



Early Childhood System Governance: Lessons from State Experiences

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Methodology: Interviews and State Profiles

- ① What can we learn across states with early childhood governance experience?
 - What authority should governance have?
 - What does it mean for governance to be effective?
 - What about governance should we try to sustain?
- ② What can we learn from specific states of interest?

What can we learn across states with EC governance experience?



What authority should governance have?

1 Coordination (across programs and services)

2 Alignment
(to promote a developmental continuum)

3 Efficiency
(no duplication, more value for money)

4 Accountability (for quality, equity, and results)

Influencing Factors

Gubernatorial Leadership

Strong Leadership
(of the Structure)

Clear Statutes

Control of \$

Consolidation or
Co-Location

What does it mean for governance to be effective?

For Elected Officials

Useable Advice that
Informs Decision
Making

For Administrators

Ability to innovate
without bureaucratic
constraints

For Providers

Ability to move and
connect vertically and
horizontally in the
system

For and Families

Seamless system of
programs and
services

Influencing Factors

Representation

Transparency

Data

Plurality of Leadership

Bureaucratic Expertise

What about governance should we sustain?

Structures

Relationships

Spread

Depth

Influencing Factors

Statues v. Pliability

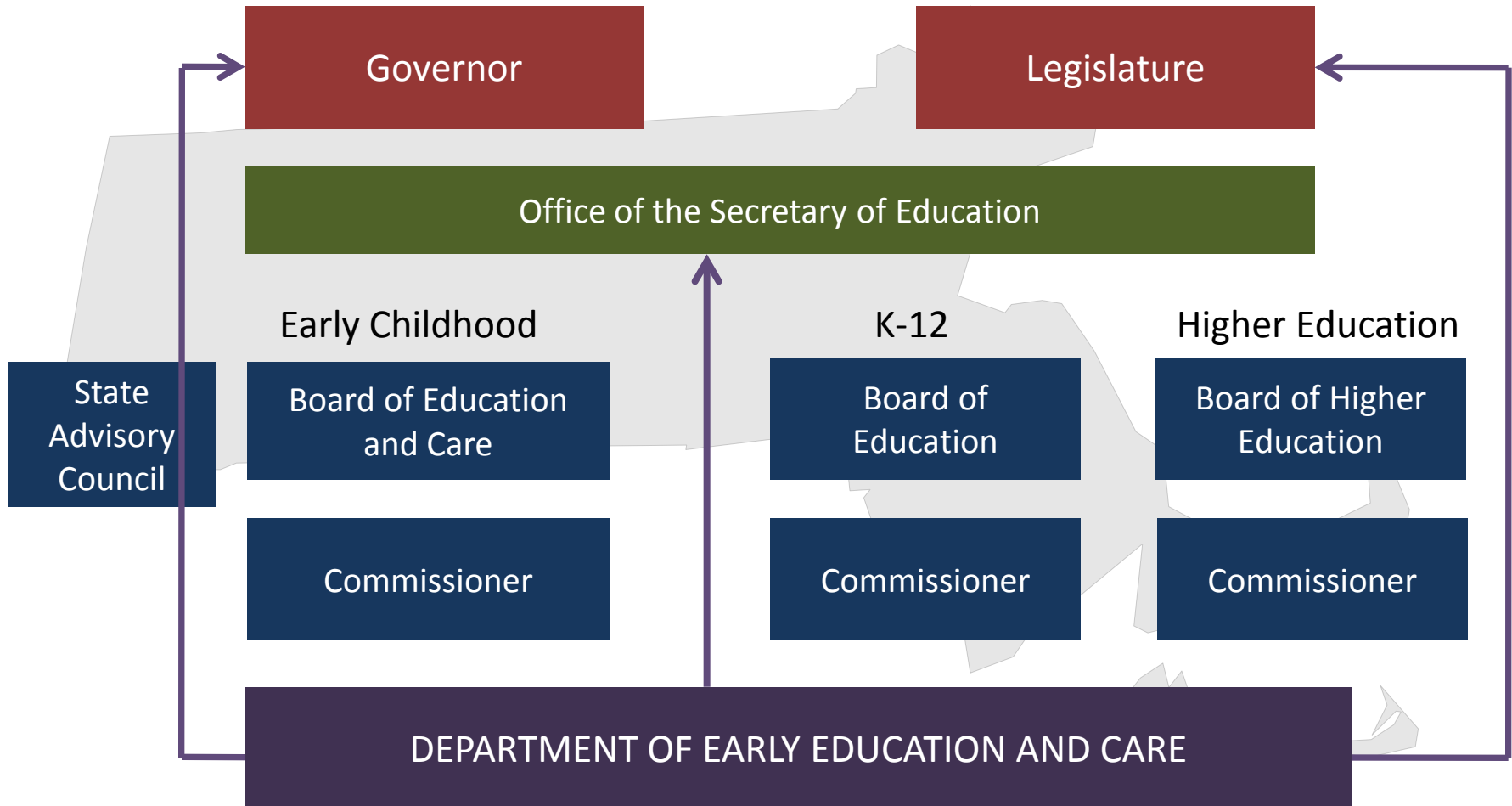
Public-Private Partnership

Broad-Based Support

K-12 Alignment

Demonstration of Results

States of Specific Interest: Massachusetts



North Carolina

