



Quebec Early Childhood Education Commission

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The starting point: Early learning or child care

Child Care	Early Learning
<p>Purpose Labour force participation Poverty reduction Reduce social assistance</p> <p>Public policy Low levels of public funding Underdeveloped infrastructure Regulatory oversight</p> <p>Service delivery Targeted/fee for service/low levels of participation Mix of providers/locations Various program approaches Low levels of qualified educators Accountability limited to licensing</p>	<p>Purpose School readiness Child development Early intervention</p> <p>Public policy Public funding Developed infrastructure School boards/parent councils</p> <p>Service delivery Universal access Public provision Defined program Qualified educators Accountability mechanisms</p>



Impact of Early Childhood Education

- ECE offers opportunities for more extensive social contacts with peers and adults, and thus extends social worlds for children
- Positive effects of ECE on language, cognitive development, and school achievement are confirmed by converging findings from longitudinal studies and smaller, randomized trials with long-term follow-ups

Effects of Preschool on Education

Grade Retention
24%

Special
education
savings
\$5,000
per
student

Drop out rates -18%

Attended
Pre-School

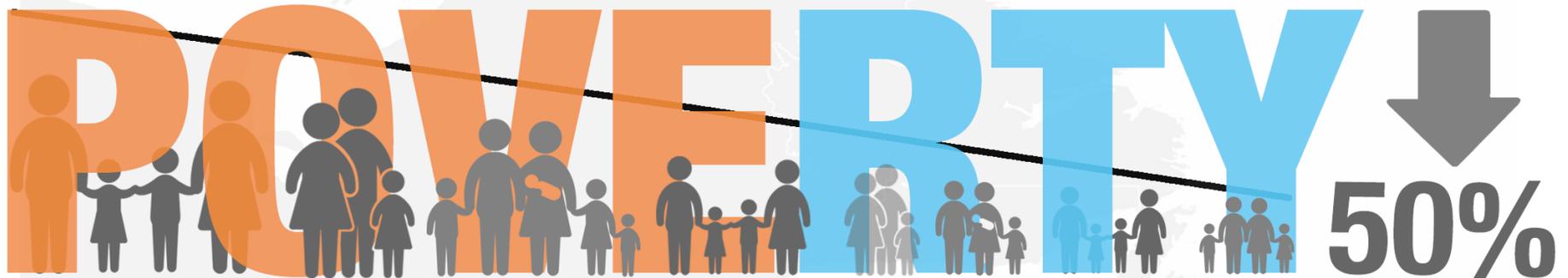


+1yr
A black icon of a stack of three books.

Reading Age
@ 15
yr's old

Preschool

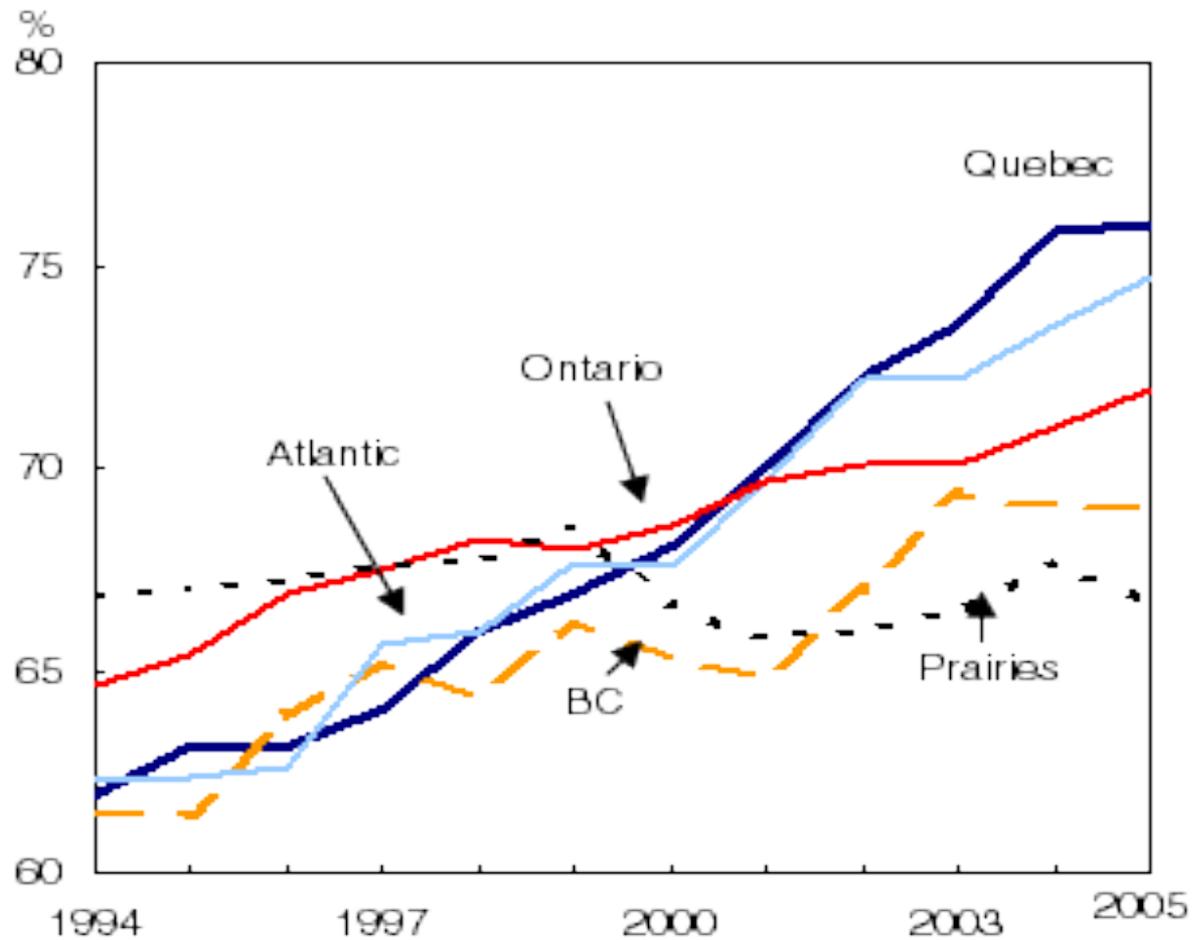
Programs Reduced



For families & Children



Participation rates of women with children less than six years of age follow opposite directions in the West and in the East





ECE Report built on 8 key policy elements in *Starting Strong II*

- 1) Systematic and integrated approach to ECEC policy
- 2) Strong and equal partnership with the education system
- 3) Universal approach to access with particular attention to children in need of special support
- 4) Substantial public investment in services and infrastructure
- 5) Participatory approach to quality improvement and assurance
- 6) Appropriate training and working conditions for staff in all forms of provision
- 7) Systematic attention to data collection and monitoring
- 8) Stable framework and long term agenda for research and evaluation



OECD policy elements adapted to Canadian context

- **5 Categories/equally weighted:** Governance, Funding, Access, Early Learning Environment, Accountability
- **19 Benchmarks**
 - Limited by the availability of consistent data across jurisdictions
 - Availability of similar information in future to allow for across time comparisons
- **Thresholds**
 - Influenced by those established by UNICEF (2008) and UNESCO (2010) to support international comparisons
 - Adapted to Canada – had been achieved, or be in development, in at least one jurisdiction



Category 1 - Governance

OECD recommends:

- A central vision at the centre of ECE policy and a devoted ministry created to put the vision into reality
- A unified approach to bridging early education and elementary education
- **Q: 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?**



Oversight and policy

Integrated Governance	Mark	Quebec
ECE under common department/ministry	0.5	0
Common ECE supervisory unit	0.5	0
Common ECE policy framework	1	1
Common local authority for ECE management and administration	0.5	0



Category 2 – Funding

OECD recommends:

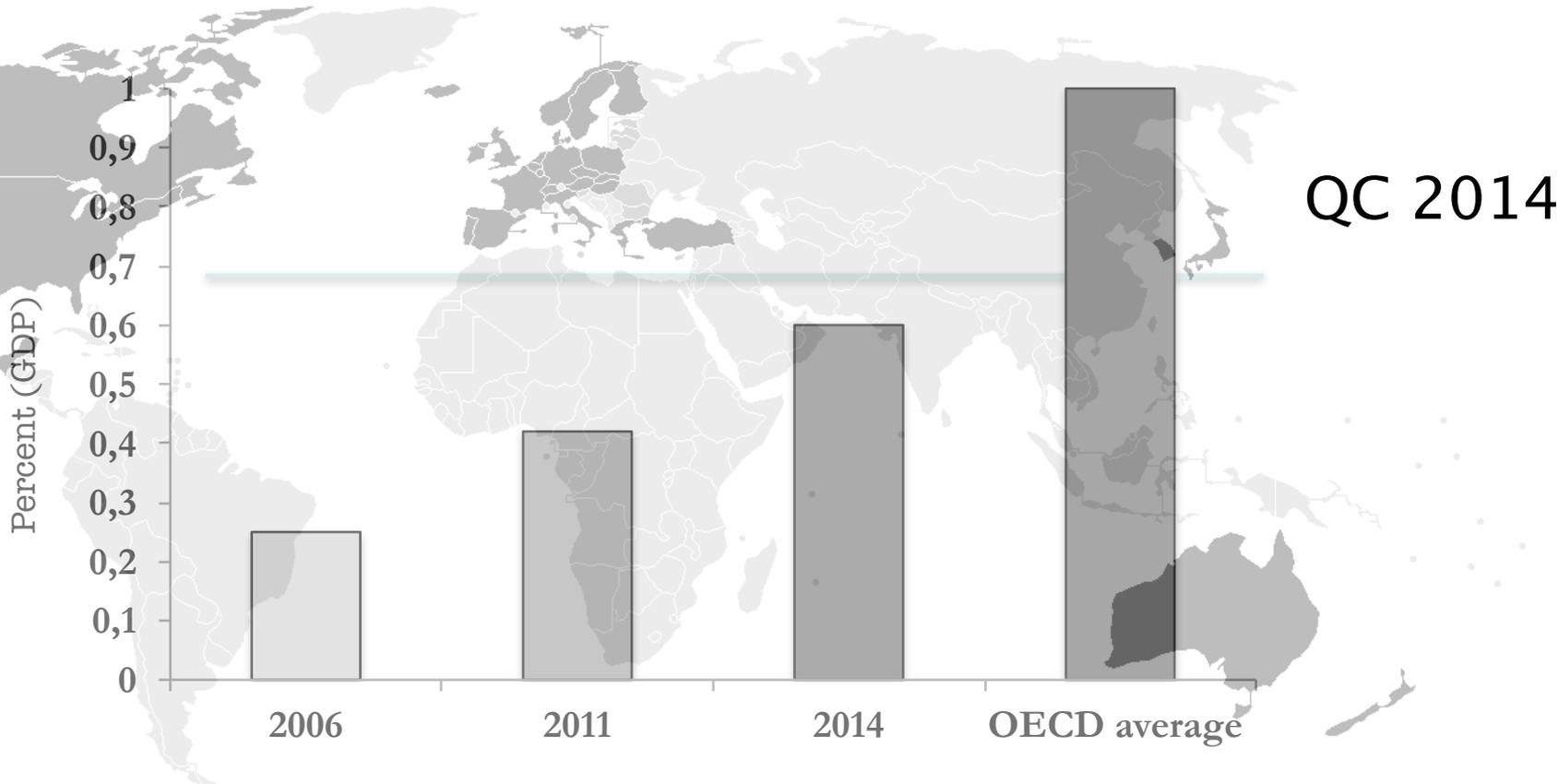
- An efficient means of funding a universal early education and care service prior to elementary school
- Substantial government investment in quality and infrastructure of ECEC
- ECEC recommended a minimum investment of 1% of GDP
- **Q: Is funding adequate to support program quality and provide reasonable access?**



Funding to improve access and quality

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

Change in Canada ECE Spending as a Percentage of the GDP



Quebec ECE funding breakdown

- \$1.2-billion public sector (kindergarten, prek, after school)
- \$1.2-billion home child care (38% spaces)
- \$587-million parent tax rebates for commercial care
- \$850-million commercial child care
- \$900-million non-profit centres (only 18% spaces)
- \$4.2-billion total



Category 3 - Access

OECD recommends:

- Universal access to ECEC with attention given to appropriateness and equality
- Q: Are there enough programs to meet demand? Are barriers to participation addressed?



Equitable access

Access	Mark	Quebec
Full-day kindergarten offered	1	1
50% of 2-4-year-olds regularly attend an ECE program	1	1
Funding is conditional on including children with special needs	1	0



Category 4 – Learning Environment

OECD recommends:

- Devise ECEC regulatory standards and a participatory process to ensure quality
- Involve stakeholders: parents, families and professionals
- High quality training and strategies to recruit and retain a well-qualified, diverse workforce
- *“Ensure a satisfying, respected and financially viable career in this field” (pg. 158)*
- **Q: Is quality supported by curricula, program standards and trained, adequate & respected staffing?**



Quality in the early learning environment

Learning environment	Mark	Quebec
Early childhood curriculum/framework	0.5	0.5
Alignment of EC framework with kindergarten	0.5	0.5
Programs for 2-4-year-olds require 2/3 staff with ECE qualifications	0.5	0.5
Kindergarten educators require ECE qualifications	0.5	0
Salaries of ECES are 2/3 of teacher salary	0.5	0.5
ECE professional certification/professional development required	0.5	0



Category 5 – Accountability

OECD recommends:

Systematic procedure to collect and provide consistent and comparable information on newborns to 6 year olds

- Eradicating the lack of data for children under the age of 3
- Strengthen the essential elements of national research
- Develop a range of instruments and procedures sensitive to the complex dynamics of early childhood environments (e.g. cost benefit analysis, information dissemination, etc.)
- **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?**



More attention to monitoring

Accountability	Mark	Quebec
Annual progress reports posted (2011 or later)	1	1
Program standards for ECE programs (including kindergarten)	1	0
EDI or population measures for preschool learning collected and reported	1	1
Total score	15	10

More attention to Early Childhood Education

Change in ECE Report Results

