



Talking Points in Support of Louisiana's Early Learning and Development Standards Early Care and Education Providers

Support of ELDS during the June 13th BESE Meeting:

Please make sure to say this in your public comment. In addition, choose 1-2 bullet points from sections below:

I am proud to support the proposed revised Early Learning and Development Standards developed through the review committee process.

Talking Points for Providers

Please choose 2-3 bullets; public comment is limited to ~2 minutes

Summary Talking Points

- All of us want the same things for our children. We want our children to be responsible, respectful and self-reliant; make good decisions; set goals; understand how to solve problems; gain self-confidence; and take responsibility for one's actions.
- Children must be taught these skills, and they must be reinforced at home and in school. Children have one start to get it right. Some of life's most important lessons happen before the age of 5.
- That's why Louisiana was one of the first states in the country to put early childhood education standards in place back in 2013 to give our children the life skills they need to be more responsible and successful as they grow up.
- The standards in Louisiana are meant to help children ages 5 and under learn valuable skills like:
 - How to pay attention in class
 - How to be a good student
 - How to make friends
 - How to interact and communicate with people
- We know that children who receive this kind of learning early in life do better in school.
- For well over 10 years, Louisiana has used these standards to give our children a better start in life. I support the Early Learning and Development Standards.

How will young children benefit from the standards?

- As someone who runs an early care and education center, I get to watch children grow more confident in themselves and in their interactions with others. The adopted Early Learning and Development Standards

support children in their journey to making good decisions that benefit themselves and others, and I am proud to support the revisions to the standards.

- As someone who works with young children each day, I see how children with loving and trusting relationships early in life learn to develop healthy relationships when they are older. The proposed Early Learning and Development Standards support children in becoming caring and trustworthy community members, and I am proud to support the revisions to the standards
- As an early care and education provider, I appreciate clear standards that support me in understanding what I can expect from children at different ages. The proposed Early Learning and Development Standards support me as a teacher in being effective and thoughtful in my practice, and I am proud to support the revisions to the standards.
- These standards help our early care and education professionals guide young children as they learn valuable life skills, like paying attention in class, being a good student, making friends, and interacting and communicating with people.

How were the standards developed?

- Louisiana’s Early Learning Development Standards are almost 10 years old and have helped our early care and education system thrive. We’ve been a national leader in early learning because we know it can help our children do better in school, and ultimately be more successful in life.
 - The standards are important because they provide age-appropriate goals for children’s learning and development that can guide teachers, parents and caregivers, and other early childhood professionals on what types of experiences and activities children should have during their earliest years.
 - The standards are guideposts to support a developmentally appropriate curriculum and a progression of development and learning that supports success in school and in life.
- The proposed standards are the result of an extended review process that was transparent, open to the public, and included multiple points and public meetings for public review and feedback.

What is “social-emotional development”?

- Social-emotional development focuses on how we understand ourselves and how we interact with others.
- Social-emotional development is defined as how children and adults learn and apply skills to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain supportive relationships, make responsible decisions, and handle personal and interpersonal situations constructively.
- Social-emotional development is a foundational, research-based component of early childhood education, and a large, rigorous research base demonstrates that focusing on social-emotional development improves academic performance, relationships, and behavior. These types of skills are foundational components of early learning that set the stage for future success in school and life.

- Hundreds of studies conducted over the past 50 plus years offer consistent evidence that social-emotional development is beneficial for children’s ability to learn.
- The revised standards are rooted in the full body of evidence that proves social-emotional development leads to healthy development of self identity, self esteem, and cognition. These standards are based on the latest science and research, and are not tied to any particular organization.
- Social-emotional development, which is based on decades of research, will benefit all children in Louisiana by preparing them for success in school and in life. I am proud to support the revisions to the standards.
- Social-emotional development helps early care and education professionals support young children in their development of valuable life skills, like paying attention in class, being a good student, making friends, and interacting and communicating with people. These kinds of skills help children be more responsible and successful as they grow. Including social-emotional development in the standards gives child care providers a guiding framework so that they can support skills and environments that advance students’ learning and development to prepare our youngest learners for success in school and life.
- It is important to me to make sure all children in Louisiana are prepared to work collaboratively with their peers to solve the problems of the future. Including social-emotional development in the Early Learning and Development Standards supports children early on to learn the skills necessary to help them in school and later on in adulthood. I am proud to support the revisions to the standards.

What about local control?

- Each parish has a local early childhood community network created by the Louisiana Department of Education that makes sure early childhood education addresses the needs of local families.
- Parents still have the final say on where their young children attend and choose the child care that best meets their needs.

Isn’t this for parents to teach?

- Parents are their children’s first teachers, and families are the most important players in developing children’s life and social skills. However, schools, teachers, coaches, peers, and youth leaders also play important roles in helping our children develop life and social skills.
- Children learn in many different environments. It is important that early care and education providers are trained on these skills so they can help teach them as well as reinforce what parents are doing at home.
- Life skills need to be reinforced repeatedly. A child may learn to share at home from parents, but that doesn’t mean we don’t want teachers also reminding that child to share at school, just because it was the parents’ role first.