



August 22, 2016

"Recognizing the profound importance of the early childhood period to a child in reaching his or her potential, it is imperative that we begin to monitor specific indicators of early childhood well-being."

LSU/Tulane Early Childhood Policy and Data Center

News and Resources

[2016 State Policy Learning Table](#)

In 2016, the BUILD Initiative and the Center on Enhancing Early Learning Outcomes (CEELO) entered Year 2 of the project to learn from and with state leaders how to effectively implement policy that promotes professional learning, positive teaching conditions, culturally relevant teaching practices and credentialing and licensing systems that promote effective early childhood teaching and learning for children from birth through 3rd grade. Valuable tools such as research briefs, reports, articles, and state examples as well as PowerPoint presentations can be found [on the landing pad](#).

External News and Resources

[Race to the Top-Early Learning Challenge 2015 Progress Reports](#)

On August 1, 2016 U.S. Departments of Education and Health and Human Services released Race to the Top-Early Learning Challenge Year 2015 Progress Update and State Individual RTT-ELC Annual Performance Reports for 2015, which show Early Learning Challenge States are rapidly improving the quality of early learning programs while enrolling more children, especially from low- and moderate-income families, in the highest quality programs. [Read more here](#).

[Using Metrics to Drive Quality and Sustainability in Early Care and Education Programs](#)

This issue brief will explore the concept of early care and education business metrics, including a discussion of why metrics matter, what metrics should be tracked, and how these data can be used. The information and lessons learned are based on information gleaned from modeling ECE budgets and the experience of industry leaders to date. However, this brief should be viewed as a first step in what is anticipated to be a much deeper look at a range of ECE costs, revenues, program models and administrative structures.

State Validation Studies

Recently several states released validation studies on their respective systems.

- Analysis from the Wisconsin Early Child Care Study, also known as the YoungStar Validation study, shows YoungStar differentiates among programs of varying observed quality. Please see the [Executive Summary and Reports for more information](#).
- The [Initial Minnesota Validation Report](#), prepared by Child Trends, (2016), examines the extent to which the rating process and the four-star quality ratings that are awarded are fair, accurate, and meaningful.
- The Washington Department Early Learning conducted the Early Achievers Standards Validation Study to examine how Early Achiever's quality standards are related to outcomes for children, and to help inform potential adjustments to the Early Achievers quality rating and improvement system. Read the [Executive Summary](#) or the full [study](#).

Contact **Debi Mathias** at dmathias@buildinitiative.org if you have new resources to add.

Find archived resource lists at www.qrisnetwork.org/newsletters.

