Leading for Equity in ECE
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Problems and Possibilities

- Achievement gaps remain a major challenge
- Gaps emerge and become large prior to K
- High-quality pre-K can greatly reduce gaps
- Despite much hard work,
  - Enrollment is not increasing
  - Quality remains too low
- Pre-K is one part of a B/P-3 system
High Quality UPK Effects on Black-White Gaps

Estimated reduction in kindergarten math and reading achievement gaps between African American and white students, in months

- Math: Reduction after UPK: **45%**
  - White: 8.9 months
  - Math: 4.9 months

- Reading: Reduction after UPK: **98%**
  - White: 6.7 months
  - Reading: 0.1 months

[Source](https://www.americanprogress.org/issues/education/report/2016/04/05/132750/how-much-can-high-quality-universal-pre-k-reduce-achievement-gaps/)
High Quality UPK Effects on Hispanic-White Gaps

Estimated reduction in kindergarten math and reading achievement gaps between Hispanic and white students, in months

- Math:
  - Reduction after UPK: 78%
  - Gaps in months: 10.8
  - White:
  - Gaps after UPK: 2.4 months

- Reading:
  - Reduction after UPK: 106%
  - Gaps in months: 11.5
  - White:
  - Gaps after UPK: 0.7 months

https://www.americanprogress.org/issues/education/report/2016/04/05/132750/how-much-can-high-quality-universal-pre-k-reduce-achievement-gaps/
High Quality UK Effects on Income Gaps

Reduction in kindergarten math and reading achievement gaps between low-income and higher-income students, in months

- Math: Reduction after UPK: 27% → 11.2 months → 8.2 months
- Reading: Reduction after UPK: 41% → 13.0 months → 7.7 months

https://www.americanprogress.org/issues/education/report/2016/04/05/132750/how-much-can-high-quality-universal-pre-k-reduce-achievement-gaps/
Percent of 4-year-olds in State Pre-K:
(nationally from 15% in 2001 to 32% in 2015)
Public program enrollment has grown, but total enrollment has stagnated.
Most public programs targeted, but access is highly unequal.
Percent of State Programs Meeting Benchmarks: Change 2005 to 2015

- ELDS: 75% to 100%
- Professional Development: 70% to 85%
- Teacher Spec. Training: 75% to 85%
- Assistant Teacher CDA: 20% to 30%
- Teacher BA: 55% to 60%
- Class Size and Ratio: 80% No Change
- Screening: 70% No Change
- Meals: 50% No Change
- Monitoring: 70% No Change
## Revisions to NIEER Policy Benchmarks

<table>
<thead>
<tr>
<th>Old Standard</th>
<th>New Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Early Learning Standards</td>
<td>Comprehensive ELDS aligned, supported, culturally sensitive</td>
</tr>
<tr>
<td>Teacher-in-Service (15 hours/year)</td>
<td>PD, coaching, individualized plans for lead and assist. teachers</td>
</tr>
<tr>
<td>None</td>
<td>Supports for Curriculum Implementation</td>
</tr>
<tr>
<td>Monitoring (Site Visits/5 years)</td>
<td>Continuous Quality Improvement System</td>
</tr>
</tbody>
</table>
New Professional Development and CQIS Benchmarks

* These multi-program states have programs with different quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.
Working together we can improve early learning to enhance the well-being and development of all children.

MAP 3. CLASSROOM INSTRUCTIONAL SUPPORT SCORES IN RELATION TO RESEARCH-BASED THRESHOLD (3)

Note: Instructional Support scores can range from 1 to 7. This report uses a threshold of 3 or higher to indicate high quality, based on prior research.
Data needed to inform leaders

- Enrollment by location and demographics
  - Collect data on child and family background
- Pre-K Quality by location and demographics
  - State data on observed quality in all SF pre-K
  - National study of observed quality in all ECE
- K-3 Quality—pushing up CQIS
- 0-3 Quality—pushing down CQIS into QRIS
- Maps for the GPS for program expansion and improvement, input to a CQIS
Thank You!

Working together, what can we do to improve early learning equity and build a brighter future for all our children?