

Early Years Study 3:
Making decisions, Taking action

The Early Childhood Education Report

Learning to Care
October 22-23, 2012
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Early Years Study 3:
Making decisions, Taking action

Premise for the report

- Get beyond counting spaces and money to assess if resources are spent wisely
- Uses the OECD's *Starting Strong* policy leavers adapted to Canadian circumstances
- Limited by
 - Availability of data across jurisdictions
 - Likelihood the data would continue to be available
- Snapshot – to be updated every 3-years

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Organized into five categories.

- 1. Governance:** Is the oversight of early education split between multiple departments, or does it have coherent direction backed by policies with goals, timelines and sound service delivery?
- 2. Funding:** Is it adequate to support program quality and provide reasonable access?
- 3. Access:** Are there enough programs to meet demand? Are barriers to participation addressed?

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- 4. Learning environment:** Is quality supported by curricula, program standards and trained and adequate staffing?
- 5. Accountability:** Is there constant quality improvement supported by data collection and the monitoring and reporting of child outcomes? Is research supported and the findings incorporated into practice?

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The benchmarks

- Benchmarks influenced by UNESCO's standards
- Achieved by at least one jurisdiction
- 19 benchmarks across the 5 areas
- 3 points for each of the 5 areas resulting in a 15 point scale

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Oversight and policy

Integrated Governance	
ECE under common department/ ministry	0.5
Common ECE supervisory unit	0.5
Common ECE policy framework	1
Common local authority for ECE management and administration	1

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Funding to improve access and stability

Funding	
At least two-thirds of child care funding goes to program operations	1
Mandated salary and fee scale	1
At least 3% of budget devoted to early childhood education	1

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Quality in the early learning environment

Learning Environment	
Early childhood curriculum/framework	0.5
Alignment of early childhood framework with kindergarten	0.5
Programs for 2–4-year-olds require at least two-thirds of staff to have ECE qualifications	0.5
Kindergarten educators require ECE qualification	0.5
Salaries of early childhood educators are at least two-thirds of teacher salaries	0.5
ECE professional certification and/or professional development required	0.5

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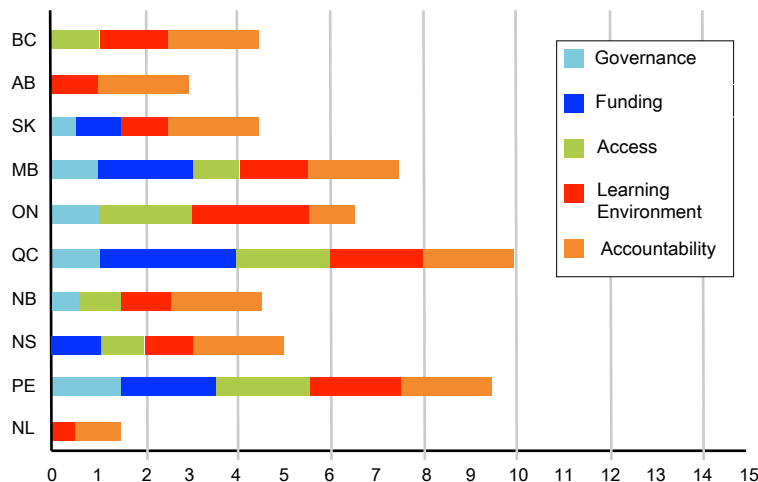


More attention to monitoring

Accountability	
Annual progress reports are current and posted (2008 or later)	1
Program standards for ECE programs (including kindergarten)	1
EDI or population measure for preschool learning collected and reported	1
	15

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