

# GDTFII Early Childhood Education

Deborah Stipek

Stanford University

PACE Seminar, November 2018



Chapter 1: The Early Learning Landscape

Chapter 2: Early Learning for Children with Disabilities

Chapter 3: Preparation and Training for Professionals in Early Childhood Education

Chapter 4: Strengthening California's Early Childhood Education Workforce

Chapter 5: Program Quality Monitoring and Improvement

Chapter 6: PreK-3 Alignment

Chapter 7: Early Child Care Data Systems

# The Early Learning Landscape



# Who are California's Young Children?

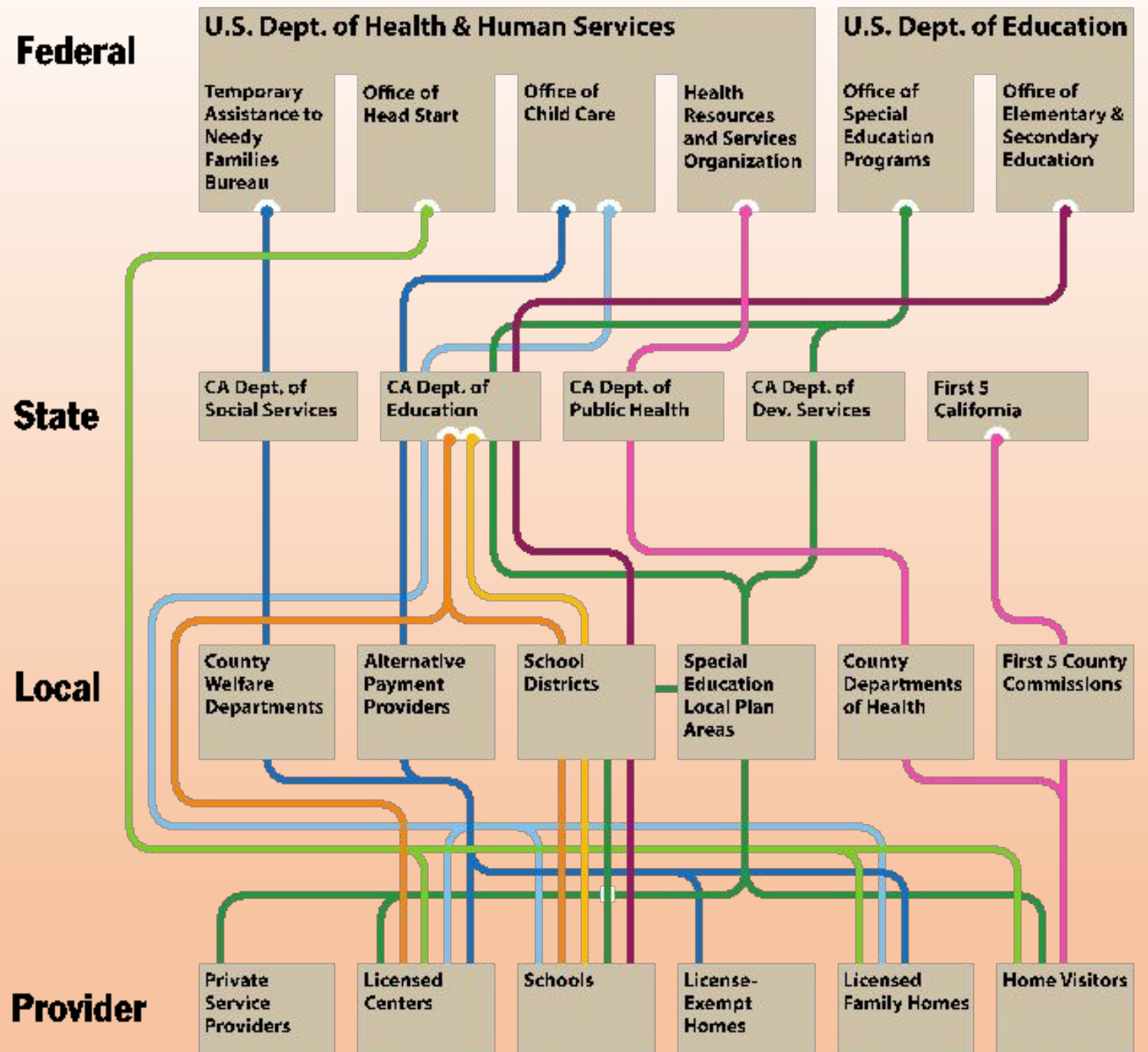
- Majority are minority
  - 52% Latino, 5% Black, 11% Asian, 26% non-Hispanic White
  - 45% live in immigrant families
  - 1/3 entering kindergarten are Dual Language Learners
- High poverty rate
  - 1 in 5 live in poverty
  - Nearly half live near poverty



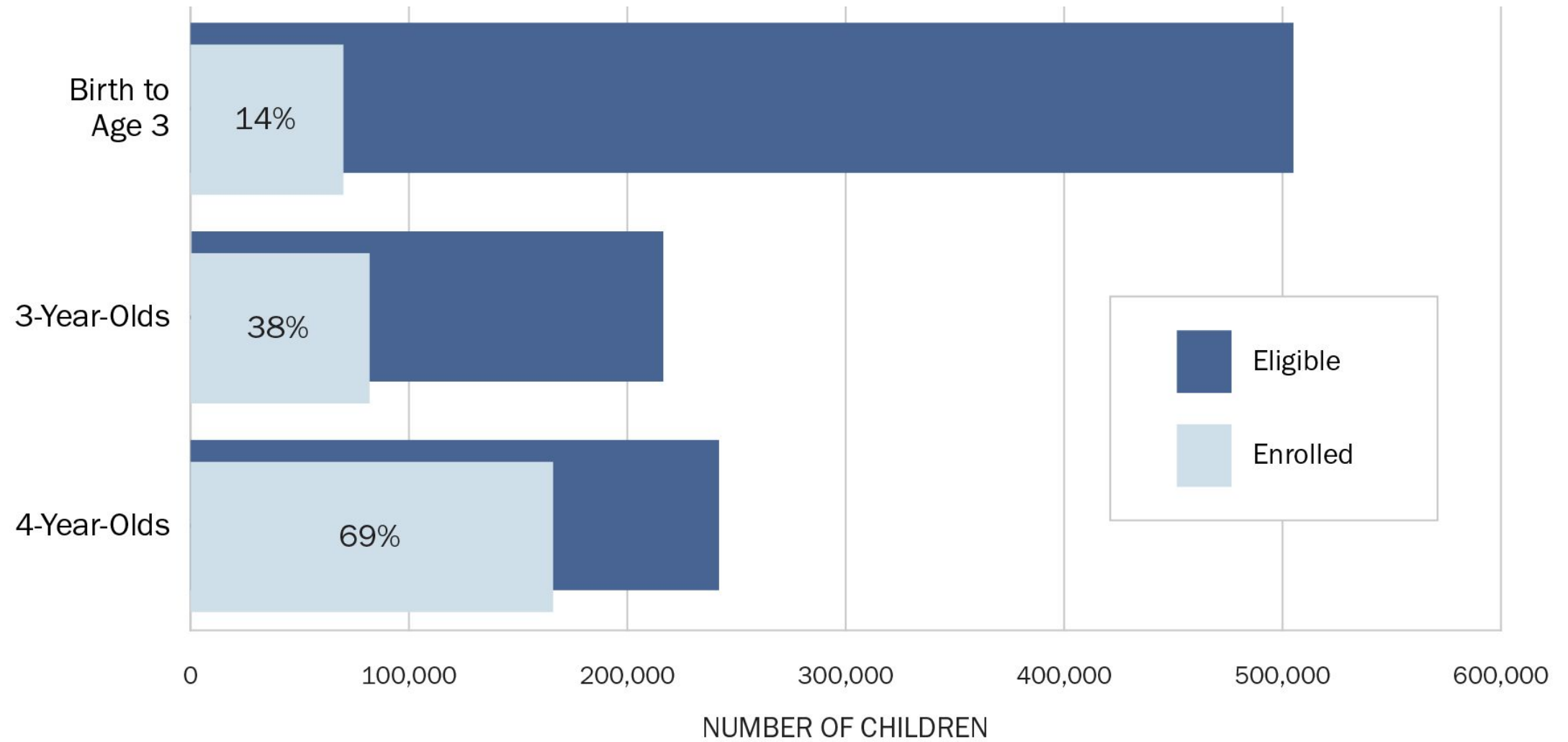
The early learning system in California is complex.

Program administrators struggle to navigate multiple funding streams and regulations

Parents struggle to navigate the maze to find care, especially publicly subsidized care.



# California's ECE Programs Serve Few Eligible Children



Source: *Building an early learning system that works: Next steps for California* Learning Policy Institute.

# Unmet Need is Driven by Multiple Factors

- Insufficient supply, especially infant/toddler care
  - Low reimbursement rates
  - Unaffordable facilities
- Significant variability in supply
  - Rural options limited
  - Challenges of changing demographics
- Parents struggle to find care that meets their needs
  - Full-day preschool scarce
  - After-hour/weekend care rare
  - Complex enrollment
  - Unaffordable care



















# Program Quality Monitoring and Improvement





# California's ECE Programs Have Different Quality Standards

*Minimum program standards for 4-year-olds*

		Minimum Teacher Requirements	Staff-to-Child Ratios	Curriculum Standards
Alternate Payment Program	License-Exempt Providers	 No requirement	 No requirement	 No requirement
	Family Child Care Homes	 No requirement	 1:8 <sup>a</sup>	 No requirement
	Centers	 12 ECE units	 1:12	 No requirement
Transitional Kindergarten		 Teaching credential and 24 ECE units	 No requirement <sup>b</sup>	 Developmentally appropriate curriculum
California State Preschool Program		 24 ECE units plus 16 general education units	 1:8	 Developmentally appropriate curriculum
Head Start		 A.A. or B.A. <sup>c</sup>	 1:10	 Developmentally appropriate curriculum

# Quality Improvement Strategies

- No statewide Quality Rating and Improvement System (QRIS)
- Ratings typically not available to families
- Low participation rate in QRIS
  - Voluntary
  - Weak incentives
  - Consequence: support for quality improvement not reaching programs that need it most
- QRIS needs serious tweaking
  - Problematic measures of quality
  - Not well designed for FCCHs

# Preparation and Training for Professionals in Early Childhood Education



# Training Requirements

- Directors
  - Similar to other states
- Elementary School Principals
  - No ECE training required
- Teachers
  - Relatively low education requirements
    - Highest level for teacher requirements (Title 5):  
24 post secondary units in EC + 16 general ed units + experience
  - No supervised practice teaching
  - Variable, depending on funding source



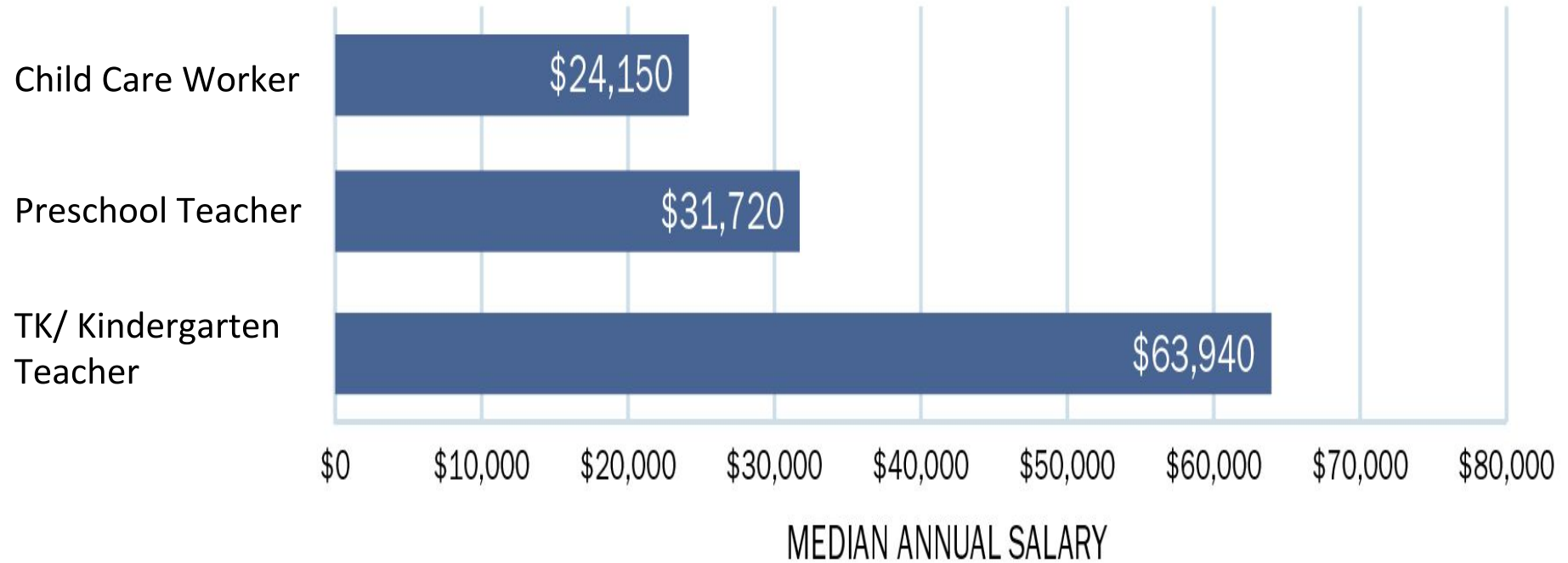
# 4-year old

Program	Standards	Care Provider/Head Teacher Education Requirements
License exempt FCCH	License exempt	Criminal background check
Licensed FCCH	Title 22	15 hours health and safety training
Child Care Centers or FCCH funded by Dept. of Social Services	Title 22	12 postsecondary units of EC
CA State Preschool and Child Care and Development Programs (FCCH and centers)	Title 5	24 postsecondary units of EC
Head Start	Head Start standards	50% have BA's
District sponsored preschool (Title 1)	Head Start standards	50% have BA's
District sponsored preschool (LCFF)	Title 5	24 24 postsecondary units of EC
Transitional Kindergarten	Public school K standards	BA + teaching certificate

# Strengthening California's Early Childhood Education Workforce

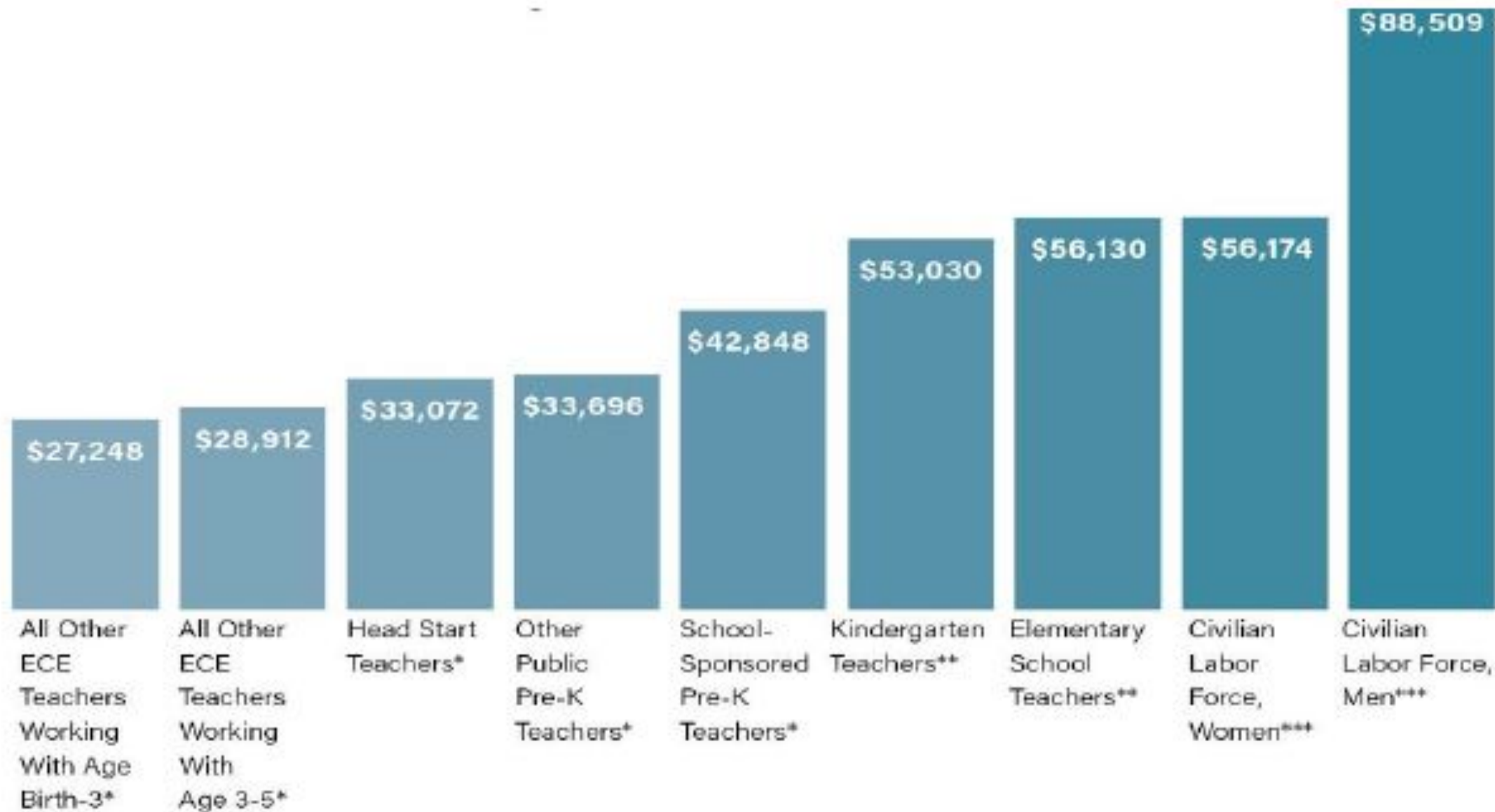


## California's Early Educators Earn Very Low Wages



Source: *Building an early learning system that works: Next steps for California* Learning Policy Institute.

## Mean Annual Salary of Teachers With at Least a Bachelor's Degree by Occupation & for All Workers by Gender, National (2012)<sup>22</sup>





# Early Learning for Children with Disabilities



# Children with Disabilities Underserved

- Fragmentation in oversight
- Many infants and toddlers not screened
- Below the national average for every ethnic group in the percentage of children served
- Significant shortage of qualified early childhood special ed teachers
- Significant shortage of spaces for children with special needs in regular preschool programs
- Parents largely satisfied with both regional and school-based services

# PreK-3 Alignment





# Preschool and TK-12 very separate

- Funding sources and amounts
- Management
- Standards
- Teacher preparation
- Physical separation
- Culture, beliefs



# District Efforts to Increase Alignment

- Expand access to preK (Title 1, LCFF, local taxes)
- Co-locate preK and elementary school
- Administer preK through district
- Place preK under elementary principal
- Develop or select continuous curricula and assessments
- Provide PD for preK teachers with early elementary teachers
- Provide ECE training to principals
- Create data systems following children preK into elementary school

# Challenges Related to State Policies

- PreK underfunded
- Fragmented standards and accountability requirements
- Joint professional development and collaboration difficult:
  - Differences in preK and elementary teachers training & status
  - Different schedules
  - Different cultures and beliefs
- Few curricula preK through elementary grades
- No state assessment preK-through early elementary grades
  - No data on children's learning to inform teaching in following grade
- Principals not required to be trained in ECE

# Early Child Care Data Systems



## Lack of Data Impacts:

- Families
- Providers
- Decision Makers

# Impact on Families

Parents often  
lack access to  
information  
about:

Eligibility for public subsidies

Programs that meet their needs

The quality of available programs



# Impact on Providers

**Providers  
lack the  
information  
and tools  
they need to:**

Find children to fill slots

Improve quality

Assess children and tailor instruction

# Impact on Decision Makers

**There is little data to inform policy decisions at state level:**

No centralized data system

Data fragmented by sector and age

Inability to assess policy impact