

MELF TAXONOMY (DRAFT): FEATURES OF EFFECTIVE EARLY CHILDHOOD PROGRAMS

In 2007, the Center for Early Education and Development at the University of Minnesota was charged by the MELF with the task of generating a taxonomy of features underlying effective early childhood programs. They scanned the early care and education research and best practices literature to identify those features that are thought to be related to high quality early childhood programs. The features related to the MELF Innovation Projects are shown below, along with the number of Innovation Projects addressing each feature. The taxonomy is currently undergoing revisions, and so the document shown below is a draft. The new version will be shared soon.

Service Delivery	Timing		Duration		Intensity		Quality		Ratio/Work Load		Program Fidelity		Curriculum		Supervision	
	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees
Infants/Toddlers		2		1		1		1		1		2		1		1
Preschool				3		2		3				4		5		1

Service Model	Comprehensive Services		At-risk Populations (targeted vs. universal)		Compensatory		Cultural Continuity		Transition/Service Coordination		Professional Status/Development	
	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees	Research Evidence	# Grantees
Infants/Toddlers		1		1				1		1		3
Preschool		1				3		1		1		2

-  Insufficient evidence upon which to make a recommendation for the minimum expected quality and serves to identify a gap in the research knowledge.
-  Some evidence upon which to make a recommendation, although this evidence is generally not experimental or quasi-experimental, but is formed based on a compilation of positive findings.
-  Good evidence upon which to make a recommendation and this evidence generally is experimental or quasi-experimental.