



CENTER ON INTERNATIONAL
EDUCATION BENCHMARKING
LEARNING FROM THE WORLD'S HIGH PERFORMING EDUCATION SYSTEMS

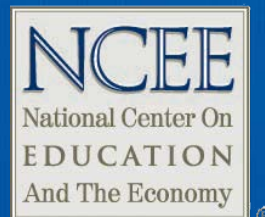
New Mexico Legislative Education Study Committee

Early Learning and Supports for Young Children in High-Performing Countries

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CIEB's Policy Gap Analysis

- Goal to enable states to analyze how their policies and practices stand up against those of top-performing countries
- Decide on a set of qualitative and quantitative indicators for each of NCEE's 9 Building Blocks
- Benchmark target state against 4 top-performing international jurisdictions and 3 top-performing U.S. states
- Based on results, present recommendations to policymakers



CIEB's Mission

- **CIEB's mission:** Study top-performing education systems in the world and draw lessons for the U.S., including states and school districts that are trying to improve
- We use: **OECD's PISA assessment** to identify top-performing jurisdictions and look at both performance and equity measures
- Why PISA: PISA focuses on how well students do in *applying* knowledge and it is given to at the end of compulsory schooling



Common Features of Top-Performing Systems: 9 Building Blocks

1. Supports for Young Children and their Families
2. Resources for At-Risk Students
3. Aligned Instructional Systems
4. Qualification Systems
5. Highly Qualified Teachers
6. School Organization and Management to Support High Performance
7. Strong Career and Technical Education
8. School Leadership to Support High Performing Schools
9. Governance with Clear Roles and Responsibilities and Accountability that Ensures Low-Performing Parts of the System are Identified and Helped



ECEC Is Key

As BB1, Early Childhood Education and Care (ECEC) is the foundation of the whole system

We look at this broadly:

- Supports for young children and their families, including health care, social services, parental education
- Childcare and early childhood education, including availability, affordability, quality, staff qualifications, linkages to services and to primary school



Purpose of Session

Purpose: To share information/lessons from top-performing education systems and how they structure their ECEC services

Discuss: Findings from two projects at CIEB:

- A new comparative international study on ECEC systems in high-performing countries
- Work CIEB has done to compare states in the U.S. to high-performing countries, including a preliminary look at New Mexico



Study of ECEC Systems: Why?

- Part of our effort to fund international comparative study for each of the 9 BBs
- Purpose of these studies:
 - to get details of exactly what these systems do in these areas and how they do it
 - pull out different strategies and approaches as well as common themes
 - inform the states we work with who are trying to improve their systems
- Led by Sharon Lynn Kagan



Study of ECEC Systems: Why Now?

- Focus is on how these countries are building *systems* of early childhood education and care
- No major comparative international study of top systems of this scale in 10+ years
- ECEC is rapidly changing/expanding all over the world, perhaps more than any other part of the education system



Study of ECEC Systems: A New Context?

- Neuroscience: new understandings of how children learn
- Economic: more women in workforce; need for more highly educated populations
- Equity: need to serve a diversity of populations; to help at-risk students be ready for school
- Complexity: new technologies
- New approaches to policy: understanding of the need for *systems* of education and services rather than discrete programs



Study of ECEC Systems: Structure

- **Chose:** 6 countries to analyze based on PISA scores on academic achievement and Economist scores of elements of ECEC system
- **Cases:** Singapore, Australia, UK, Finland, Hong Kong, Korea
- **Recruited:** top researchers from each country to take sabbatical to focus on this work
- **Products:** country case study analyses; cross-case analysis; set of country and policy briefs; tools from each country
- **Status:** release in spring 2018



Study of ECEC Systems: Comparing Jurisdictions

Different reasons why government invests:

- Raise the birthrate (Europe after WWII, Asia today)
- Women in the workforce (Europe first and Asia more recently)
- Better chance of success in school (everywhere)



Study of ECEC Systems: Preliminary Findings

The jurisdictions differ in terms of:

- public/private mix of services
- how structured the pedagogy is
- how structured the accountability is



Study of ECEC Systems: Preliminary Findings

Three different “models”

- Nordic/Western European model: heavily public, loose pedagogy; limited accountability
- Asian model: heavily market-based; highly structured pedagogy; medium accountability
- Anglo model: mixed public/private; moderate pedagogy; highly structured accountability



Study of ECEC Systems: Preliminary Findings

Pre-natal:

- All have paid parental leave
- All have free maternal/infant health care
- All have home visiting and health screenings for new mothers/babies



Study of ECEC Systems: Preliminary Findings

Infants and toddlers:

- All have subsidized care for 0-2 year olds for low-income families
- Most have on-going publicly-funded parent support, with special focus on disadvantaged and immigrant families
- All provide social and health services for all families



Study of ECEC Systems: Preliminary Findings

Preschoolers:

- All have pre-primary school education programs, many of which are free and universal
- Most have transition from pre-school to primary school
- Most offer subsidized training and education for those working with young children



Study of ECEC Systems: Trends

Making ECEC part of the education system:

- Making education for 3-6 year olds universal and free or highly subsidized for all families
- Aligning early learning standards, preschool curriculum to primary school curriculum
- Sharing data about children across systems



Study of ECEC Systems: Trends

Building system infrastructure:

- Centralizing governance for ECEC
- Investing more funds
- Setting national quality standards and curriculum for the system; quality monitoring by inspection
- Focus on capacity building and creating an ECEC profession



Study of ECEC Systems: Common Challenges

- Developing a highly trained workforce
- Monitoring quality in private or mixed public/private systems
- Meeting rising demand, particularly for 0-2 year olds
- Tension between focus on play/social-emotional learning and school readiness



Study of ECEC Systems: Common Elements of Effective Systems

- Quality curriculum and pedagogy
- Regular data collection and use
- Rigorous pre-service and in-service training
- Consistent funding with incentives for quality
- Governance with clear roles, responsibilities and authority
- Family and community engagement
- Transitions to primary school
- Linkages to health and social service providers



Some Findings from Gap Analysis on Building Block #1

- Goal today not to conduct a full gap analysis for New Mexico
- Instead, present overview of some indicators we look at and make initial comparisons to publicly available information in New Mexico



Overall Findings from Gap Analysis

- Overall, the US is far behind the top performers in supports to families of young children, even though progress has been made.
 - Other countries have invested more than we have and have done it in a more systemic way
 - Even the countries that have built the ECE infrastructure more recently had near-universal support for families (universal health care and/or more extensive financial and social supports for new parents, etc.)



Overall Findings from Gap Analysis

The U.S., in addition to providing much less support to families with young children than the top performers do, also has:

- The greatest income inequality of any of the advanced industrial countries
- A public school student population of whom half are eligible for FARM, and a quarter are in concentrated poverty



Some Findings from Gap Analysis Work on Building Block #1

Looked at specific indicators in three areas:

- Services for 0-3s
 - Financial supports for parents
 - Parental leave
 - Access to health services and cost of services
 - Access to additional services: parent education, home visits
- Child care (child care for children 0-3)
 - Reach of services
 - Subsidies for costs of child care
 - Pay of child care workers
 - Qualifications of child care workers
- Early childhood education (public and private programs for 4-5 year olds)
 - Reach of services
 - Pay of preschool educators



Supports for Children 0-3 And Their Families

Financial supports

- Finland: universal monthly payments with supplements for single parents
- Ontario: income-tested monthly payments based on age of child
- Singapore: initial one-time universal “baby bonus”; matching account for educational expenses for all families
- Nothing remotely comparable that we know of in the U.S.



Supports for Children 0-3 And Their Families

Universal parental leave

	Paid Maternity Leave	Paid Paternity Leave	Paid Parental Leave (after maternity leave)
Finland	4 months	9 weeks	8 months
Ontario	4 months	2 months	8 weeks
Singapore	5 months	2 weeks	None



Supports for Children 0-3 And Their Families

- Access to health services
 - Universal, government-run and publicly funded health care in Finland and Ontario
 - Universal required private health insurance in Singapore, subsidized for low-income families.
- Coordinated family supports in local networks
- Home visits for all disadvantaged families (Ontario, Singapore); all families (Finland)



Supports for Children 0-3 And Their Families

Comparisons to U.S. & New Mexico

- U.S. states provide means-tested health insurance to children in low-income families (Medicaid, CHIP)
- States provide coordinated social services to low-income families but typically reach a small fraction of those who need them
- New Mexico Early Childhood Investment Zones provide capacity building to providers and coordinate services — home visiting, early learning, Head Start, Pre-K — in the highest need counties (approximately 1/3 of counties)



High-Quality Child Care

Reach of services

Jurisdiction	Percentage served
Finland	52 percent of 0-3-year-olds
Ontario	15 percent of 0-1-year-olds 62 percent of 2-4-year-olds
Singapore	16 percent of 0-2-year-olds 63 percent of 3-year-olds
MA	54 percent of 0-3-year-olds
NH	62 percent of 0-3-year-olds
NM	51 percent of 0-3-year-olds



High-Quality Child Care

Cost of child care

- All top performers have free or heavily subsidized high-quality care for those who elect to join, with no waiting lists.
- U.S. states typically subsidize childcare for families at or below 250 percent of FPL.
- NM subsidizes at or below 150 percent but childcare is ~1/2 as expensive here (\$650/month vs. \$1,424 in Massachusetts).



High-Quality Child Care

Pay of child care workers

	Average Salary Child Care Worker (in US\$)	Percent Average Jurisdiction Wage
Finland	\$28,906	71
Ontario	\$28,664	80
Singapore	\$15,450-\$18,024	51-60
MA	\$27,610	45
NH	\$22,200	44
NJ	\$25,040	44
NM	\$20,660	47



High-Quality Child Care

Qualifications of Child Care Workers

- **Finland:** Every third staff person in a center must have a BA
- **Ontario:** Two-year diploma in ECE
- **Singapore:** One-year Certificate in ECE
- **MA:** Three-credit college course or CDA certificate
- **NH:** 18 college credits in early childhood education
- **NJ:** CDA certificate
- **NM:** CDA certificate



High-Quality Early Childhood Education: Reach of Services

All top performers provide free or low-cost ECE and/or K for all 4- and 5-year-olds, although not all enroll

Benchmark states have voluntary K. New Mexico has compulsory K.

	% 4-year-olds in preschool/ pre-K	% 5-year-olds in school
Finland	74	79
Ontario	48	92
Singapore	90	92

	% 3-4-year-olds in preschool/ pre-K	% 5-year-olds in public K
MA	58	90
NH	53	92
NJ	64	85
NM	56	Compulsory



High-Quality Early Childhood Education

Competitive Wages for ECE Teachers

New Mexico's wages are competitive compared to U.S. states, but less competitive compared to top-performing countries.

	Average Salary (US\$)	Percent Avg. Wage
Finland	\$34,673	85
Ontario	\$30,841- \$40,020	86-112
Singapore	\$18,881- \$51,495	63-170
MA	\$35,900	60
NH	\$30,000	60
NJ	\$40,720	73
NM	\$31,500	71



High-Quality Early Childhood Education

Qualifications for Early Childhood Teachers

- **Finland:** Master's if in a primary school; bachelor's if in a center
- **Ontario:** Bachelor's degree
- **Singapore:** 2-year polytechnic diploma
- **MA:** Bachelor's for public programs, high school for private
- **NJ:** Bachelor's degree for all programs
- **NM:** Bachelor's degree for public programs, high school diploma for private



Initial Impressions of New Mexico

Where we see New Mexico fitting in the big picture

- Severe struggles with child poverty compared to American states
- Like other American states, way behind the world leaders in Europe and Asia
- Recent policy developments will enable New Mexico to match top states if it sustains investments long-term
- Further investments in staff qualifications, retention, provision of health and care services, needed to match top performing countries





THANK YOU!