



Quality is the Common Language: How China and the United States Approach Systemic Early Learning Quality Improvement

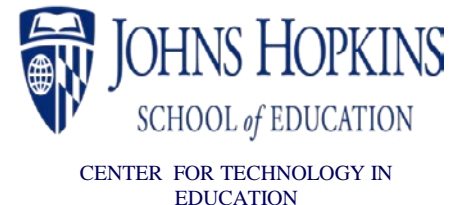
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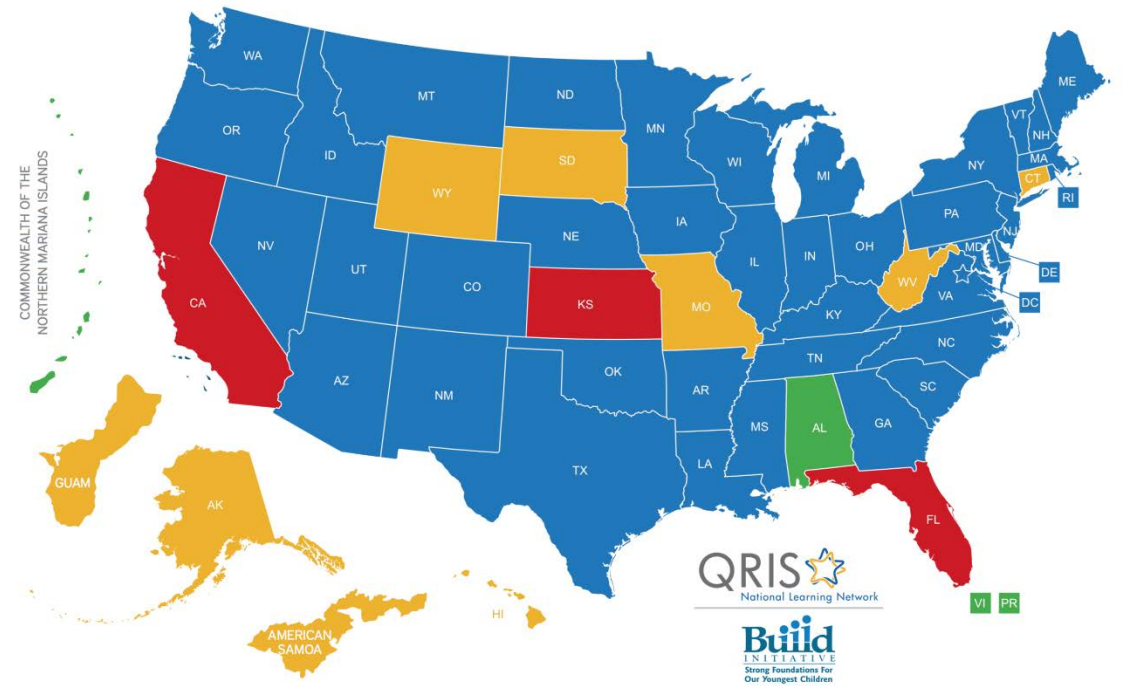
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Key Discussion Outcomes

- Understanding the similarities and differences between **China and US approaches to early learning**
- Identify areas of **cross-cultural collaboration**
- Describe the role of quality standards in **program improvement, local decision-making, and parental school choice**
- Discuss a vision for QRIS as a **global driver of quality child care and education**





Quality Matters to All Children

By the numbers:

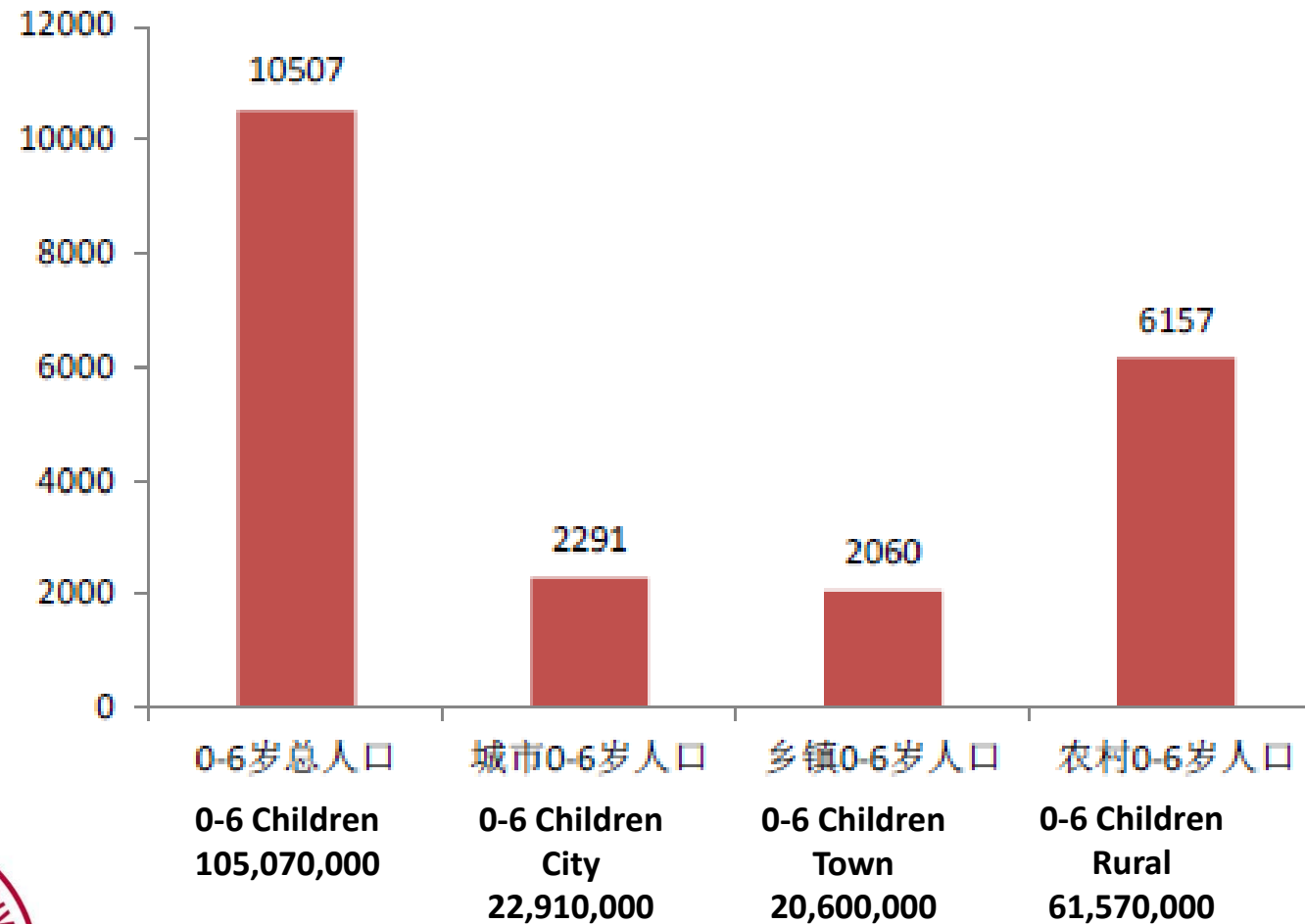
	China ¹	United States ¹
# of Children Age 0-3	68.4 million* *represents 0-4	11.9 million
# of Children Age 3-5	45.2 million ²	12.0 million
% of Children Age 3 & 4 in Preschool	77.4%	48%
Total Children Age 18 and Younger	254.2 million	77.8 million
% of Children in Poverty	~4%	~21%
# of Births 2017	17.23 million	3.9 million

1 U.S. Data from Annie E. Casey Foundation, *National KIDS COUNT Data Center*, 2016:
<https://datacenter.kidscount.org>

China Data from National Bureau of Statistics of China, 2016
Statistical Yearbook:
<http://www.stats.gov.cn/english/statisticaldata/AnnualData/>

2 China Data from National Bureau of Statistics of China, 2010 Census
<http://www.stats.gov.cn/english/statisticaldata>

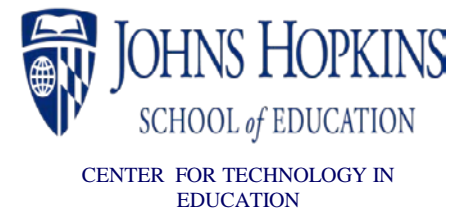
Children



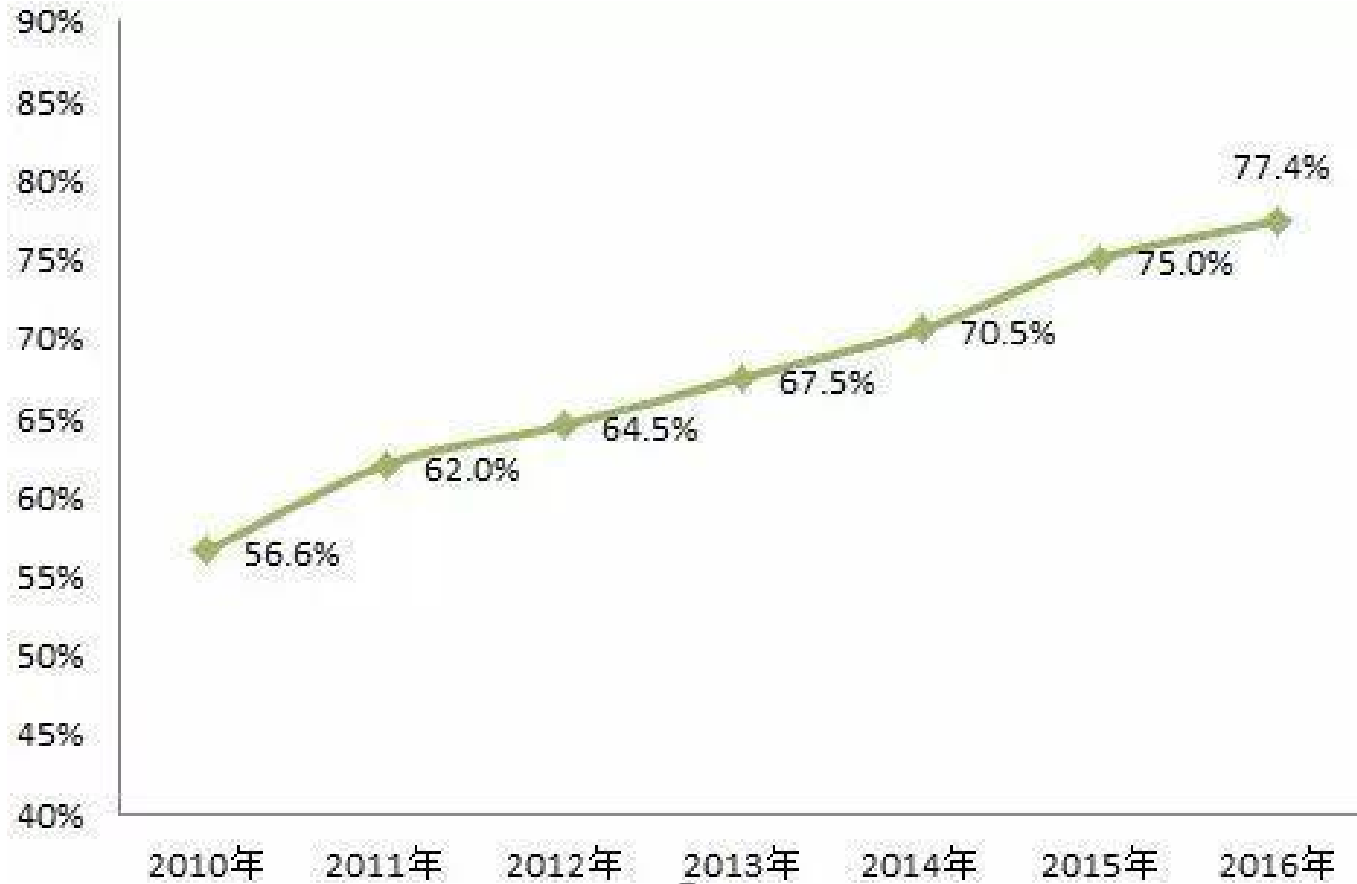
- Annual New Born:
20,000,000



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% of Children Attending Preschool



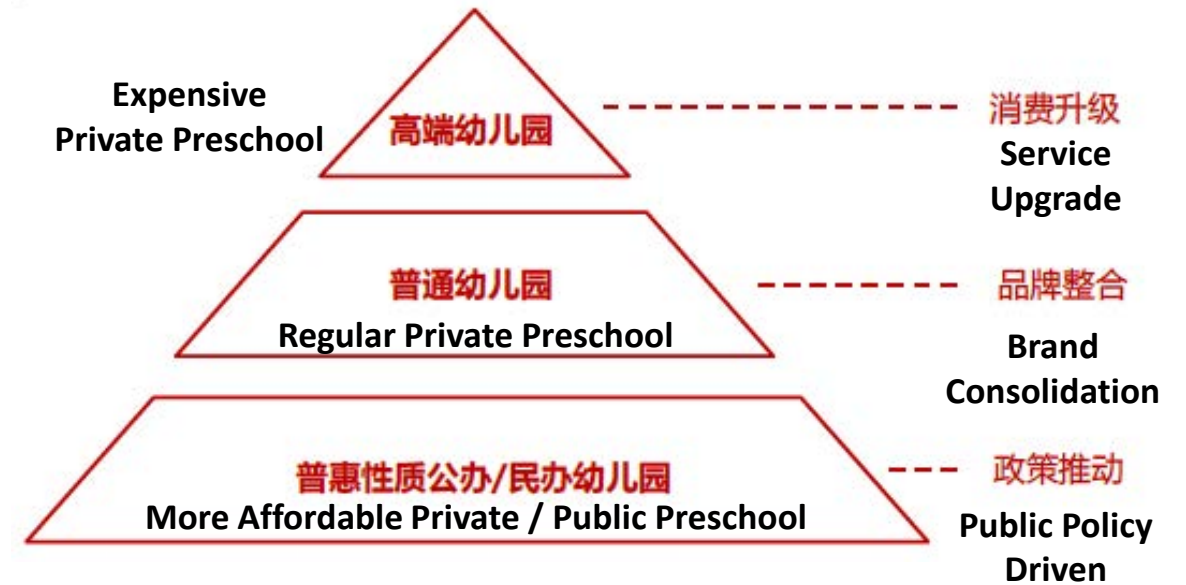
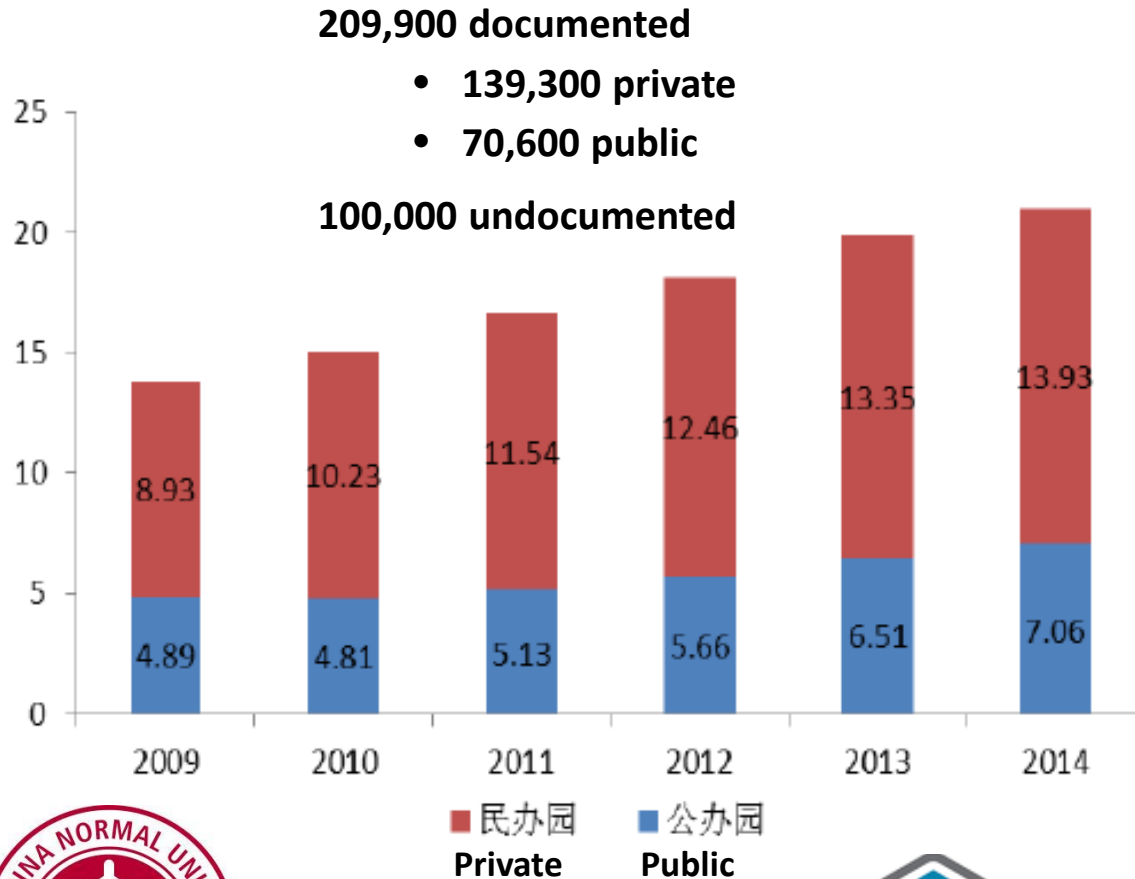
**% of Children
Attending
Preschool**



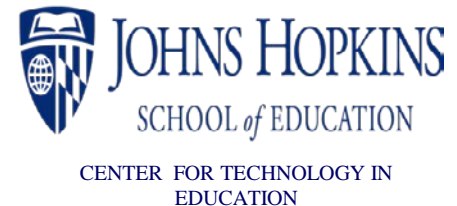
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Public vs Private Schools



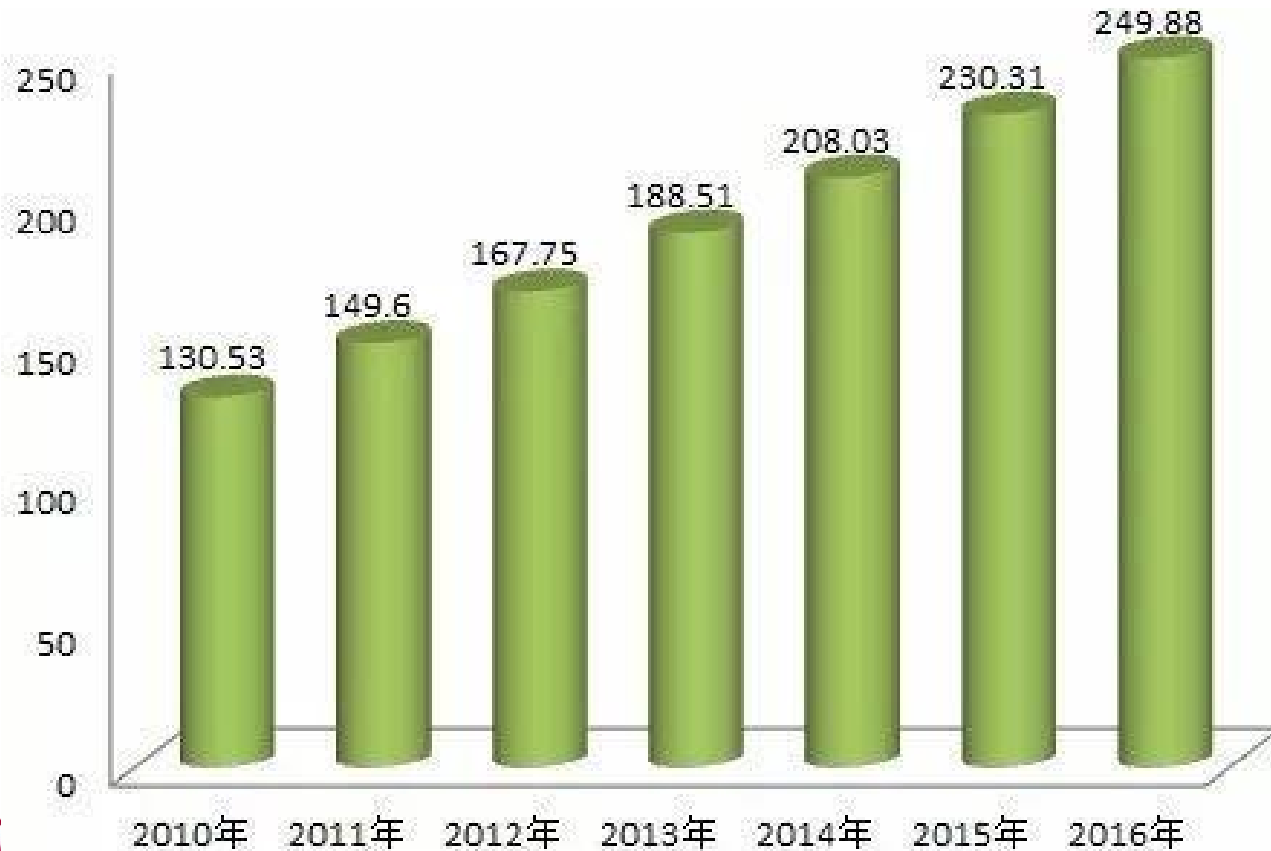
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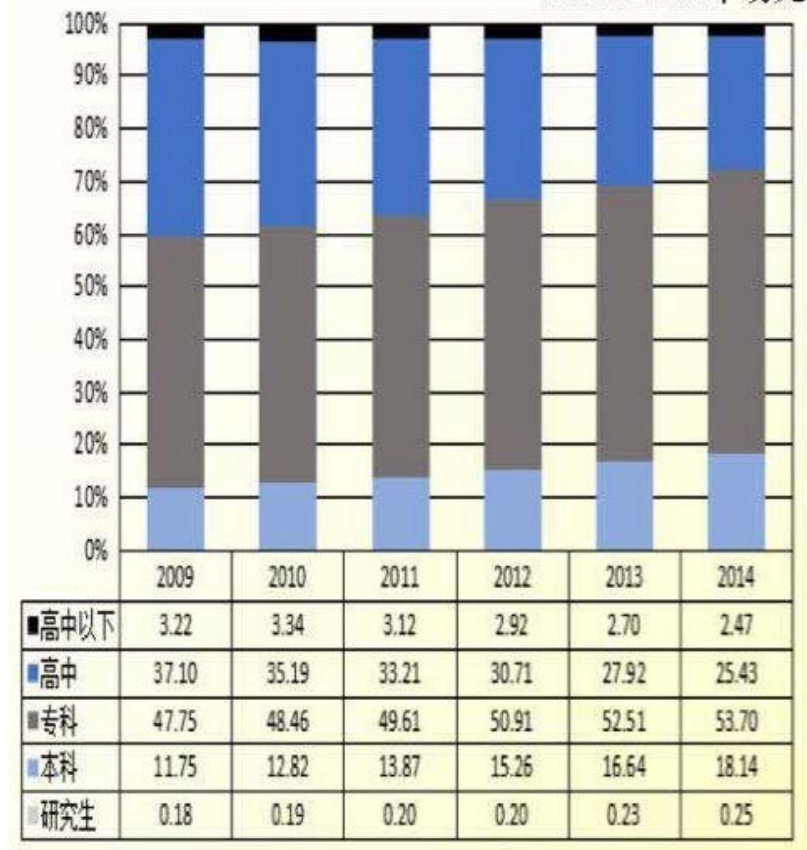
Educators

Next 5 Years

3-5 Millions Shortage of ECE Educators



High School or less
High school
AA
BA
Graduate



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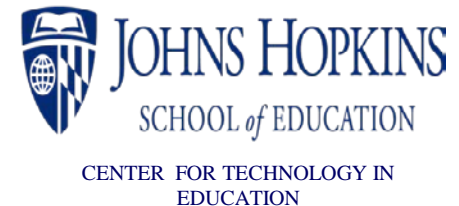


New Trends

- New Community Program
- Play Curriculum Adoption
- Parent University
- Rural Area Funding Support
- 0-3 Programs

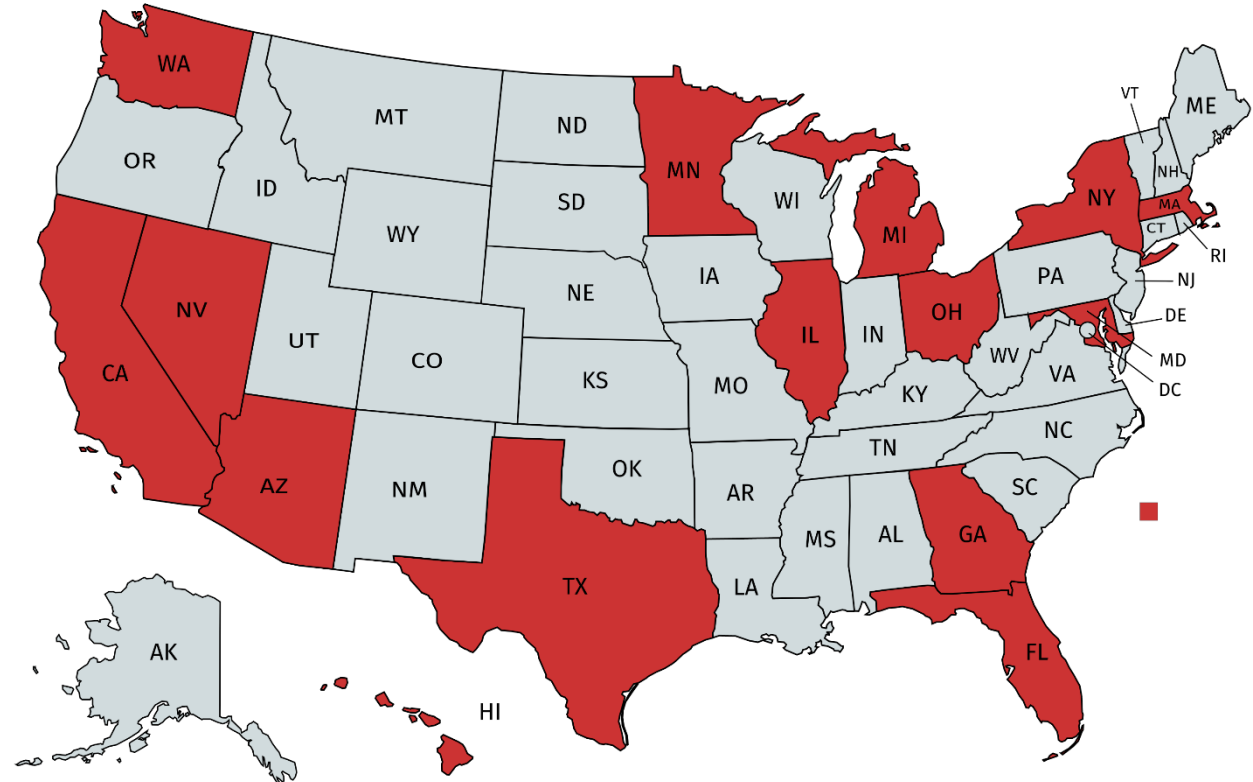


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Implications for US ECE

- 4.9 million Chinese-Americans in US
- 3.7 known Chinese nationals in US
- ~698,497 children under 5
- 9 major Chinese dialects spoken in US
- 10.4% of children under 18 live in poverty



Created with mapchart.net

Long Term Goals of Quality Initiatives by Country

All educational environments will have increased quality and are engaged in a method of continuous quality improvement

Public has access to information about the quality of child care and education programs

Overall increase in education providers' knowledge and skills

Improved child outcomes for children

Critical Components of Quality Systems

Standards

Accountability

Outreach

Incentives

Consumer
Awareness

(NCCIC, 2010; Zellman, Perlman, Le, & Setodji, 2008)

This Guy Wants China to Really Have a QRIS...



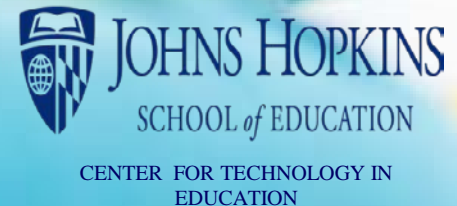
Common Quality Standards

- Licensing and Compliance*
- Rating Scales and Accreditation
- Staff Qualifications* and Professional Development
- Developmentally Appropriate Learning and Practice
- Administrative Policies* and Practices

*Locally determined



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Making a Difference

Retained quality
improvements

Increased child
performance

Decreased
incidents of abuse
and neglect

Cost-efficiencies

Higher family
engagement



Our Common Language...

Children Are Our Future. Both of our cultures strive to empower the next generation to be successful and contributing members of society.

The World is Getting Smaller. Our children's children will inherit a world that is even more interconnected and reliant on one another to tackle issues of a global scale. Collectively identifying the skills and experiences they need for that challenge, and promoting cross-cultural understanding now, will empower them to be successful.

It Takes a Village. We view all children as we view our own... and believe it is the responsibility for ALL to ensure ALL children are supported to grow, thrive, and learn.