

Improving Quality in Early Childhood Education

PACE Annual Conference
February 7, 2020
Sacramento, California

@edpolicyinca



#2020PACE

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

		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 ^a	 No requirement
	Centers	 12 ECE units	 1:12	 No requirement
Transitional Kindergarten		 Teaching credential and 24 ECE units	 No requirement ^b	 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. ^c	 1:10	 Developmentally appropriate curriculum

4-year olds

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 postsecondary units of EC
Transitional Kindergarten	Multiple credential	BA + teaching certificate

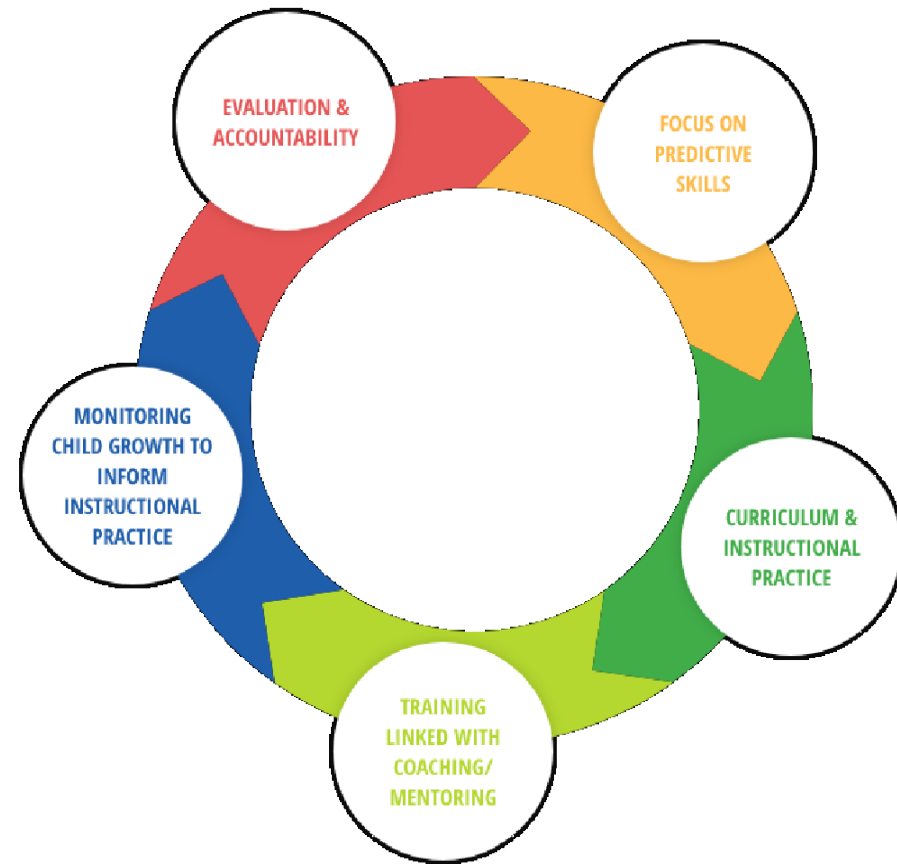
California Quality Counts

- 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







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



EARLY EDGE
CALIFORNIA

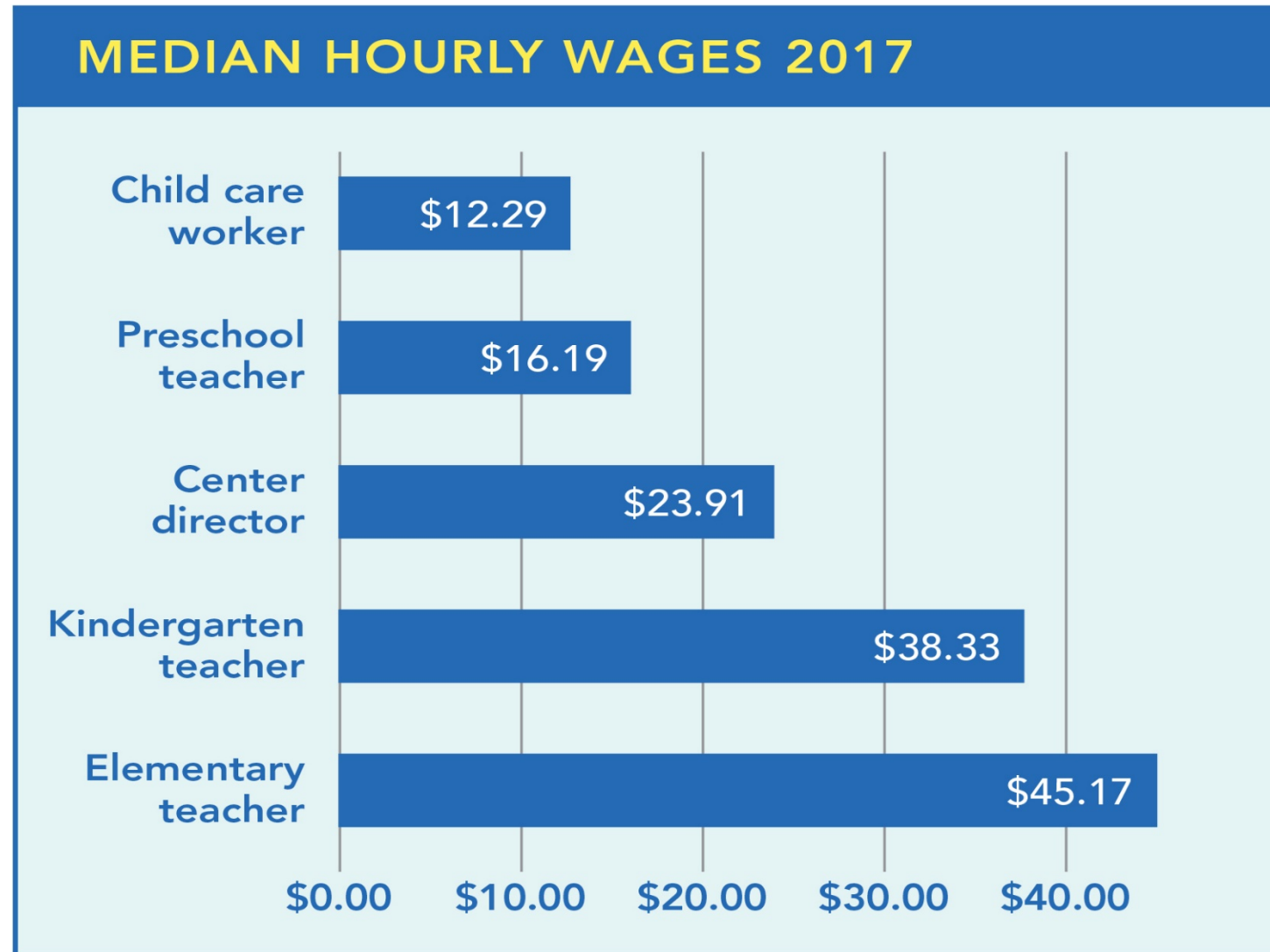
All California children--starting at birth-- will have access to high-quality Early Learning programs, led by teachers who have the preparation, pay, and support they need to do their jobs well.

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?



Our System is Not Supporting Our Teachers - Why?

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STATE PRESCHOOL
TEACHER



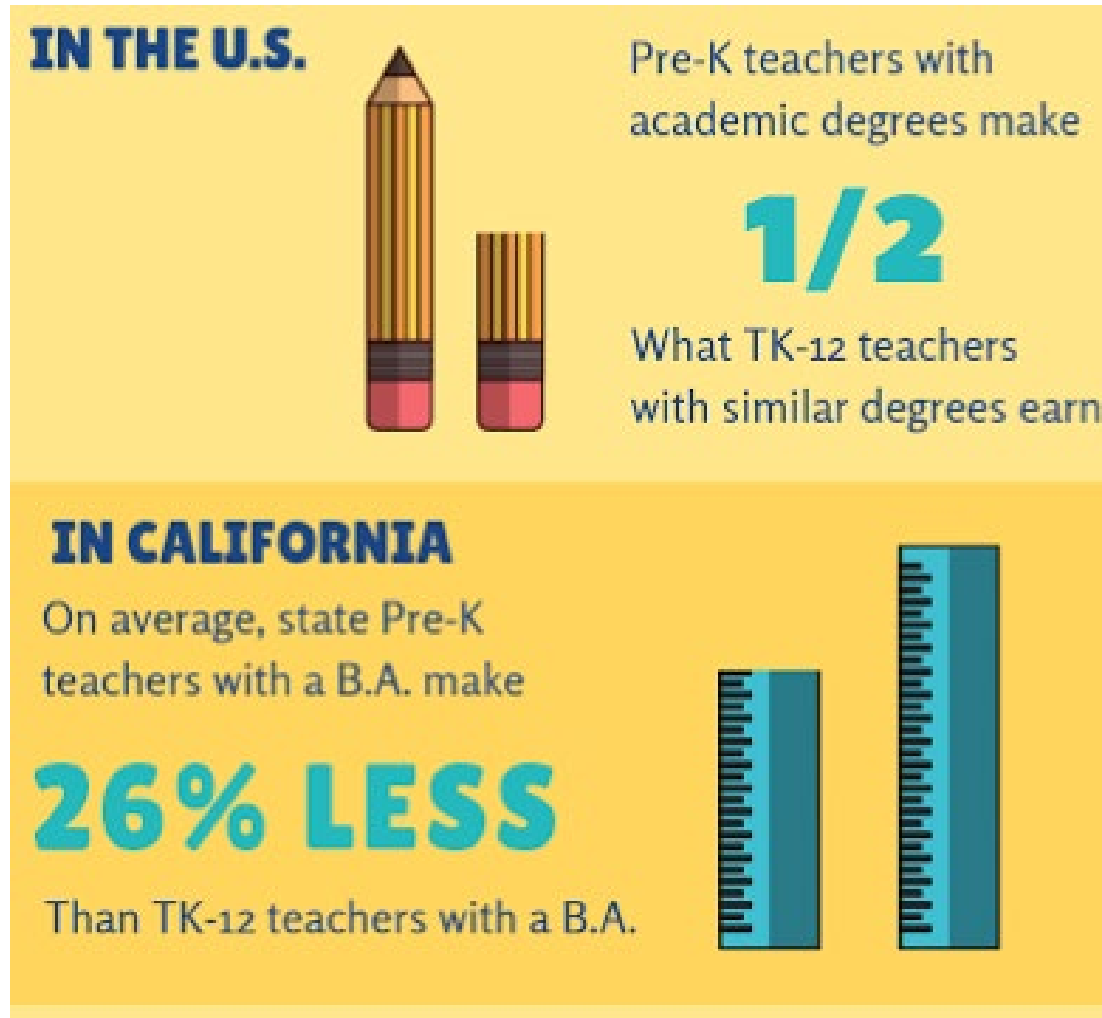
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TK-12
TEACHER



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



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



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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?

Group Shareout

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