

Leading for Equity in ECE

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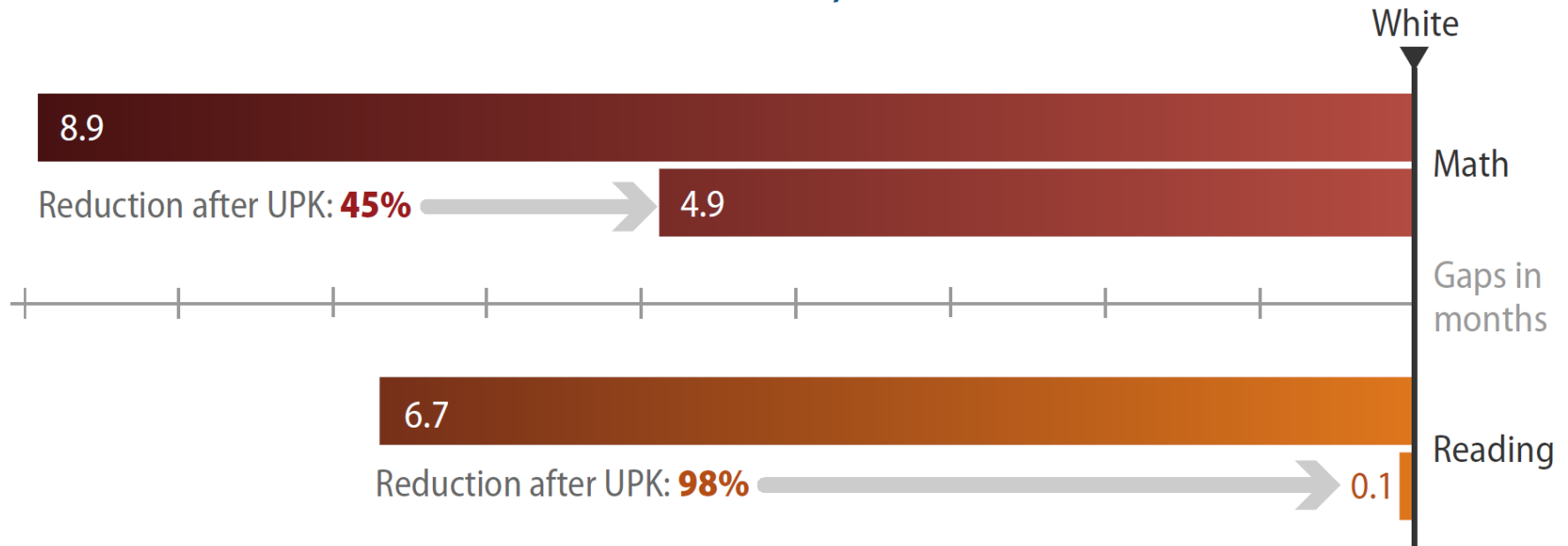


Problems and Possibilities

- 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

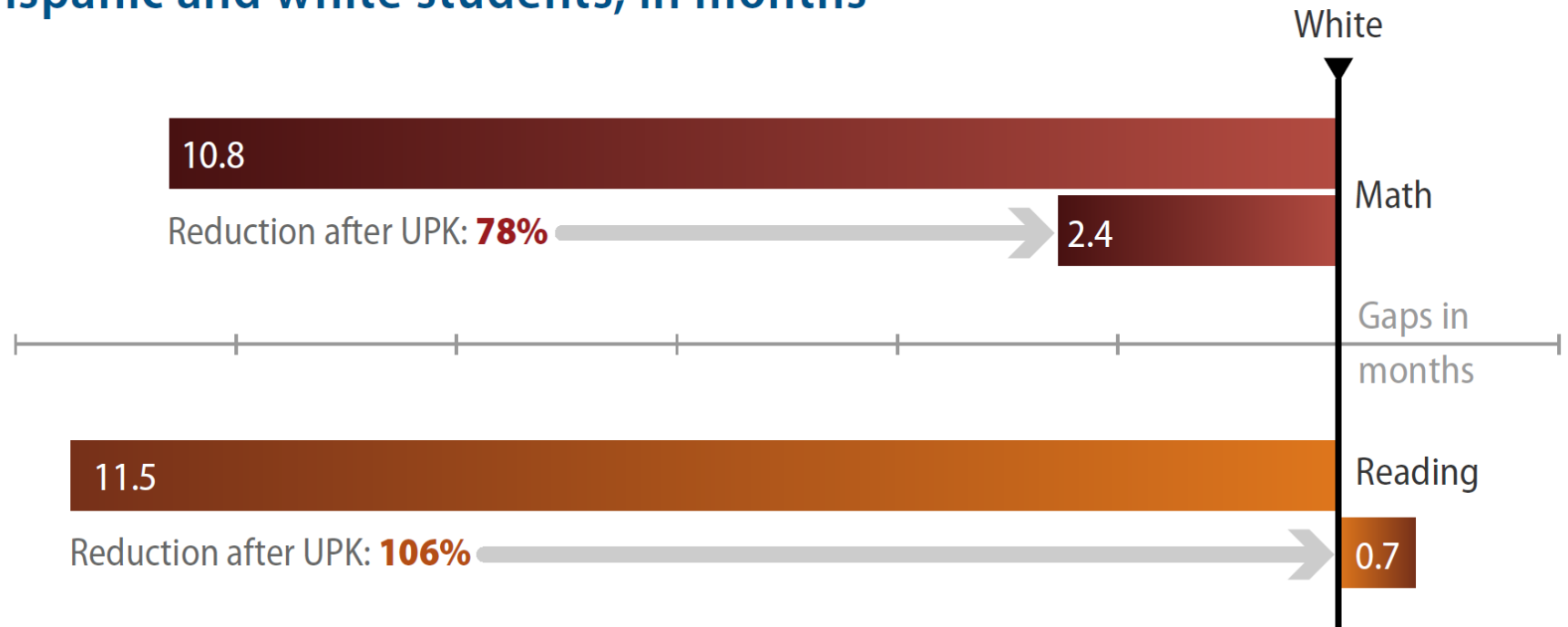
High Quality UPK Effects on Black-White Gaps

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



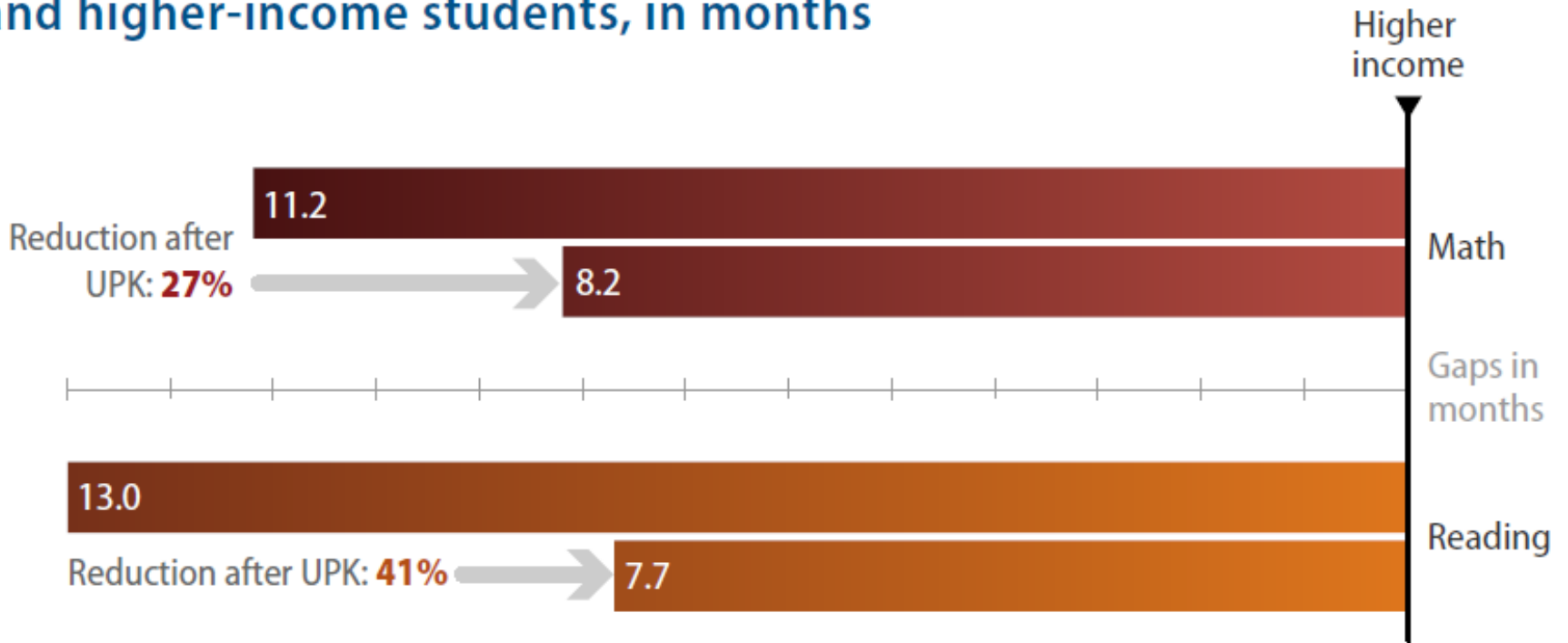
High Quality UPK Effects on Hispanic-White Gaps

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

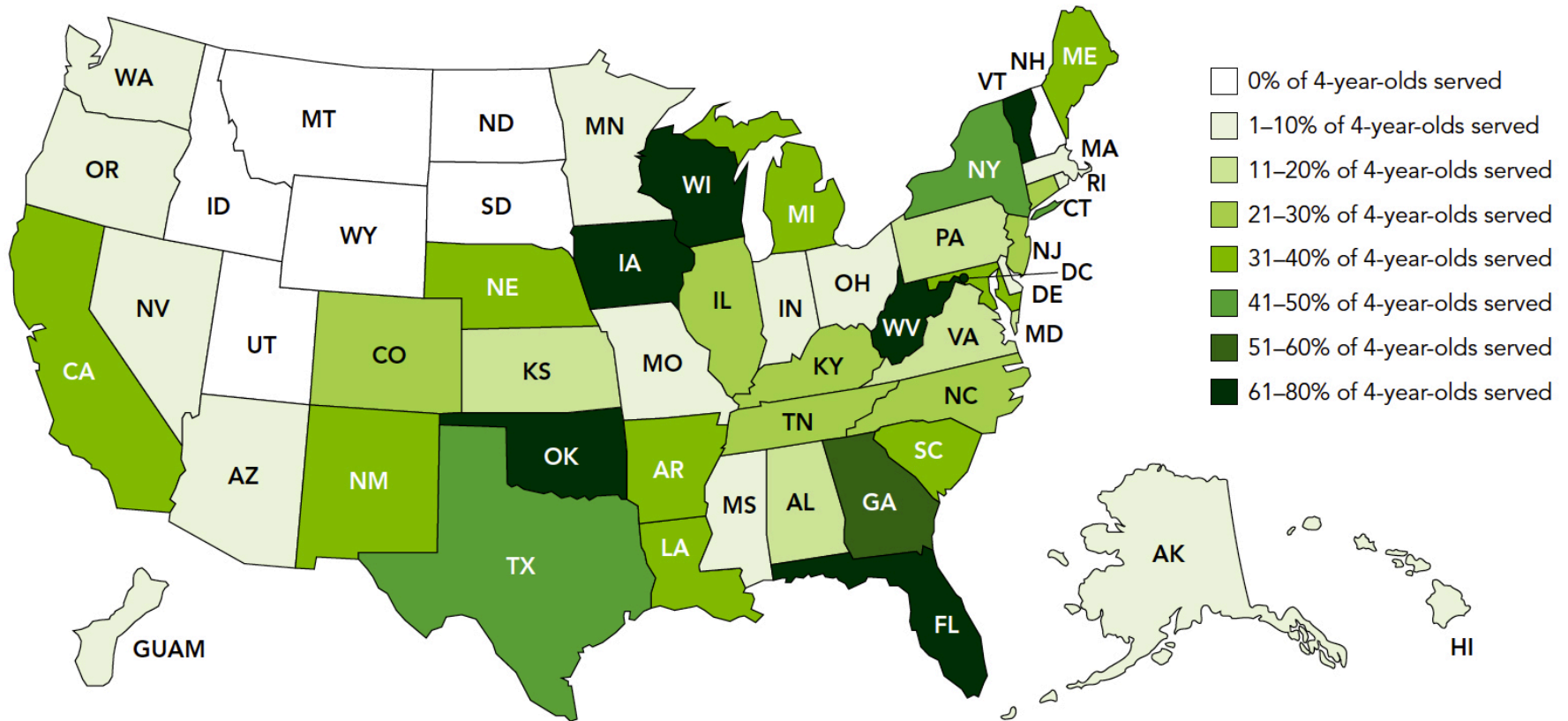


High Quality UK Effects on Income Gaps

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

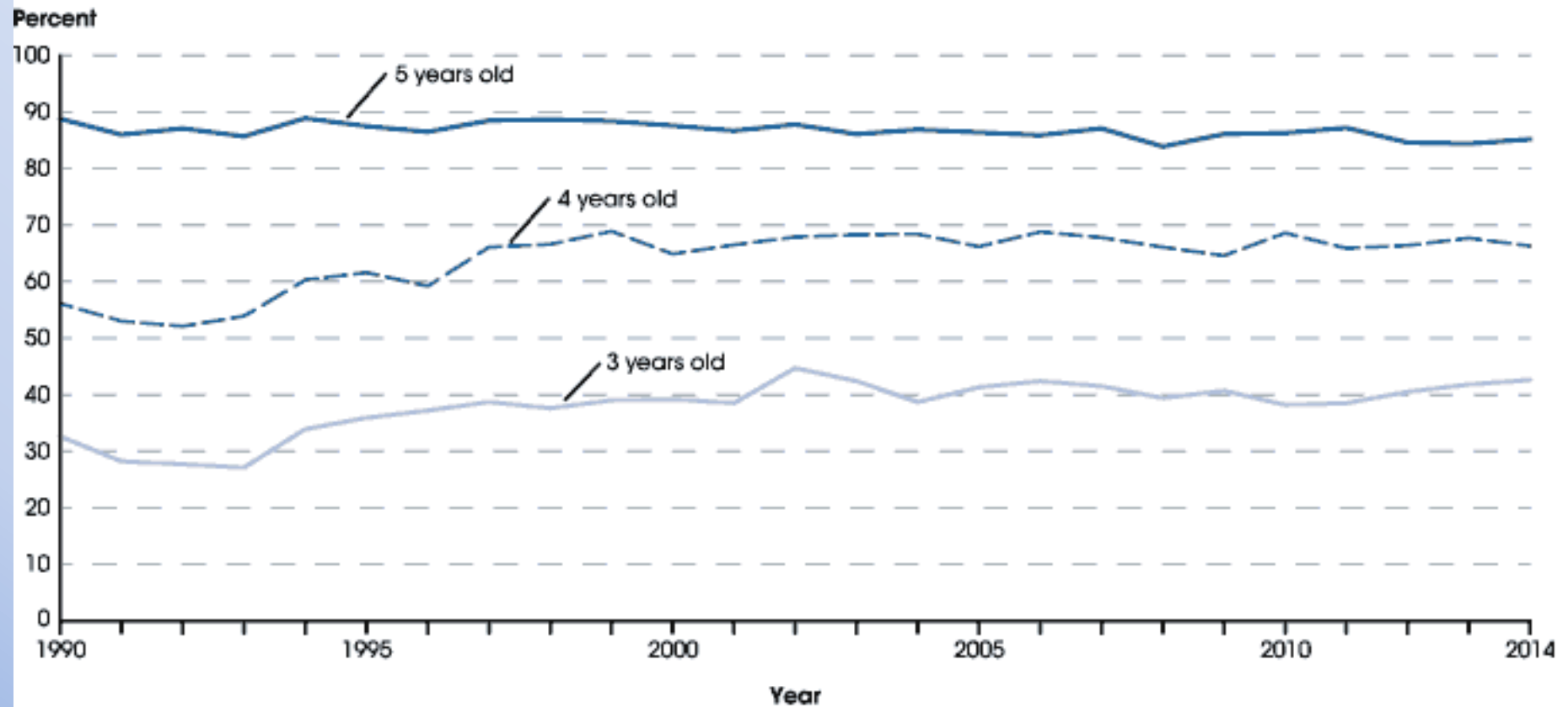


Percent of 4-year-olds in State Pre-K: (nationally from 15% in 2001 to 32% in 2015)



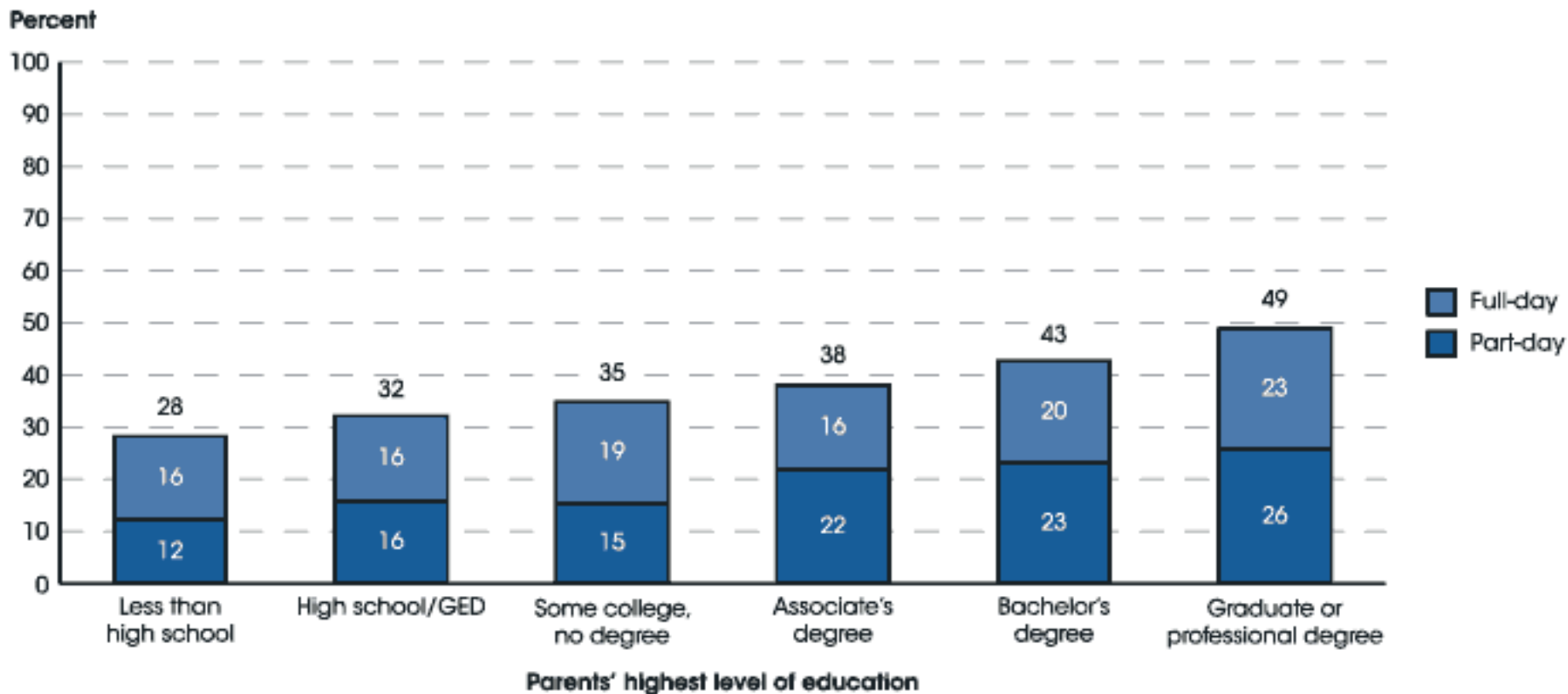
Public program enrollment has grown, but total enrollment has stagnated

Figure 1. Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs: 1990 through 2014



Most public programs targeted, but access is highly unequal

Figure 5. Percentage of 3- to 5-year-old children enrolled in preschool programs, by parents' highest level of education and attendance status: October 2014



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

Old Standard

New Standard

Comprehensive Early Learning Standards

Comprehensive ELDS aligned, supported, culturally sensitive

Teacher-in-Service (15 hours/year)

PD, coaching, individualized plans for lead and assist. teachers

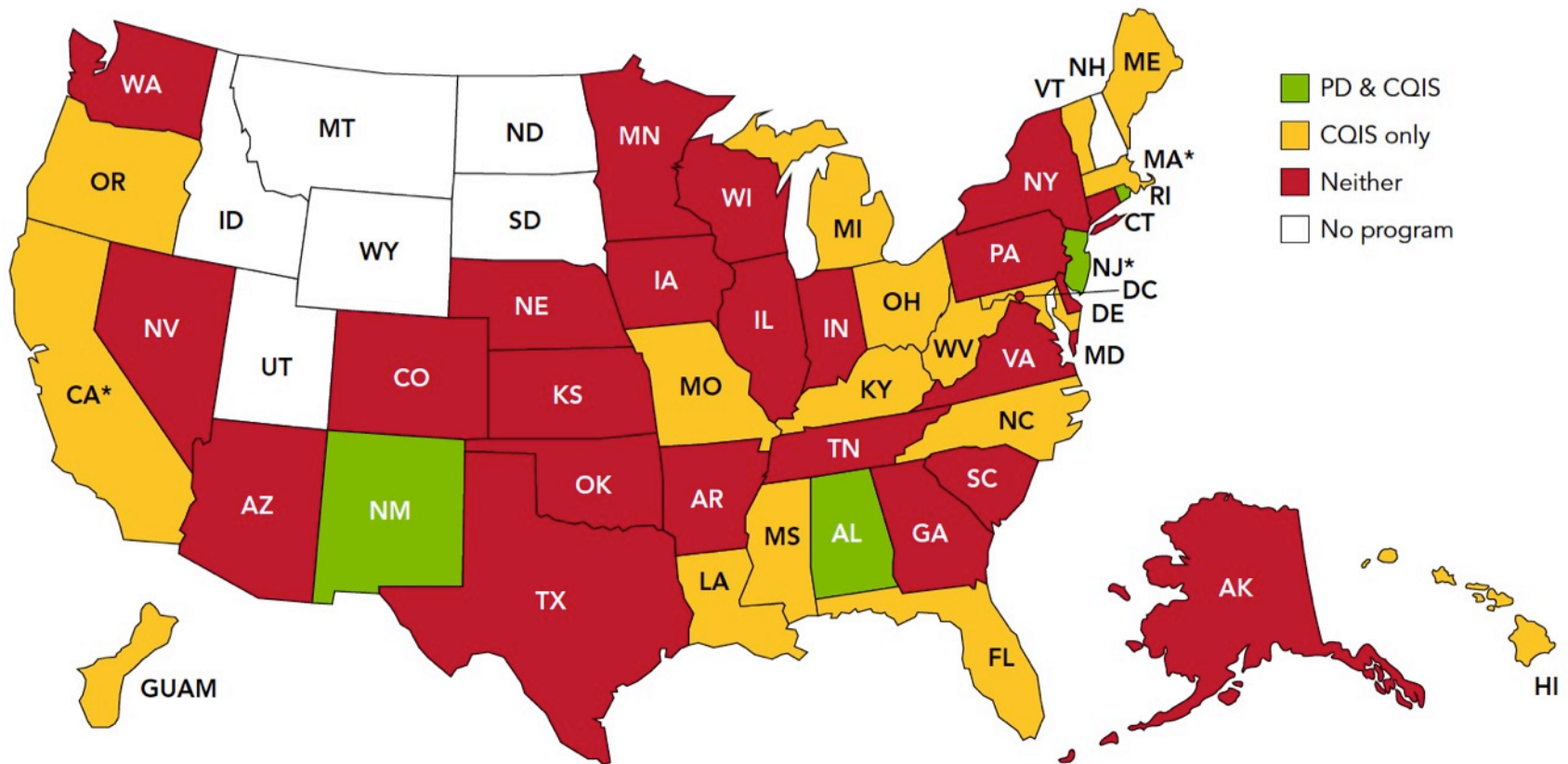
None

Supports for Curriculum Implementation

Monitoring (Site Visits/5 years)

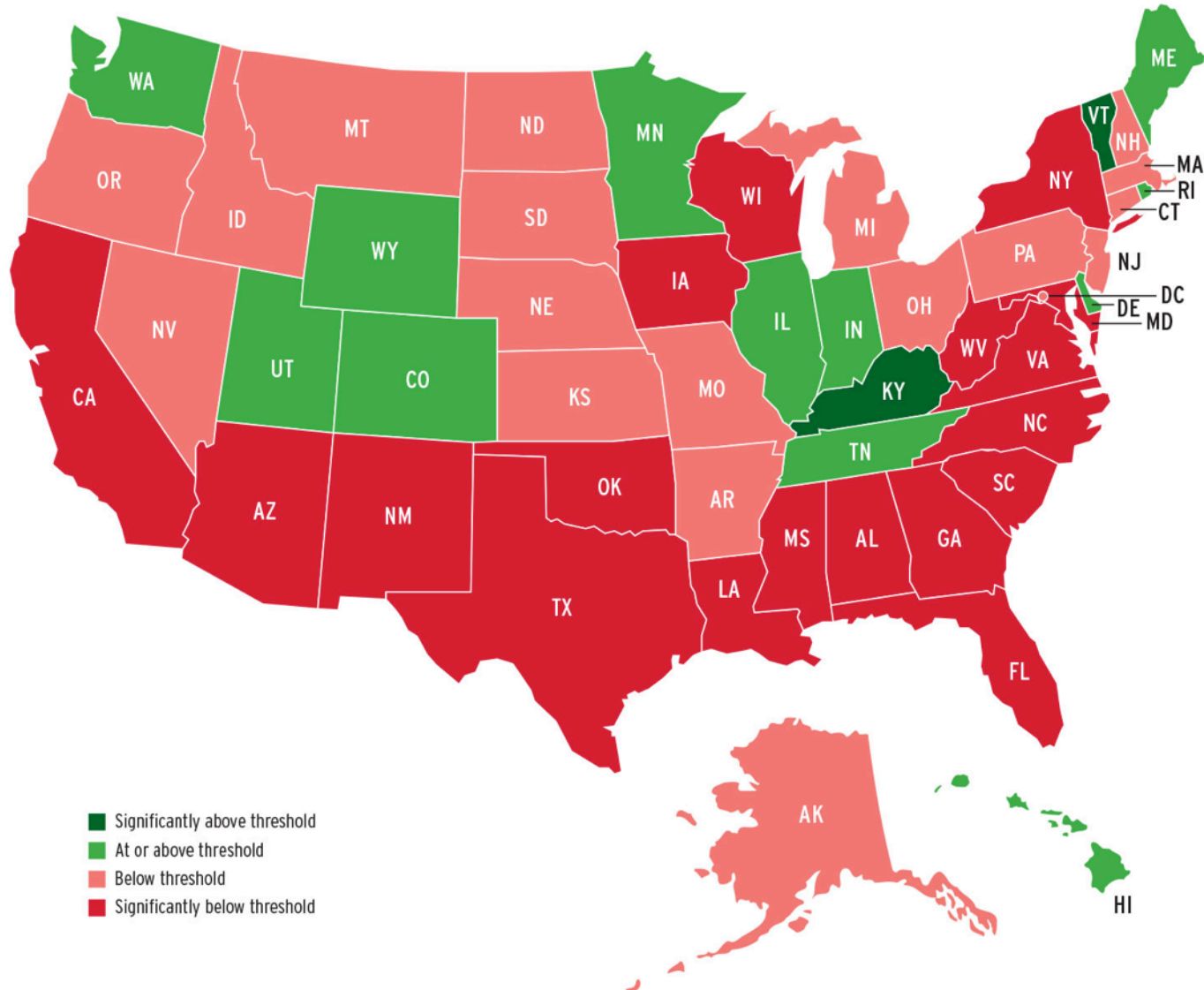
Continuous Quality Improvement System

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.

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?