and equity-centered instructional leadership opportunities. Access includes location of available instructional leadership, language, Section 508 compliance, and diversity of trainers. • Instructional leadership trainings address issues of equity, are reflective of teacher diversity, and include voices and experiences of diverse teachers and providers. • Instructional leadership content is comprehensive and meets the needs of all teachers (e.g., content is varied and supports teachers to engage with children and parents from all backgrounds) **On how many of these impacting factors does your state specifically collect data?**	**None** of the three impacting factors.	**One** of the three impacting factors.	**Two** of the three impacting factors.	**All three** of the impacting factors.

Research-Based Curriculum

Research-Based Curriculum Overview

The Research-Based Curriculum (RBC) Element focuses on supporting early childhood professionals to use domain-specific, developmentally appropriate content and skills that contribute to children's long-range development in various domains, such as literacy, mathematics, and the social and emotional well-being of a child (ECLKC, 2019). Some states may indicate that curricula need to be comprehensive, while others encourage the combination of specialized curricula for different content areas (literacy, math, social emotional, etc.). To implement a research-based curriculum with fidelity, systems must be in place to ensure adequate training and support for implementation.

High-quality state pre-K systems allow for adequate funding and resources to ensure that curricula are implemented with fidelity and that educators are prepared for the use of the curricula in their learning environments. Additionally, states collect and use data to understand the effectiveness of research-based curriculum implementation and determine necessary supports for programs and early childhood educators. The RBC Element has two types of indicators: infrastructure and implementation. Infrastructure indicators focus on state policy, supports, and data systems. Implementation indicators capture the degree to which research-based curricula are implemented with fidelity, if the fidelity of implementation is assessed, and if teachers receive training and support with regard to curriculum implementation.

Research-Based Curriculum Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Curriculum Policy Policy | Indicator 1 of 12 There is policy in place that requires all publicly, state-funded prekindergarten programs to implement a research-based curriculum that aligns with state early learning guidelines, and includes the following five characteristics: • Research-based • Aligned with state early learning guidelines • Culturally and linguistically responsive content • Supportive of individualized instruction for children with a range of abilities • Allows for actively engaging families to connect and extend learning opportunities across home and school, e.g., families have the opportunity to learn about and provide feedback on selected curricula and instructional materials used in classrooms. **How many of these characteristics apply to your state's curriculum policy?**	There is **no policy** in place, or the **policy does not specify** any of the five characteristics.	Policy requires programs to use a curriculum with **one or two** of the five characteristics.	Policy requires programs to use a curriculum with **three or four** of the five characteristics.	Policy requires programs to use a curriculum with **all five** of the characteristics.

Research-Based Curriculum Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Curriculum Resources Supports | Indicator 2 of 12 State provides resources (funding, written guidance, training, and materials) to support teachers in research-based curriculum implementation. Resources are distributed equitably (e.g., writing guidance is available in multiple languages, and is Section 508 compliant, training is accessible and available in multiple languages that represent the field or in various mediums and is equitably distributed regionally). **Which of these statements best describes your state's curriculum resources?**	State **does not provide any specific resources**.	State provides **some resources**, but resources are **not equitably distributed**.	State provides **some resources**, and **some** of the resources **are equitably distributed**.	State provides **adequate resources**, and **all** of the resources **are equitably distributed**.

Research-Based Curriculum Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Curriculum Training Policy | Indicator 3 of 12 State requires teachers to be trained in the research-based curriculum they are implementing and for programs to provide ongoing, practice-based implementation supports (e.g., technical assistance and ongoing coaching, modelling, or mentoring in research-based curriculum with opportunities for self- and peer-reflection.) Training also includes ways to modify the curriculum for children with special needs and for dual language learners (DLLs). **Which of these statements best describes your state's curriculum training?**	State **does not** require teachers to be trained.	State **requires teachers to be trained**. But there is **no ongoing support** for implementation and training does **not include ways to modify the curriculum** for children with special needs and for DLLs.	State **requires teachers to be trained** and **requires** programs to provide **ongoing implementation support,** but training does **not include ways to modify the curriculum** for children with special needs and for DLLs.	State **requires teachers to be trained** and **requires** programs to provide **ongoing implementation support, including ways to modify the curriculum** for children with special needs and for DLLs.
Curriculum Fidelity Training Policy | Indicator 4 of 12 State requires programs to train their early childhood educators in how to use a research-based curriculum implementation fidelity tool and to employ this tool to ensure that curricula are being used as intended. State requires programs to assess curriculum implementation fidelity at least twice a year, and State requires programs to use curriculum fidelity data to provide ongoing feedback to early childhood educators. **Which of these statements best describes your state's curriculum fidelity approach**?	State **does not require programs to use** a research-based curriculum implementation fidelity tool, or it **does not require programs to train** their early childhood educators on how to use it.	State **requires programs to use and to train** early childhood educators on how to use a research-based curriculum implementation fidelity tool. Programs must **assess the fidelity** of curriculum implementation **at least once a year**.	State **requires programs to use and to train** early childhood educators on how to use a research-based curriculum implementation fidelity tool. Programs must **assess the fidelity** of curriculum implementation **at least twice a year**.	State **requires programs to use and to train** early childhood educators on how to use a research-based curriculum implementation fidelity tool. Programs must **assess the fidelity** of curriculum implementation **at least twice a year,** and use data to provide **ongoing feedback to** early childhood educators

Research-Based Curriculum Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Curriculum Data Data | Indicator 5 of 12 To understand fidelity of implementation and for continuous quality improvement, the state monitors and verifies classroom-level data collection on the fidelity of research-based curriculum implementation. This monitoring includes cultural and linguistic responsiveness, and individualization for children with a range of abilities through on-site observation with a fidelity tool at least once a year. State requires programs to use implementation fidelity data and other sources of data to inform improvement plans and track progress and uses the data to make decisions that guide the provision of technical assistance and resources to local programs. **Which of these statements best describes your state's monitoring and use of curriculum data?**	State **does not monitor** classroom-level data collection on the fidelity of research-based curriculum implementation.	State **monitors** classroom-level data collection on the fidelity of research-based curriculum implementation.	Through **onsite observation at least once a year**, state **monitors and verifies** classroom-level data collection on the fidelity of research-based curriculum implementation and requires programs to **use data for improvement**.	Through **onsite observation at least once a year**, state **monitors and verifies** classroom-level data collection on the fidelity of research-based curriculum implementation and requires programs to **use fidelity data** in addition to **other data sources** to inform **improvement plans, track progress,** and guide **technical assistance** and **resources to local programs.**

Research-Based Curriculum Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
RBC Data Collection and Use for Equity Goals Data | Indicator 6 of 12 With regard to state policies and practices around pre-K curriculum such as selection of a research-based curriculum, curriculum implementation training for teachers, and resource allocation, the state monitors implementation and outcomes through data collection, and uses data to make equitable decisions that ensure all teachers are able to implement curriculum with fidelity and in ways that are linguistically and developmentally appropriate for all children. The state's efforts to understand and address inequity regarding curriculum include ongoing data collection and analysis, disaggregation of data, active discussions, data-driven decision-making, action planning, implementing, assessing implementation, and refining as needed. The state specifically collects and uses data to understand and address the following five components: • Programs adopt curriculum that is research-based, culturally and linguistically affirming, and supportive of individualized instruction for children with a range of abilities. • Programs engage with families in their home languages to connect and extend learning opportunities across home and school (e.g., families have the opportunity to learn about and provide feedback on selected curricula and instructional materials used in classrooms). • Programs and teachers have access to curriculum fidelity implementation training. Access includes training available in multiple languages, in multiple mediums, and locations. • Resources are distributed equitably (e.g., writing guidance is available in multiple languages, and is 508 compliant, funding is targeted toward those most in need of support). • Teachers are trained in the research-based curriculum and on how to modify the curriculum to meet the needs of children at varying stages both linguistically and developmentally. **How many of these components does your state specifically collect and use data on?**	**One or none** of the five components.	**Two** of the five components.	**Three or four** of the five components.	**All** five of the components.

Research-Based Curriculum Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Curriculum Implementation Implementation | Indicator 7 of 12 Classrooms implement a research-based curriculum, and inclusive practices that align with state standards. The curriculum includes the following five characteristics: • Research-based • Aligned with state standards that are based on early learning guidelines • Culturally and linguistically responsive content • Supportive of individualized instruction for children with a range of abilities • Allows for actively engaging families to connect and extend learning opportunities across home and school (e.g., families have the opportunity to learn about and provide feedback on selected curricula and instructional materials used in classrooms). **About what percentage of classrooms use a curriculum with all five of these characteristics?**	**Less than 25%** of classrooms	**25% to 50%** of classrooms	**50% to 75%** of classrooms	**Over 75%** of classrooms
Curriculum Training Implementation | Indicator 8 of 12 Classrooms have trained lead teachers in the research-based curriculum they are implementing including ways to modify the curriculum to meet a range of abilities for all children in the program including children with developmental delays and disabilities, and DLLs. **About what percentage of classrooms have lead teachers who are trained in their research-based curriculum?**	**Less than 25%** of classrooms	**25% to 50%** of classrooms	**50% to 75%** of classrooms	**Over 75%** of classrooms

Research-Based Curriculum Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Implementation of Curriculum Training Implementation | Indicator 9 of 12 Programs train their early childhood educators on the use of a research-based curriculum fidelity tool. **About what percentage of programs train their early childhood educators on the use of a research-based curriculum fidelity tool?**	**Less than 25%** of programs	**25% to 50%** of programs	**50% to 75%** of programs	**Over 75%** of programs
Assess Curriculum Fidelity Implementation Implementation | Indicator 10 of 12 Programs assess the research-based curriculum implementation fidelity. **About what percentage of programs assess the research-based curriculum implementation fidelity at least once a year?**	**Less than 25%** of programs	**25% to 50%** of programs	**50% to 75%** of programs	**Over 75%** of programs

Research-Based Curriculum Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Curriculum Data Use Implementation | Indicator 11 of 12 Programs use annual data obtained from the research-based curriculum fidelity tool for continuous program quality improvement. **About what percentage of programs use annual data obtained from the research-based curriculum fidelity tool for continuous program quality improvement?**	**Less than 25%** of programs	**25% to 50%** of programs	**50% to 75%** of programs	**Over 75%** of programs
Curriculum Feedback Implementation | Indicator 12 of 12 Families have the opportunity to learn about and provide feedback on selected research-based curricula and instructional materials used in classrooms. **About what percentage of classrooms give families the opportunity to learn about and provide feedback on selected research-based curricula and instructional materials used in classrooms?**	**Less than 25%** of classrooms	**25% to 50%** of classrooms	**50% to 75%** of classrooms	**Over 75%** of classrooms

Formative Child Assessment

Formative Child Assessment Overview

The Formative Child Assessment (FCA) Element measures policies, supports, and data collection at the state and local level. This includes the types and extent of data collection at the program level, and how the programs and the state use data to improve goals and action plans. The IDM focuses on the use of comprehensive formative child assessments that cover not just one aspect of children's outcomes, but at least three or more domains of development, such as language and literacy, social, emotional, math, science, physical, and the arts. FCA looks at the use of child assessment data that teachers collect using various pieces of evidence over regular intervals of time to provide timely and appropriate instructional support (Ford et al., 2013; McAfee & Leong, 2011).

Collecting information from multiple sources and analyzing it in light of children's individual learning needs can support teaching, whereby all children continue to learn and thrive (Riley-Ayers, S. 2014). The administration of formative child assessments for DLLs and children with developmental delays and disabilities requires training and support for early childhood educators so that both the assessments and the interpretation of assessment data are appropriate (i.e., culturally and developmentally responsive) and individualized. It is also recommended that early childhood educators share formative child assessment information with families and collaborate with families to support their children's learning.

The FCA Element has two types of indicators: infrastructure and implementation. Implementation indicators look at data collected by the state at the program and classroom level. These indicators examine the percentage of teachers and programs across the state collecting formative child assessment data, their use of that data to plan for the individual development and needs of each child, and how the state uses the data for continuous quality improvement. Infrastructure indicators look at statewide formative child assessment activities, such as creating policies and guidelines for formative child assessment, distribution of resources, professional development for formative child assessment, and family engagement. Once state pre-K leaders engage with the FCA Element, they will understand not only where the state policies and practices are along the progression of the indicators, but they will also understand the data gaps and data blind spots that can inform improvement of data collection systems. Therefore, an area of improvement can include the ongoing and frequent use of quality and reliable data to inform decision-making at the state level.

Formative Child Assessment Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
FCA Requirements Policy | Indicator 1 of 12 State requires programs to use formative child assessments (FCAs) that include all three of the following characteristics: • Valid and reliable • Comprehensive across all domains and development • Aligned to state learning and development standards **How many of these characteristics does your state require for FCAs?**	State **does not** require programs to use FCAs	**One** of the three characteristics	**Two** of the three characteristics	**All three** of the characteristics
FCA and special populations (DLLs and special needs) Policy | Indicator 2 of 12 State requires programs to have a process in place so that FCA data on children who are DLLs and children with developmental delays and disabilities is valid and not misinterpreted due to language or cultural barriers. The state provides clear guidelines on how to do this (e.g., using interpreters or linguistically appropriate assessments) and verifies directly or indirectly that programs comply. **Which best describes your state's requirements?**	State **does not** require programs to have a FCA data collection process for children who are DLLs and children with developmental delays and disabilities.	State **requires programs** to have a FCA data collection process for children who are DLL and children with developmental delays and disabilities **but does not** provide clear guidelines on how to do this.	State **requires programs** to have a FCA data collection process for children who are DLL and children with developmental delays and disabilities **and provides clear guidelines** on how to do this.	State **requires programs** to have a FCA data collection process for children who are DLL and children with developmental delays and disabilities **and provides clear guidelines** on how to do this. The state **also** verifies directly or indirectly that programs comply.

Formative Child Assessment Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Formative Child Assessment Resources Supports | Indicator 3 of 12 State provides resources (e.g., funding, guidance, etc.) to support teachers in the implementation of formative child assessments. **Does your state provide resources to support (e.g., funding, guidance, etc.) teachers in the implementation of FCAs?**	State **does not** provide any specific resources or **specify the need** for local programs to include these resources in their budgets.	State **provides written guidance**.	State **provides written guidance** and **funds one-time training** or initiates pilot or innovation programs.	State **provides written guidance** and **funds ongoing training**, technical assistance, or coaching.
Formative Child Assessment Data Data | Indicator 4 of 12 State verifies that programs collect FCA data, and programs use it to: • Inform improvement plans • Track progress • Communicate data to families • In addition, state uses the data to guide decisions for technical assistance and resource allocation to programs. **Which best describes your state?**	State **does not** verify directly or indirectly whether programs collect data.	State **verifies** directly or indirectly that programs **collect** data.	State **verifies** directly or indirectly that programs **collect and use** data.	State **verifies** directly or indirectly that programs **collect and use data and communicate** the data to families. The **state also uses the data**.

Formative Child Assessment Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
FCA Data Collection for Equity Goals Data | Indicator 5 of 12 The state's efforts to understand and address inequity include ongoing data collection, disaggregation of data, active discussions, data-driven decision-making, action planning, implementing, assessing implementation, and refining as needed. The state specifically collects data to understand and address the following four components: • FCAs are conducted using reliable and valid methods for all children. • Data are used to inform instruction, especially instruction that supports the learning and development of children who are Dual Language Learners and children with developmental delays or disabilities. • All teachers have access to trainings on fidelity of implementation of assessment instruments, as well as trainings on bias when collecting and interpreting data. • Teachers involve parents in child's education by sharing formative assessment data and seeking guidance from parents when creating individualized instruction plans. **How many of these components does your state address?**	**One or none** of the four components	**Two** of the four components	**Three** of the four components.	**All four** of the components

Formative Child Assessment Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Formative Child Assessment Requirements Implementation Implementation | Indicator 6 of 12 Programs use valid and reliable formative child assessment measures that are comprehensive across all domains and aligned to state learning and development standards **About what percentage of your state's classrooms, across all identified subgroups, use FCA measures, where quality is defined as measures that are valid and reliable, comprehensive across all domains and development, and aligned to state learning and development standards?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**
Formative Child Assessment of special population (DLLs and special needs) Implementation Implementation | Indicator 7 of 12 Programs have a process in place to ensure that formative child assessments of children from special populations are valid and accurate. **About what percentage of your state's programs, across all identified subgroups, have a process in place so that FCA data on children who are in identified subgroups are valid and not misinterpreted due to language or cultural barriers?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**

Formative Child Assessment Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Formative Child Assessment Classroom Use Implementation | Indicator 8 of 12 Programs use formative child assessment data for classroom quality improvement. **About what percentage of your state's teachers, across all identified subgroups, use FCA data to inform instruction at the classroom level?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**
Formative Child Assessment Program Use Implementation | Indicator 9 of 12 Programs use formative child assessment data to plan professional development and CQI work. **About what percentage of your state's programs, across all identified subgroups, use FCA data for professional development and continuous improvement planning?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**

Formative Child Assessment Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Formative Child Assessment Training Implementation | Indicator 10 of 12 Teachers are trained and, when appropriate, certified in the FCAs they implement. **About what percentage of your state's teachers, across all identified subgroups, are trained and, when appropriate, certified in the FCAs they implement?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**
Formative Child Assessment Supports Implementation | Indicator 11 of 12 Programs have supports (e.g., written materials, in-person or online training, teacher collaboration groups) for FCA implementation available to teachers. **About what percentage of your state's programs, across all identified subgroups, have supports (e.g., written materials, in-person or online training, teacher collaboration groups) for FCA implementation available to teachers?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**
Family Engagement that is Culturally and Linguistically Appropriate Implementation | Indicator 12 of 12 Teachers regularly share children's progress with families in culturally and linguistically sensitive ways and in their preferred language. **About what percentage of your state's teachers, across all identified subgroups, regularly share children's progress with families in culturally and linguistically sensitive ways and in their preferred language?**	**Less than 25%**	**Between 25% and 50%**	**Between 50% and 75%**	**Over 75%**

High Quality Teaching

High-Quality Teaching Overview

Early childhood classroom quality is a result of both structural and process features (National Institute of Child Health and Human Development [NICHD], 2006). Structural quality features refer to those that are measurable and regulated, such as teacher–child ratio, group size, and teacher education level (NICHD, 2006). Process quality features refer to the more proximal factors of direct care given by early childhood educators to children to assist children with physical, linguistic, intellectual, emotional, and social development (Cryer et al., 2003). In other words, process quality refers to the quality of teaching or teacher-child interactions that more directly link to child outcomes.

The High-Quality Teaching (HQT) Element focuses on process features and assesses high-quality teaching and learning policies and practices at the pre-K state agency level, and the implementation of these policies at the program and classroom level. At the state level, there would be established early learning educator competencies, credentialing standards, comprehensive early learning guidelines, effective data gathering and analysis, and the prevalence of supports for high-quality teaching. At the program and classroom levels, the HQT Element examines the actual quality of teaching throughout the early childhood system through the gathering and analysis of child, teacher, classroom, and program data.

The HQT Element has two types of indicators: infrastructure and implementation. Infrastructure indicators focus on state policy, supports, and data systems such as statewide standards, if the state has a clear process for collecting data, and using data for the purposes of continuous improvement. Implementation indicators capture the degree to which high-quality practices are occurring at the program or classroom level. Ensuring high-quality teaching also requires programs to have systems in place to effectively teach all children, with specific attention to children with developmental delays and disabilities and DLLs. To score these indicators, the state will need to collect the types of data outlined.

High-Quality Teaching Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Core Competency Contents Policy | Indicator 1 of 10 State has adopted clear, research-based core competencies for pre-K teachers that include the following components: • Early childhood development and pedagogy specific to pre-K (adequate to teach to the early learning and development standards) • Knowledge of strategies for assessment of learning and development for preschoolers • Cultural competence, knowledge of dual language development and strategies that support the development of children who are dual language learners • Knowledge of strategies that support the learning and development of children with developmental delays and disabilities in inclusive settings • Family engagement and partnerships (e.g., creating formal structures for communicating around child progress, incorporating children's cultures and home languages in instruction and classroom activities, and collaborating with families to encourage children's use of their home languages at school to support multilingual and multicultural development). **How many of these core competencies has your state adopted?**	Core competencies **do not exist** for pre-K teachers or **include none** of the five components.	Core competencies **exist** for pre-K teachers and **include one or two** of the five components.	Core competencies **exist** for pre-K teachers and **include three or four** of the five components.	Core competencies **exist** for pre-K teachers and **include all five** of the components.

High-Quality Teaching Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
High-Quality Program Structures and Monitoring Policy | Indicator 2 of 10 State has policies and clear guidelines on the structural features of HQT such as teacher–child ratio, group size, number of hours for teaching dosage (e.g., children have access to year-round, high quality pre-K teaching at least six hours per day). The state monitors and collects data to ensure programs are implemented within these guidelines. It uses data to identify and understand inequities in access to high quality programs to provide resources and support to programs. **Which of these statements best describes your state's policies and guidelines on the structural features of high-quality teaching?**	State **does not** have policies and clear guidelines.	State has policies and clear guidelines but **does not monitor and collect data** to ensure programs are implemented within these guidelines.	State has policies and clear guidelines and **monitors and collects data** to ensure programs are implemented within these guidelines.	State has policies and clear guidelines and **monitors and collects data** to ensure programs are implemented within these guidelines. The state uses data to identify or understand inequities in access to high quality programs to provide resources and support to programs.

High-Quality Teaching Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Learning and Development Standards Policy | Indicator 3 of 10 State has comprehensive early learning and development guidelines for pre-K that include the following components. • Approaches to learning and executive functioning • Social and emotional development • Language and literacy • Cognition • Perceptual, motor, and physical development • Guidelines to incorporate considerations for DLLs • Guidelines to incorporate considerations for children with developmental delays and disabilities across all domains **Which of these statements best describes your state's early learning and development guidelines?**	State **does not have** comprehensive guidelines for pre-K, or **the guidelines include none** of the seven components.	State **has** guidelines for pre-K **that include one to three** of the seven components.	State **has** guidelines for pre-K **that include four or five** of the seven components.	State **has** guidelines for pre-K **that include all seven** components.

High-Quality Teaching
Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Early Childhood Education (ECE) Credit Standards Policy | Indicator 4 of 10 State licensure/ECE credit standards for early childhood teachers require the following components. • alignment with core competencies • supervised early learning field experience • competency-based assessment **How many of these components are included in your state's licensure/ECE credit standards for early childhood teachers?**	State **does not have** licensure/ECE credit standards or it has licensure/ECE credit standards that **include none** of the three required components.	State **has** licensure/ECE credit standards that **include one** of the three required components.	State **has** licensure/ECE credit standards that **include two** of the three required components.	State **has** licensure/ECE credit standards that **include all three** of the required components.

High-Quality Teaching Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
HQT Data Data| Indicator 5 of 10 State collects HQT data (e.g., on-site observations) at the program level with a valid and reliable classroom observation tool. State verifies that programs are using the data to inform improvement plans and track progress, and state uses the data to guide resource allocation and technical assistance to local programs and for continuous quality improvement. **Which of these statements best describes your state's approach to collecting HQT data at the program level using a valid and reliable classroom observation tool?**	State **does not** collect HQT data.	State **collects** HQT data with a reliable tool but **does not use data** to guide resource allocation and technical assistance.	State **collects** HQT data with a reliable tool, and **verifies** programs are using data for continuous quality improvement, but the state **does not use data** to guide resource allocation and technical assistance.	State **collects** HQT data with a reliable tool, and **verifies** programs are using data for continuous quality improvement. The state **uses the data** to guide resource allocation and technical assistance.

High-Quality Teaching Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
HQT Supports Supports | Indicator 6 of 10 State provides effective and adequate resources (e.g., funding, written guidance, and training) to support teachers in the implementation of HQT. All resources are equitably distributed, meaning resources are allocated at a higher level, as appropriate, to educators based on their needs and the demographics and socioeconomic status of the populations they serve. For example, writing guidance is available in multiple languages and is Section 508 compliant, training is distributed regionally in various mediums, is accessible, and is available in multiple languages that represent the field. **Which of these statements best describes your state's resources for teachers in the implementation of HQT?**	State **does not** provide any effective resources or supports.	State **provides effective resources** or supports, but they are **not equitably distributed**.	State **provides effective resources** or supports, but state is **not intentional and/or consistent** in ensuring all resources are distributed equitably.	State **provides effective and adequate** resources or supports, and the state is **intentional and consistent** in ensuring all resources are distributed equitably.

High-Quality Teaching Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
HQT Resources Quality of Supports | Indicator 7 of 10 State provides equitable, accessible, and effective written guidance and resource materials to support or deliver training that addresses the following range of topics to support lead and assistant teachers in the implementation of HQT. • Learning environments and materials • Emotionally supportive and responsive interactions • Positive behavior guidance • Classroom schedules and effective use of time • Instructional supports to promote understanding vs. rote learning, to guide learning through play, and to use questions, conversations, and feedback to extend learning • Instructional strategies for specific content areas (e.g., social and emotional learning, math, science, literacy) • Culturally responsive practices • Supports for DLLs • Supports for children with developmental delays and disabilities • Partnering with families to create meaningful and effective learning opportunities at home and at school including incorporating children's cultures and home languages in instruction and classroom activities. **Which of the following statements best describes your state's training supports for the implementation of HQT?**	State **does not provide** any effective resources or supports for the implementation of HQT.	State **provides effective, equitable and accessible** written guidance and resource materials for **one to three of the ten topics listed**.	State **provides effective, equitable and accessible** written guidance and resource materials for **four to seven of the ten topics listed**.	State **provides effective, equitable and accessible** written guidance and resource materials for **eight or more of the ten topics listed**.

High-Quality Teaching Infrastructure, state-level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
HQT Data Collection for Equity Goals Data | Indicator 8 of 10 With regard to state policies and practices around HQT, such as adopting core research-based teaching competencies and providing resources and support to teachers to implement HQT, the state collects data and disaggregates available data to understand equity issues. The state's efforts to understand and address inequity with regard to HQT include ongoing data collection, disaggregation of data, active discussions, data-driven decision-making, action planning, implementing, assessing implementation, and refining as needed. The state specifically collects data to understand and address the following components: • Variation in instructional quality across the state, by collecting program quality data on all pre-K programs and disaggregating by location • Access to high-quality programs, and the barriers to attaining access, by collecting demographic data on children, including targeted populations • Equitable distribution of resources that support implementation of HQT (e.g., funding, training, PD, personnel). **On how many of these components does your state specifically collect and use data to understand and address equity issues?**	**None** of the three components	**One** of the three components	**Two** of the three components	**All** three components

High-Quality Teaching Implementation

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Classroom Quality Implementation | Indicator 9 of 10 Classroom quality is assessed using a research-based reliable and valid tool and classroom data collection protocols are standardized across the state. State can link data to gauge whether children identified as part of the most vulnerable populations (identified subgroups) are enrolled in the highest-quality programs, and use these data for resource allocation, training, and other improvement measures. **Which of the following statements describes your state's assessment of classroom quality?**	Classroom quality is **not assessed**.	Classroom quality **is assessed** using a research-based reliable and valid tool, but classroom data collection **protocols** are **not standardized,** and the state **cannot link** data to gauge whether children identified as part of the most vulnerable populations are enrolled in the highest-quality programs.	Classroom quality **is assessed** using a research-based reliable and valid tool and classroom data collection **protocols** are **standardized,** but the state **cannot link** data to gauge whether children identified as part of the most vulnerable populations are enrolled in the highest-quality programs.	Classroom quality **is assessed** using a research-based reliable and valid tool and classroom data collection **protocols** are **standardized** and the state **can link** children identified as part of the most vulnerable populations to see if they are enrolled in the highest-quality programs. State uses these data for **resource allocation**, **training,** and other **improvement measures.**
HQT and Home Language Implementation | Indicator 10 of 10 Teachers incorporate children's cultures and home languages in instruction and classroom activities and collaborate with families to encourage children's use of their home languages at school to support multilingual and multicultural development. **About what percentage of your state's teachers, across all identified subgroups, incorporate children's cultures and home languages in instruction and collaborate with families?**	**Less than 25%** of teachers	**25% to 50%** of teachers	**50% to 75%** of teachers	**Over 75%** of teachers

Data-Driven Decision Making

Data-Driven Decision Making Overview

Using data to make decisions requires the existence of a data infrastructure, accessible data, and a culture of data use. Obtaining data requires a reliable and valid data collection process, procedures, and reliable assessment tools. Meaningful use of data begins with who will access, analyze, or review the data and for what purpose. Within the pre-K system there are multiple levels at which data could be collected, and multiple ways in which data could be disaggregated and analyzed for the data findings to be a useful guide to decision making. In the pre-K system, the multiple levels at which data are collected could include, but are not limited to, the child, family, teacher, classroom, program, local, regional, and state level.

The decision makers or those who need access to the data to inform a decision could include family, teachers, education coordinators or program managers, coaches, and state agency staff. In addition, the types of data and how they are collected is guided by the purposes the data are meant to serve. Statewide pre-K data collection could be in the form of teacher, directors, and family surveys, classroom observations, focus

groups of a given pilot training, and so on. Within the IDM, the Data-Driven Decision Making (DDDM) Element assesses a state's policies around data collection, data linkages across multiple sources, data use for decision making, and how these policies feed data into a state system to make data-informed decisions about access, equity, and availability of high-quality early learning programming.

The indicators look at a state's requirement for local level data collection and how these inform state quality rating improvement systems and standards. The DDDM Element also looks at the extent to which states link various types of data and how these data inform decisions on pre-K classroom instruction, professional development, and child outcomes.

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Program Quality Assessment Policy | Indicator 1 of 9 State requires programs to conduct program level assessments using reliable and valid measurements to inform program level continuous quality improvement (CQI). Assessments include evaluating the quality of the following six conditions: • Supports for dual language learners and inclusion and individualizing for children with developmental delays and disabilities • Classroom environments • Teacher-child interactions • Curriculum implementation • Family engagement practices • Child outcomes (e.g. kindergarten readiness) **How many of these conditions are evaluated by your state's CQI assessments?**	**One or none** of the six conditions	**Two to three** of the six conditions	**Four to five** of the six conditions	**All six** conditions

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Data-Driven Decision Making Implementation Policy | Indicator 2 of 9 State engages in DDDM to ensure high quality teaching, equitable access for children and families, equitable PD for early childhood educators, and positive child outcomes. The state's DDDM efforts include these six conditions: • Supporting programs to set annual (or more frequent) goals towards improving teaching and learning, equitable access, and child outcomes • Monitoring programs' progress towards those goals by collecting multiple types of data including student data (e.g., enrollment, attendance, assessments), classroom observations of teaching quality, and early childhood educators, leaders, coaches, and family surveys • Disaggregating and analyzing data by targeted populations • Using data for improvement of policies, and supports (e.g. funding, PD, training etc.) to programs • Supporting program leaders, early childhood educators, and other stakeholders to analyze their own data and create or modify their professional learning goals and action plans • Improving data collection, and data analysis processes **How many of these conditions characterize your state's DDDM efforts?**	State **does not engage in such DDDM** efforts, or the state's DDDM efforts include **one** of the **six** conditions.	State's efforts include **two to three** of the six conditions.	State's efforts include **four to five** of the six conditions.	State's efforts include **all six** conditions.

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
QRIS Policy | Indicator 3 of 9 State has a standardized quality rating and improvement system (QRIS) to assess program quality, or the system meets the following four conditions: • System includes on-site program quality assessments at least once every two or three years • State system is differentiated so that programs rated lower in quality or with previous policy violations receive more frequent on-site program quality assessment visits. • On-site visits include classroom observations by trained and reliable observers. Observers use research-based, valid, and reliable tools to measure quality. Observations include a focus on teacher-child interactions and instructional quality. • The QRIS is inclusive and aligned across multiple early learning systems, including state pre-K, private, and other early learning programs (e.g., family childcare programs, childcare centers). Private programs must be rated at a high level to have state pre-k classrooms or slots. **How many of these conditions does your state's quality assessment system meet?**	State **has not established** a quality assessment system or the **system meets only one** of the four conditions.	System meets **two** of the four conditions.	System meets **three** of the four conditions.	System meets **all four** conditions.

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Access to Multiple Data Supports | Indicator 4 of 9 State ensures access to various kinds of data on all six of the following areas: • Learning and development assessment data, student attendance data, including information on suspensions/expulsions • Data on the qualifications and diversity of the ECE workforce • Data on professional development for ECE providers, including job-embedded professional learning (JEPL) data • Classroom quality data • Curriculum fidelity data • Data on family engagement efforts and early childhood educators interaction and collaboration with parents **How many of these data types does your state ensure access to?**	State **does not** fund or direct data collection or has **access to none** of the six identified data areas.	**One or two** of the six identified areas.	**Three to five** of the six identified areas.	**All six** of the identified areas.
Access to High-Quality Data Supports & Data | Indicator 5 of 9 State has formal processes for determining the relevancy and quality (i.e., reliable and valid) of data collected at the student or classroom level. These processes have been applied to all of the state's current data and data are being aggregated to the state level to use for CQI. **Which of these statements best describes your state's data quality processes?**	State **does not collect data** at the student or classroom level or has **no method of determining the relevancy and quality** of data collected.	State has **formal processes** for determining the relevancy and quality of data collected at the student or classroom level but has **not applied processes to the majority** of state's current data.	State has **formal processes for determining the relevancy and quality** of data collected at the student or classroom level and **has applied these processes to all** the state's current data.	State has **formal processes** for determining the relevancy and quality of data collected at the student or classroom level. State **applies these processes to all** current data and data which are **aggregated** to the state level to use for CQI.

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Data Linkages Data | Indicator 6 of 9 To make informed decisions, state has the infrastructure and data analytic capacity to connect different types of data to capture a full picture of the pre-K system and meets the following three conditions: • Links student data to specific classrooms • System can put program data in the context of community data (e.g., demographics, family characteristics, and health) • System connects professional learning data with teaching quality and child assessment data **How many of these conditions does your state's infrastructure and data analytic capacity meet?**	State **does not** have the **infrastructure** and **data analytic capacity** to connect different types of data or **meets none** of the three conditions.	System meets **one** of the three conditions.	System meets **two** of the three conditions.	System meets **all three** of the conditions.

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Central Data Management Systems Data | Indicator 7 of 9 State has a centralized data aggregation, linking and management system. Data management system meets the following four conditions: • State collects data at all appropriate levels including classroom, program, district, and state level. • State can link information across programs to account for all children served across various funding streams (e.g., childcare subsidy, HeadStart, Section 619 - IDEA). • State data system collects specific demographic data including race, ethnicity, geography, socio-economic status, DLL status, and special needs status. • State system collects and tracks longitudinal data on students to determine efficacy of pre-K efforts and collaborates with K-12 system to ensure common usable data. **How many of these conditions does your state's data management system meet?**	State **does not** have a centralized system or state data collection **meets none** of the four conditions.	System meets **one or two** of the four conditions.	System meets **three** of the four conditions.	System meets **all four** conditions.

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
Data Use Data | Indicator 8 of 9 State conducts regular analysis and reporting for data collected and the system meets the following four conditions: • Student data are analyzed by critical subgroups (e.g., race, ethnicity, income, DLL, and children with developmental delays and disabilities). • System includes the analysis of trends in the data over time and relationships between key variables. Data are used by leaders to inform decision making about policies, funding, and other supports. • Collaboration with key stakeholders to interpret data, identify key issues, and gain input on plans for improvement. • Identification of districts, programs, or schools that have improved and processes for others to learn from their success. **How many of these conditions does your state's analysis and reporting system meet?**	State **does not** conduct regular analysis and reporting, or system **meets none** of the four conditions.	System **meets one or two** of the four conditions.	System **meets three** of the four conditions.	System **meets all four** of the conditions.

Data-Driven Decision Making
Infrastructure, state level

Indicator & Evidence	Initial Stages	In Development	In Place	Well Established
DDDM to Improve Equity Data | Indicator 9 of 9 State teams have access to data on all populations (children, early childhood educators, and parents) that are part of the pre-K system. State keeps track of equity differences in quality and achievement across identified subgroups and takes steps to eliminate those differences by disaggregating data in meaningful ways, such as by race, income, language or other important traits that historically predict inequalities in outcome. • The state's efforts to understand and address inequity include these five components: • Ongoing data collection, • Engaging in active discussions that surface issues of inequity for targeted populations, • Action planning and implementation - creating action plans and following through with implementation, • Planning to assess and refine implementation • Amending policies and practices that address these issues **Which of these best describes your state's efforts to understand and address inequity via data?**	State teams **do not have consistent access to data**, data are not disaggregated and **one or fewer** of the five components are present.	State teams **have access to data**, but **data are not disaggregated**, and **two** of the five components are present.	State teams **have access to data**, data **are disaggregated** in meaningful ways and **three or four** of the five components are present.	State teams **have access to data**, data **are disaggregated** in meaningful ways and **all five** components are present.

Glossary

While there may be multiple ways to define the various terms used throughout the IDM, for the purpose of this document the terms are defined in the following way:

Aggregate
A whole formed by combining several (typically disparate) elements.

Capacity
The resources (such as physical space and budget) and human capital (such as staffing and roles) that might be needed at multiple levels of the system to support implementation of a practice.

Career Lattice
A career progression pathway that allows for vertical, horizontal, and diagonal movement. A lattice makes possible more customized ways to pursue continued growth and build careers by creating and valuing alternative paths as opposed to career ladders that have only one direction for growth, development, and status — up.

Classroom-Level Data
Information collected about individual children in a classroom combined and examined for summary data about the classroom as a whole group.

Coaching
A form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance.

Competency
The capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competency refers to the knowledge and skills that early childhood educators need in order to provide high quality care and education to young children and their families.

Continuous Quality Improvement (CQI)
A practical approach to change and improve the systems at work by first identifying areas that need organizational changes, developing a hypothesis for what might work, implementing improvement plans, and then frequently and continuously measuring the outcome of the implemented practices to monitor progress. In this approach, plans are implemented at small scale, tested, and incrementally iterated, and then implemented at large scale. Asking what works, for whom, and under what circumstances allows pre-K leaders to develop equitable policies, supports, and data systems. The steps

and components of CQI include articulating a problem, developing a plan, implementing the plan, collecting data to monitor the success of the plan, refining the plan, and slowly scaling up. In the IDM infrastructure indicators that pertain to "data" are often included to indicate data collection for both accountability and improvement purposes. While CQI is a specific Element within the IDM, the entire IDM tool is also meant to aid pre-K system leaders to engage in CQI as they improve components of the pre-K system to ensure all children, families, and early learning staff are successful.

Credible Data
Credible data comes from a credible source and is collected in a "proper" way. A credible source would be a source with a good track record of high-quality data collection. For example, for CLASS classroom quality data, organizations such as Teachstone is a licensed/certified organization by the creators of the CLASS tool, have trained their data collectors in inter-rater reliability processes and have a proven track record of collecting high quality data. Government sources such as the Bureau of Census or Bureau of Labor Statistics are also good examples of credible sources of data. A WikiLeaks dump is not a credible source of data. Because we do not know who collected the data or which department it actually belongs to, we lack information on the procedures used. High-quality data collection includes a sound statistical sampling plan, standardized data definitions, and procedures for checking for data-entry errors.

Culture
The set of shared attitudes, values, goals, and social practices that characterizes an individual, a group of people, or an institution or organization. Culture is also the integrated pattern of human knowledge, customary beliefs, social norms, behaviors, and material traits of a racial, religious, or social group that depends upon the capacity for learning and transmitting knowledge to succeeding generations.

Cultural Assimilation
The process in which a minoritized group or culture comes to resemble a society's dominant culture group or assume the values, behaviors, and beliefs of another group.

Cultural Competence

A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations. The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having the capacity to function effectively. Valuing diversity and having the capacity for cultural self-assessment are important elements which contribute to a system, institution, or agency becoming more culturally competent.

Culturally Responsive

A child/family–centered approach in which unique cultural strengths are identified and nurtured to promote child success and a sense of well-being about the child's cultural place in the world. The term is closely related to culturally sensitive and culturally affirming.

Culturally Responsive Teaching

Racial disparities are driven and maintained by policies and practices that not only disadvantage communities of color but also over-advantage white people. Culturally responsive teaching is a learner-focused approach that supports students from diverse cultural backgrounds by using inclusive practices that acknowledge and honor the learner's unique cultural perspective and background.

Curriculum Fidelity

Refers to how closely programs apply curriculum content and processes as they are designed.

Curriculum Fidelity Tools

Refers to tools that evaluate how closely programs apply curriculum content and processes as they are designed. Curriculum fidelity may be assessed using observations, rating scales, surveys, or interview questions. Early educators, coaches, supervisors, and directors can use fidelity tools provided by the curriculum developer or create their own tools to evaluate and provide feedback on how closely the implementation of a curriculum aligns to its intended purpose.

Data

Refers to evidence collected at various levels of the pre-K system including individual child, parent, and staff data; classroom data; program, local, and regional level data; and statewide data. The term data is also used broadly to include qualitative and quantitative data that can be used for setting goals and planning instruction, monitoring progress, and for continuous quality improvement. Within the IDM, whenever applicable this specification is clearly defined (i.e., formative child assessment data, QRIS data, teacher survey, etc.).

Data Disaggregation

Breaking down data into smaller subsets or subgroups. In education, these subsets or subgroups are often based on characteristics of children, families, or programs. Disaggregated data can help staff compare information about subgroups and determine if they need more assessment information or professional development, resources, or implementation supports.

Data-Driven Decision-Making

Using facts, metrics and data to guide decisions that align with your goals.

Data Infrastructure

The data, information, and reporting processes or tools used for various purposes including accountability and continuous quality improvement.

Developmental Disabilities

A group of conditions due to an impairment in physical, learning, language, or behavior areas. About one in six children in the U.S. have one or more developmental disabilities or other developmental delays.

Disaggregate

To separate into component parts (e.g., to separate a data set into demographic groups).

Diversity

A term that encompasses all the ways in which people differ. It is all-inclusive and recognizes the value of everyone and every group.

Double-Loop Learning
An educational concept and process that involves teaching people to think more deeply about their own assumptions and beliefs. Double-loop learning is different from single-loop learning, which involves changing methods and improving efficiency to obtain established objectives (i.e., "doing things right"). Double-loop learning concerns changing the objectives themselves (i.e., "doing the right things") and involves questioning the assumptions about that objective, the ways of discovering and inventing new alternatives and perceptions, as well as ways of approaching problems.

Dual Language Learners (DLLs)
Dual language learners are children who are learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. Other terms used include Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

Early Childhood Education
Early childhood education (ECE) refers to any part-or full-day program, provided to young children prior to their entry into elementary school. These include federal, state or privately funded programs located in a variety of center, school, or home-based settings.

Early Childhood Educator
Any professional working in Early Childhood Education programs, including but not limited to center-based and family child care providers, infant and toddler specialists, early intervention specialists and early childhood special educators, home visitors, related service providers, administrators, Head Start teachers, Early Head Start teachers, preschool and other teachers, teacher assistants, family service staff, and health coordinators.

Early Learning Standards
Also known as "early learning guidelines", early learning standards are a set of documents that outline what should be taught, and what children should know and be able to do before kindergarten entry. The development and use of early learning standards come from research on children's learning and development. High quality early learning standards are research-based and define expectations for what children should know and be able to do prior to kindergarten to facilitate shared understanding of these expectations across people caring for young children. States use a variety of strategies to support teachers in their use of early learning standards, and a number of states have or are developing monitoring systems to gauge the extent to which programs are using the standards.

Educational Equity
Refers to raising the achievement of all students while narrowing the gaps between the highest and lowest-performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Ethnicity
A social construct that divides people into smaller social groups based on characteristics such as shared values, behavior patterns, language, and history.

Element
A component of the pre-K system such as professional development (PD), instructional leadership, political leadership, or research-based curriculum.

Equitable
Having or exhibiting equity and fairness. In an 'equitable' system, resources are distributed fairly in an attempt to implement targeted strategies that remove or address barriers for targeted populations and ensure targeted groups can reach the universal goal.

Equity
The condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares. In this light, equity is a journey, a destination, and an examination of the history that brought us to our current state, as it seeks to create communities and environments where ascribed traits (race/ethnicity, income, and language) can no longer predict the social outcomes of an individual or group (Center for Social Inclusion, 2017). This requires addressing the imbalance of risks and advantages that have been accumulated over time.

Expulsion
Permanent removal or dismissal from a program.

Family
A family is defined as two or more people who regard themselves as family and who carry out the functions that families typically perform. This means that people who are not related by birth, marriage, or adoption and who do not reside together may be a family unit if they regard each other as family and if they jointly carry out the functions that are typically assumed by families. Parental roles may include a single parent, grandparents as parents, two parents of the same sex and other constellations that differ from the traditional mother-father roles. In addition to parents, families are comprised of siblings and the full range of extended family, including grandparents, aunts/uncles, and cousins.

Family Engagement
A collaborative and strengths-based process through which teaching professionals and families work together as equal partners to promote children's development, learning, and wellness.

Fidelity
Refers to the quality of implementation. Implementation of a classroom lesson or activities exactly as intended by the program's developer has high fidelity. Implementation that does not closely align with the intended purpose has low fidelity.

Formative Child Assessment
Formative Child Assessment is a process that teachers employ to collect and use assessment information to tailor instruction to the individual needs of children (e.g., Teaching Strategies GOLD). Collecting information from multiple sources and analyzing it in light of children's individual learning needs can support teaching, whereby all children continue to learn and thrive (Riley-Ayers, S. 2014).

High-Quality Data
Data that is reliable and valid and also relevant to the purpose it is being collected for; timely or collected as quickly as possible after an activity; accurate, clear, and free from error, and complete with all required pieces of information. Further information on high-quality data collected and used for the IDM can be accessed here.

High-Quality Teaching
Refers to developmentally, culturally, and linguistically responsive pedagogical practices that are effective in promoting all children's learning and development. High-quality teaching includes emotionally supportive interactions, positive and productive classroom management, and instruction that promotes children's thinking and expands their understanding of the world. High-quality teaching incorporates the use of early learning and development standards, research-based curricula, formative assessments, and family partnerships to design focused and guided learning activities to support the growth of all children. These activities take place throughout the day, including circle time, small and large group times, mealtimes, and transition times, and they provide opportunities for children to learn both collaboratively and independently.

Identified Subgroups
Refers to data disaggregated by characteristics such as, race, class, language and differences in developmental disabilities. Each state will have unique subgroups to identify based on the children served.

Implementation Indicator
Implementation indicators are targets and measures that focus on the degree to which high-quality pre-K practices are occurring at the program level, and who is benefitting. These indicators require active data collection at the program level.

Implicit Bias
Negative associations that people unknowingly hold. They are expressed unintentionally, without conscious awareness.

Inclusion
The values, policies and practices that support the right of every person, regardless of ability, to participate in a broad range of activities and contexts as full members of groups, communities, and society. In education, inclusion refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students.

Indicator
In the context of the Implementation Development Map, indicators are targets and measures of state pre-K systems that describe and quantify various aspects of and collectively make up the Element.

Individual with Disabilities Education Act (IDEA)
The special education federal law that ensures the educational needs of students with disabilities are met throughout the nation. IDEA Part B regulations relate to the education of children aged 3 and above with disabilities. IDEA Part C regulations relate to early intervention services for infants and toddlers with disabilities.

Individualized Education Program (IEP)
An IEP is a written legal document that describes individualized special education and related services a child qualifies for. It includes annual goals and objectives and specific accommodations and modifications.

Individualized Family Service Plan (IFSP)
A written legal document that describes individualized early intervention services for infants, toddlers, and their families. The plan includes specific outcomes and services for children and families.

Infrastructure Indicator
Infrastructure indicators are targets and metrics that focus on state systems, policies, and practices that support high-quality pre-K. These can include state standards, policies, resources, data, or practices.

Institutional Racism
Refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups.

Instructional Leaders
Refers to leaders in an early learning setting or program, focused on supporting and improving teaching and learning, family engagement, staff development, and the culture and climate of the early learning program. Instructional leaders include building leaders who oversee a site, i.e., center directors, and school principals. Instructional leaders also include others with

responsibilities for supervising teachers, guiding their practice, or facilitating job-embedded professional learning, e.g., assistant directors, assistant principals, education coordinators, pre-K coordinators, coaches, mentor teachers, and/or teacher leaders.

Instructional Leadership
Focuses on influencing and sustaining positive changes in early learning settings that optimize child development and learning. Instructional leadership practices are the key behaviors, activities or duties performed by instructional leaders to improve quality and optimize child learning and development. These include setting clear goals, observing teaching practices, providing guidance on curriculum, assessment, interactions, and instruction, supporting family engagement, facilitating professional learning and data use, and creating a positive organizational culture and climate.

Job-Embedded Professional Learning (JEPL)

Refers to professional learning that is grounded in day-to-day practice and is designed to enhance professional skills and practices of early learning staff, including directors and teachers, with the intent of improving student learning. Some examples of JEPL include, but are not limited to, coaching and mentoring, including observation and feedback, peer learning groups, and team lesson planning.

Linguistically Responsive
Refers to practices that support the learning, development and engagement of people from diverse linguistic backgrounds. The term is closely related to linguistically sensitive and linguistically affirming.

Linguistically Responsive Teaching
A learner-focused approach that ensures instruction is accessible to learners from linguistically diverse backgrounds (e.g., dual language learners).

Mixed Delivery

Programs are delivered in various settings (early learning settings recognized by the state, such as school-based, childcare centers, family child care homes) to best meet the different needs of families. All pre-K eligible providers meet the standards established by the state administration.

Neoliberalism
A political approach that favors free-market capitalism, deregulation, and reduction in government spending.

Ongoing Professional Development (PD)
Refers to PD that allows teachers to access PD at their level and continue to increase and build on their level of knowledge and abilities in areas they are learning, for example coaching, workshop series, regular webinars - ongoing learning that deepens knowledge in a specific topic area (as compared to "one and done" PD which may happen independently and without follow-up).

Policy Infrastructure
Administrative requirements, incentives, regulations, or legislation that are designed to define and support quality practices.

Practice-Based Coaching
Practice-Based Coaching (PBC) is a professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships.

pre-Kindergarten (pre-K)
A voluntary classroom-based preschool program for children below the age of five that focuses on building social emotional learning, physical and cognitive development and improves children's readiness for kindergarten. While there are many early learning settings such as childcare centers, family childcare, and Head start, the IDM focuses on State-funded early education enrichment pre-K programs. Pre-K programs serve an ethnically, linguistically, and economically diverse population of children and follow a set of early learning guidelines that support teaching and learning, assessment, and curriculum that shapes instructional activities and goals.

Professional Development
Ongoing opportunities provided to those at all levels (lead and assistant teachers, directors, and coordinators at the classroom, program, and regional level) to understand the standards, competencies, skills, and core knowledge around developmentally appropriate practices and behaviors. These opportunities can include training, coaching, online courses, and professional learning communities that strengthen program quality and improve child outcomes.

Program Standards
Document that defines the minimum requirements for the implementation of the preschool program and sets expectations for the quality of practice.

QRIS
Quality Rating and Improvement System. QRIS is a systemic approach to assess, improve and communicate the level of quality in early and school-age education programs.

Race
The term race or racial group refers to visual traits such as color of eyes and skin, stature, facial features, or types of hair that divide the human species into different identity groups. Race is a made-up social construct, not a biological fact, and race designations have changed over time.

Racial Segregation
The enforced separation of people into racial groups in a country, community, or organization.

Regional Leaders
While this can vary by state depending on the system set up, this includes all early learning leaders who provide technical assistance and support to teachers and leaders in local programs, such as professionals at Child Care Resource and Referral Agencies, Early Learning Hubs, Education Service Districts, and large districts or municipal agencies.

Reliable
Refers to how consistently a method measures something. If the same result can consistently be achieved by using the same methods under the same circumstances, the measurement is considered reliable.

Required
Denotes a written mandate that must be followed by all programs and employees in the state pre-K system.

Representative Sample
A subset of a population that seeks to accurately reflect the characteristics of the larger group.

Research-Based Curriculum

Promotes domain-specific teaching practices that are effective in supporting positive child outcomes. A research-based curriculum must be appropriate for the ages, developmental levels, and cultural and linguistic backgrounds of the children enrolled in the program. A research-based curriculum is founded on solid research about child development and learning, promotes teaching and learning activities that are shown to have positive effects on child progress and outcomes, and has descriptive research or evaluation reflecting child progress, but is lacking evidence from randomized control study.

Section 508

The Americans with Disabilities Act (ADA), Section 508 of The Rehabilitation Act of 1973, is a law which mandates civil rights for individuals with disabilities and requires accessible electronic and information technology for said persons. The law applies to all federal agencies when they develop, procure, maintain or use electronic and information technology. Under Section 508, agencies must give employees with disabilities and members of the public access to information comparable to the access available to others.

Stakeholder

An individual or group that has an interest in any decision or activity of an organization.

State

Refers to the early learning or pre-K state agency. The governing body that oversees early learning and provides policies, supports, and collects data to make various decisions related to the statewide pre-K activities and the pre-K field at large including teachers, children, and families.

State System

The inter-related set of government agencies, roles, funding, functions, programs, policies, procedures, partnerships, and services that responds to the needs of young children and their families to promote early learning and development. In the IDM there are Element-specific systems, such as data systems, professional development systems, and quality assessment systems. When applicable we have specified the types of systems the indicator is referring to. However, these specific systems are interconnected and make up the broader early learning state system.

State Team

The group of professionals assembled to lead the assessment of the state system using the IDM. While the structure of government agencies varies across states, ideally the team would include the following:

- the administrator(s) of the department or division where state pre-K resides

- the administrator(s) of the state pre-K program

- the state agency staff who lead or provide the monitoring, data analysis, and technical assistance for the state pre-K programs

- the lead staff for early childhood special education (e.g., 619 coordinator)

- the state agency staff who lead the professional development system and the quality rating and improvement system (if the state pre-K programs are included in this system)

- the state agency staff who lead equity work

- the Head Start collaboration office director

In states where state pre-K programs are in mixed-delivery settings, ideally the state child care administrator would also be a member of this team. The state team may also include an advocate(s), research partner(s), leader(s) from institutions of higher education, program leader(s), teacher(s) and parent(s).

Strategic Plan

A document that describes an organization's goals, the actions needed to achieve those goals and resources needed to execute those actions.

Subpopulation

An identifiable fraction or subdivision of a population.

Supports Infrastructure

The resources, guidance, training, technical assistance, or ongoing supports necessary to support the high-quality implementation of a practice or policy.

Suspension
Practices that involve temporarily removing or excluding a child from a classroom or program. Soft expulsions are practices that make it so that the program is not a viable or welcoming care arrangement for the family and leaves the family with little choice but to withdraw their child.

System
Defined as a regularly interacting or interdependent group of items forming a unified whole. In the early learning context and within the IDM this includes social, economic, and political organizations and practices that are interconnected and make up the pre-K field.

Systems Change
Involves making modifying conditions including structures, practices, policies, resource flows, power dynamics and mindsets that produce societal problems: typically involves collaboration among public and private institutions as well as members of the community.

Targeted Universalism
Means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

Valid
Refers to how accurately a method measures what it is intended to measure.

Whiteness
White is a term used to refer to people that was created by Virginia slave owners and U.S. colonial rules in the 17th century to distinguish European colonists from Africans and indigenous peoples. Once codified into law, the legal distinction of white was used to separate the servant class based on skin color and continental origin, giving privileges to some, while denying them to others with the justification of biological and social inferiority. Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. Whiteness is a constellation of processes and practices rather than a discrete entity (i.e., skin color alone). It is dynamic, relational, and always operating on myriad levels. These processes and practices include basic rights, values, beliefs, perspectives, and experiences purported to be commonly shared by all, but which are consistently afforded only to white people. White culture and white cultural norms reflect the manifestations of whiteness within cultures (Racial Equity Tools, 2019).

Workforce Development
Focuses on an individual's ability to grow their skills and develop the tools they need for workplace success. Workforce development trains and sometimes credentials individuals to be more productive and prosperous in the workforce, which benefits the program, children, families, and the worker.

Cultivate
Learning
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