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AB 22 (McCarty) California Early Education Data FACT SHEET

Co-Sponsors:

California School Employees Association
Early Edge California
Kidango

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SUMMARY

Last year, California made historic investments to advance its commitment to early childhood education by expanding access to Universal Transitional Kindergarten (TK). This step will expand access to early learning opportunities, and create tens of thousands of new early education jobs.

AB 22, as amended June 13, 2022, will ensure that California collects the necessary student and workforce data to understand the impact and outcomes of the state's investment in Universal TK.

BACKGROUND

The 2021-22 Budget Act included the expansion of Universal Transitional Kindergarten, which will give all four-year-olds in California access to a year of free, high-quality pre-K through California's public school system by 2025-26. With this expansion, TK enrollment is projected to increase to over 300,000 students by 2025-26 – a four-fold increase compared to 2019 enrollment. This expansion will also create tens of thousands of new jobs in early education. California requires TK classrooms to maintain an adult-to-child ratio of 1:12 in 2022-23 and 1:10 starting in 2023-24. This means most TK classrooms will create two new staffing positions, including one certificated position. Altogether, researchers estimate that Universal TK will create over 28,000 jobs in TK classrooms.

Currently, TK students are recorded in the California Longitudinal Pupil Achievement Data System (CALPADS) as kindergarteners. This blending of TK and kindergarten students makes it difficult for the state to use the data in meaningful ways. With the expansion of TK, it is critical the state collect data on

how many students are enrolling in TK, as well as basic demographic information about these students.

Currently, California does not collect the data needed to understand the impact of TK expansion on California's early education system and workforce. In order to gain a more complete picture, it is critical to collect pupil enrollment and demographic data for children in other early education settings where four-year-olds are served, including school-based California State Preschool Programs (CSPP).

The expansion of TK will provide unique challenges and opportunities for California to build a qualified and diverse TK workforce. California can draw on several pools of educator candidates, including current K-12 teachers, ECE educators, and new candidates. However, currently only TK-12 educator data is reported in CALPADS, and TK data is not disaggregated from kindergarten. Collecting data on the teacher workforce serving in school-based CSPP and TK classrooms will help the state get a better picture of its early learning workforce.

SOLUTION

AB 22 will close critical gaps in the data collected by the California Department of Education by requiring local educational agencies to report student and workforce data for TK and school-based CSPP classrooms in CALPADS. Because CALPADS is designed as part of the state's Cradle-to-Career data system, this data will allow California to measure the short- and long-term benefits of California's Pre-K investments, including postsecondary and economic outcomes. This data is crucial to ensure the state can optimize its limited resources in ways that best serve California residents and the economy.

SUPPORT

Early Edge California (co-sponsor)
Kidango (co-sponsor)
Children Now
San Diego Unified School District