Improving Quality in Early Childhood Education

PACE Annual Conference
February 7, 2020
Sacramento, California
Agenda

• 10:15-11:00: Panelist presentations
• 11:00-11:20: Panelist Q&A
• 11:20-11:40: Table conversations
• 11:40-11:45: Table share out
Panelists

Deborah Stipek, Judy Koch
Professor of Education, Stanford
School of Education
Faculty Director, PACE

Patricia Lozano, Executive
Director, Early Edge California

Meera Mani, Director of
Children, Families and
Communities, the David and
Lucile Packard Foundation

Scott Moore, Chief Executive Officer,
Kidango
Improving Quality in Early Childhood Education

Deborah Stipek
California’s ECE Programs have Different Quality Standards

Minimum program standards for 4-year olds

<table>
<thead>
<tr>
<th>Alternate Payment Program</th>
<th>Minimum Teacher Requirements</th>
<th>Staff-to-Child Ratios</th>
<th>Curriculum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>License-Exempt Providers</td>
<td>No requirement</td>
<td>No requirement</td>
<td>No requirement</td>
</tr>
<tr>
<td>Family Child Care Homes</td>
<td>No requirement</td>
<td>1:8*</td>
<td>No requirement</td>
</tr>
<tr>
<td>Centers</td>
<td>12 ECE units</td>
<td>1:12</td>
<td>No requirement</td>
</tr>
<tr>
<td>Transitional Kindergarten</td>
<td>Teaching credential and 24 ECE units</td>
<td>No requirement(^b)</td>
<td>Developmentally appropriate curriculum</td>
</tr>
<tr>
<td>California State Preschool Program</td>
<td>24 ECE units plus 16 general education units</td>
<td>1:8</td>
<td>Developmentally appropriate curriculum</td>
</tr>
<tr>
<td>Head Start</td>
<td>A.A. or B.A.(^a)</td>
<td>1:10</td>
<td>Developmentally appropriate curriculum</td>
</tr>
</tbody>
</table>
# 4-year olds

<table>
<thead>
<tr>
<th>Program</th>
<th>Standards</th>
<th>Care Provider/Head Teacher Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>License exempt FCCH</td>
<td>License exempt</td>
<td>Criminal background check</td>
</tr>
<tr>
<td>Licensed FCCH</td>
<td>Title 22</td>
<td>15 hours health and safety training</td>
</tr>
<tr>
<td>Child Care Centers or FCCH funded by Dept. of Social Services</td>
<td>Title 22</td>
<td>12 postsecondary units of EC</td>
</tr>
<tr>
<td>CA State Preschool and Child Care and Development Programs (FCCH and centers)</td>
<td>Title 5</td>
<td>24 postsecondary units of EC</td>
</tr>
<tr>
<td>Head Start</td>
<td>Head Start standards</td>
<td>50% have BA’s</td>
</tr>
<tr>
<td>District sponsored preschool (Title 1)</td>
<td>Head Start standards</td>
<td>50% have BA’s</td>
</tr>
<tr>
<td>District sponsored preschool (LCFF)</td>
<td>Title 5</td>
<td>24 postsecondary units of EC</td>
</tr>
<tr>
<td>Transitional Kindergarten</td>
<td>Multiple credential</td>
<td>BA + teaching certificate</td>
</tr>
</tbody>
</table>
California Quality Counts

- Low participation rates
- No statewide System
- Ratings do not predict child outcomes
- Confusing array of quality improvement resources and strategies and no systematic quality control
CONTINUOUS QUALITY IMPROVEMENT
Continuous Quality Improvement System

- Evaluation & Accountability
- Focus on Predictive Skills
- Monitoring Child Growth to Inform Instructional Practice
- Curriculum & Instructional Practice
- Training Linked with Coaching/Mentoring
Research suggests that there are specific skills and knowledge that are more predictive of academic and life success.
Curriculum: what works?
Children learn through relationships.

So do adults.
Children learn through meaningful interactions: “serve and return”.
Assessment: what works?
Thank You
Our Vision

All California children--starting at birth--will have access to high-quality Early Learning programs, led by teachers who have the preparation, pay, and support they need to do their jobs well.
What the System Can Do to Support Teachers

• Talk to teachers to hear from them about what they need and want

• Strengthen qualifications and raise compensation

• Remove barriers to higher educational qualifications

• Build an ECE Program with career pathways

• Provide ongoing support
Our System is Not Supporting Our Teachers - Why?

**MEDIAN HOURLY WAGES 2017**

<table>
<thead>
<tr>
<th>Position</th>
<th>Median Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care worker</td>
<td>$12.29</td>
</tr>
<tr>
<td>Preschool teacher</td>
<td>$16.19</td>
</tr>
<tr>
<td>Center director</td>
<td>$23.91</td>
</tr>
<tr>
<td>Kindergarten teacher</td>
<td>$38.33</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>$45.17</td>
</tr>
</tbody>
</table>

Policy Analysis for California Education
Our System is Not Supporting Our Teachers - Why?

State preschool teachers in school-based settings, who have a BA, earn on average, 26% less each year than TK-12 teachers.
What Pre-K Teachers Earn vs. TK-12 Teachers

IN THE U.S.
Pre-K teachers with academic degrees make 1/2 what TK-12 teachers with similar degrees earn.

IN CALIFORNIA
On average, state Pre-K teachers with a B.A. make 26% LESS than TK-12 teachers with a B.A.

With the same level of education
What Pre-K Teachers Earn vs. TK-12 Teachers

IN CALIFORNIA
On average, state Pre-K teachers with a B.A. make
26% LESS
Than TK-12 teachers with a B.A.

AVERAGE ANNUAL SALARY
$13,000 LESS
On average state Pre-K teachers make $38,091/year vs $51,240 for TK-12 teachers.

TO CLOSE THE SALARY GAP, CALIFORNIA STATE PRESCHOOL TEACHER SALARIES WOULD NEED TO INCREASE BY 26%.
“Seeking the input of the frontline educators is a progressive approach. Our diverse perspective helps policymakers create policy that respects the practitioners’ autonomy and supports quality Early Learning programs for all students.”

- Celia Gomez, Early Learning teacher
Early Edge California's New Workforce Policy Paper:

Strengthening and Advancing California’s Early Learning Workforce:
Recommendations for the Master Plan
Panelist Q&A

Deborah Stipek, Judy Koch
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Meera Mani, Director of Children, Families and Communities, the David and Lucile Packard Foundation

Scott Moore, Chief Executive Officer, Kidango
Table conversation

• Introductions
  • Your name & role

• Discussion questions
  • What are your reflections on the research, policy and practice discussed in this session from where you sit?
  • What do you see as barriers to improving quality in ECE?
  • What are the most viable paths to improving quality in ECE here in California?
Next up...!

- Go downstairs, get your lunch, and bring it back into the Magnolia Ballroom by 12:15
- 12:15 – 1:00 – Lunchtime presentation of the 2020 PACE/USC Rossier Annual Poll in the Magnolia Ballroom