California Comprehensive Early Learning Plan

Overview of Meta-analysis Report

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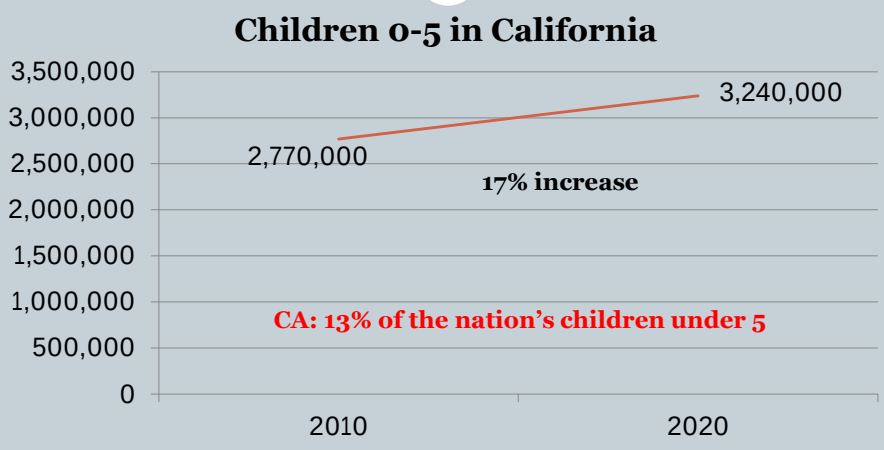
Purpose of Report

- To fulfill one of the requirements for the state's receipt of federal funds under the American Recovery and Reinvestment Act (ARRA)
- To serve as a starting point – but far from the only source of information – for the development of the state's Comprehensive Early Learning Plan, another ARRA requirement

Meta-Analysis Report: ***Condition of Children Birth to Age Five and Status of Early Childhood Services in California***

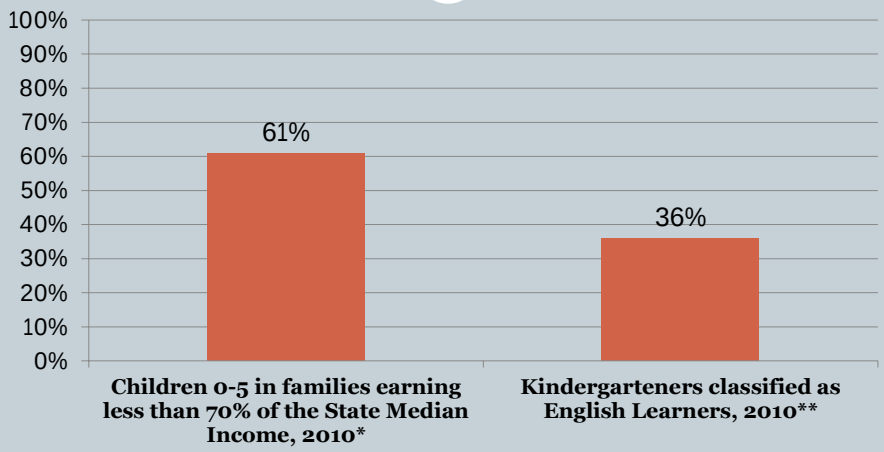
- **Part I: Condition of Children in California**
  - Population growth
  - Poverty
  - Family risk factors
  - Dual language learners
  - Community risk factors
  - Health risk factors
- Appendix: statistics by county

Population Projections



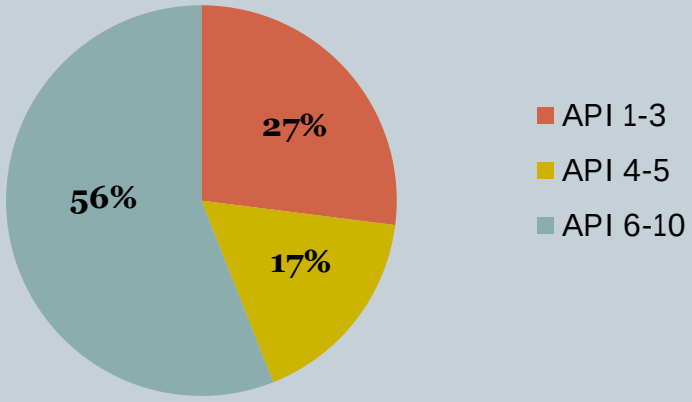
Source: California Department of Finance

Condition of Children in California



*Source: American Community Survey **Source: California Department of Education

Children under 5 in neighborhoods by school performance



Meta-Analysis Report: ***Condition of Children Birth to Age Five and Status of Early Childhood Services in California***

Part II: Summary of Reports on Early Care and Education in California

- Access to early learning and care
- Program quality assessment
- Family engagement
- Early childhood workforce development
- Dual language learners
- Developmental screening
- Assistance to children with special needs
- Early childhood mental health
- Child assessments
- Effective data practices
- Facilities
- Food and nutrition
- Kindergarten transition
- Finance and governance issues

Meta-Analysis Report: ***Condition of Children Birth to Age Five and Status of Early Childhood Services in California***

- All recommendations in the meta-analysis are summarized from AIR's review of 81 recent reports (since 2000) on early care and education in California.

- Sources and many more details are in the full report: http://www.earlylearningsystems.org/files/2069_CCELP_Meta_Analysis_Report.pdf

Some Key Recommendations: Access

- In a time of severe budget reductions, continue to focus on income-eligible children.
  - As additional resources permit, use a place-based approach.
- Set aside a minimum percentage for infant-toddler programs in state and federal funds.

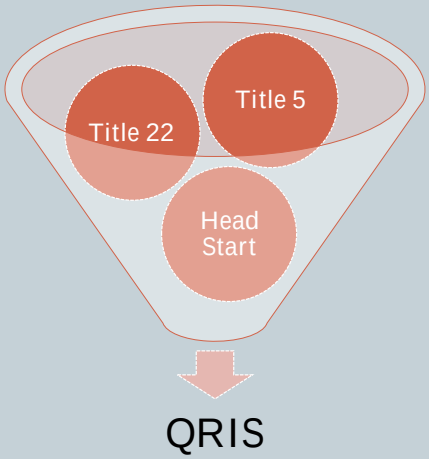
Some Key Recommendations: Access

- Dual language learners can especially benefit from a center-based program during the year before kindergarten.
  - However, at least a third of language-isolated dual language learners do not attend such a program.

Some Key Recommendations: Access

- Determine eligibility…
  - for **part-day developmental programs** at the time of application, and maintain eligibility even if family circumstances such as employment change.
    - Because the purposes of these programs is school readiness
  - for **subsidized full-day programs** conditionally, and finalize eligibility when the program begins.
    - Because these slots are limited and intended to support working parents who need child care

QRIS can tie systems together….



Some Key Recommendations: Program Quality Assessment

- To bring systems together, the CAEL-QIS Advisory Committee recommended creating a statewide, tiered-reimbursement Quality Rating and Improvement System (QRIS) to evaluate and accordingly reimburse programs based on five quality elements:
  - Ratios and group size
  - Teaching and learning practices (ERS, CLASS, PARS observations)
    - Self-assessment, then independent observers
  - Family involvement
  - Staff education and training
  - Program leadership

* Source: California Early Learning Quality Improvement System Advisory Committee

Some Key Recommendations: Program Quality Assessment

CAEL-QIS also recommended:

- Piloting a QRIS system before establishing it statewide.
- Looking to the Power of Preschool (PoP) program as a model for tiered reimbursement structure.
  - Structure tiers so that:
    - Tiers I and II are roughly equivalent to Title 22 standards
    - Tiers III and IV are roughly equivalent to Title 5 standards
    - Tier V is roughly equivalent to NAEYC standards

Some Key Recommendations: Program Quality Assessment

Subsequently, noting the state's diversity, California's Race-to-the-Top, Early Learning Challenge Grant application:

- Adopted a locally based approach to the development of a QRIS with regional consortia in 15 counties that had made a commitment to strengthen their local QRIS and mentor other communities.
- Proposed developing tier levels & benchmarks locally, while setting some common targets.

Some Key Findings: ECE Workforce Development

- Teachers with higher levels of education and training- and appropriate compensation-generally provide higher quality classroom environments that have been shown to support child outcomes *(e.g., Bowman, Donovan, & Burns, 2001; Barnett, 2004; Loeb, Fuller, Kagan, & Caroll, 2004; Bueno, Darling-Hammond, & Gonzalez, 2010).*

Some Key Recommendations: ECE Workforce Development

- Additional training is needed for teachers in particular areas:
  - Children's language acquisition and best practices with dual language learners
  - Working with children with special needs
  - Adult-child interactions that effectively support children's cognitive and language development
- Establish an ECE workforce registry to identify professionals in the field, their educational and professional development background, and employment history.

Some Key Recommendations: ECE Workforce Development

- Develop a well-defined ECE career pathway and associated credentials that are aligned with the *Early Childhood Educator Competencies*.
- Continue the process of alignment and articulation of the ECE curriculum within and across community colleges and four-year colleges.

Some Key Recommendations: ECE Workforce Development

- Strengthen supports for teachers pursuing additional education and training:
  - Support workforce investment programs
  - Offer distance learning and web-based training
  - Make classes available in the community and after hours

Some Key Recommendations: Family Engagement

- Require programs to submit plans for how they will partner with families and meet their cultural and linguistic needs.
- Include provisions of written information and orientation for families in Title 22 licensing requirements for both home- and center-based providers.

Some Key Recommendations: Family Engagement

- While the CAEL QIS advisory committee recommended the use of the Environmental Rating Scale measure for family involvement, experts in family engagement responded by asking for a more specific, measurable menu of best practices.
  - The California *Early Childhood Educator Competencies* (CDE, 2011) includes three competency areas that might serve as a springboard: Culture, Diversity, and Equity; Family and Community Engagement; and Dual-Language Development.

Some Key Recommendations: Dual Language Learners

- In the community:
  - Expand outreach to Spanish-speaking families to increase attendance in ECE programs
- In the classroom:
  - Give DLL students the opportunity to use oral language frequently
  - Forge connections between new and familiar material
  - Provide visual clues to help with understanding

Some Key Recommendations: Developmental Screening/Special Needs/Mental Health

- Ensure that screening for developmental and health problems is conducted for all children, in all classrooms, early in the program year.
- Increase outreach to families of children with special needs.
- Increase early childhood mental health consultation services in family child care programs.
- Establish a common approach for social-emotional development statewide by using the CSEFEL model.

Some Key Recommendations: Child Assessments/Effective Data Systems

- Identify and address children's needs earlier in their lives through ongoing, developmentally appropriate assessments.
- Provide professional development to teachers to support their effective use of assessments.
- Create and implement a P-16 data system including unique child identifiers.
  - Such a system might be piloted in PoP counties first

Some Key Recommendations: Facilities

- Create child care–friendly land use policies and procedures that encourage child care facility development.
- Include preschool facilities in the next statewide education facilities bond, and distribute bond funds to LEAs as a grant.

Some Key Recommendations: Food and Nutrition

- Establish nutrition and physical activity requirements for child care programs.
- Strengthen the Child and Adult Care Food Program (CACFP) and streamline paperwork requirements.

Some Key Recommendations: Kindergarten Transition and TK

- Establish systems to encourage preschool and kindergarten teachers to visit each other's classrooms, attend common workshops, and collaborate.
- Continue to increase guidance and support to districts to implement a quality Transitional Kindergarten (TK) program.

Some Key Recommendations: Funding

- Restore, and as possible, increase funding for early childhood services in California.
- Remove barriers to blending and braiding funding sources in order to cover the full cost of a quality program.
- Increase reimbursement rates for Title 5 programs --such as State Preschool and General Child Care for infants and toddlers-- to be at least equivalent to those for voucher programs, which are held to lower quality standards than Title 5.

Meta-Analysis authors: questions?

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