



SYMPOSIUM ON CHILDREN: QUALITY IN EARLY LEARNING ENVIRONMENTS

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Columbus, OH

highscope.org



**What is the one word that describes how you are feeling
now?**

What is the one word that describes how you are feeling now?





Summary Points

Early childhood
access is a
public health
issue

Early childhood
is a potential
equity strategy

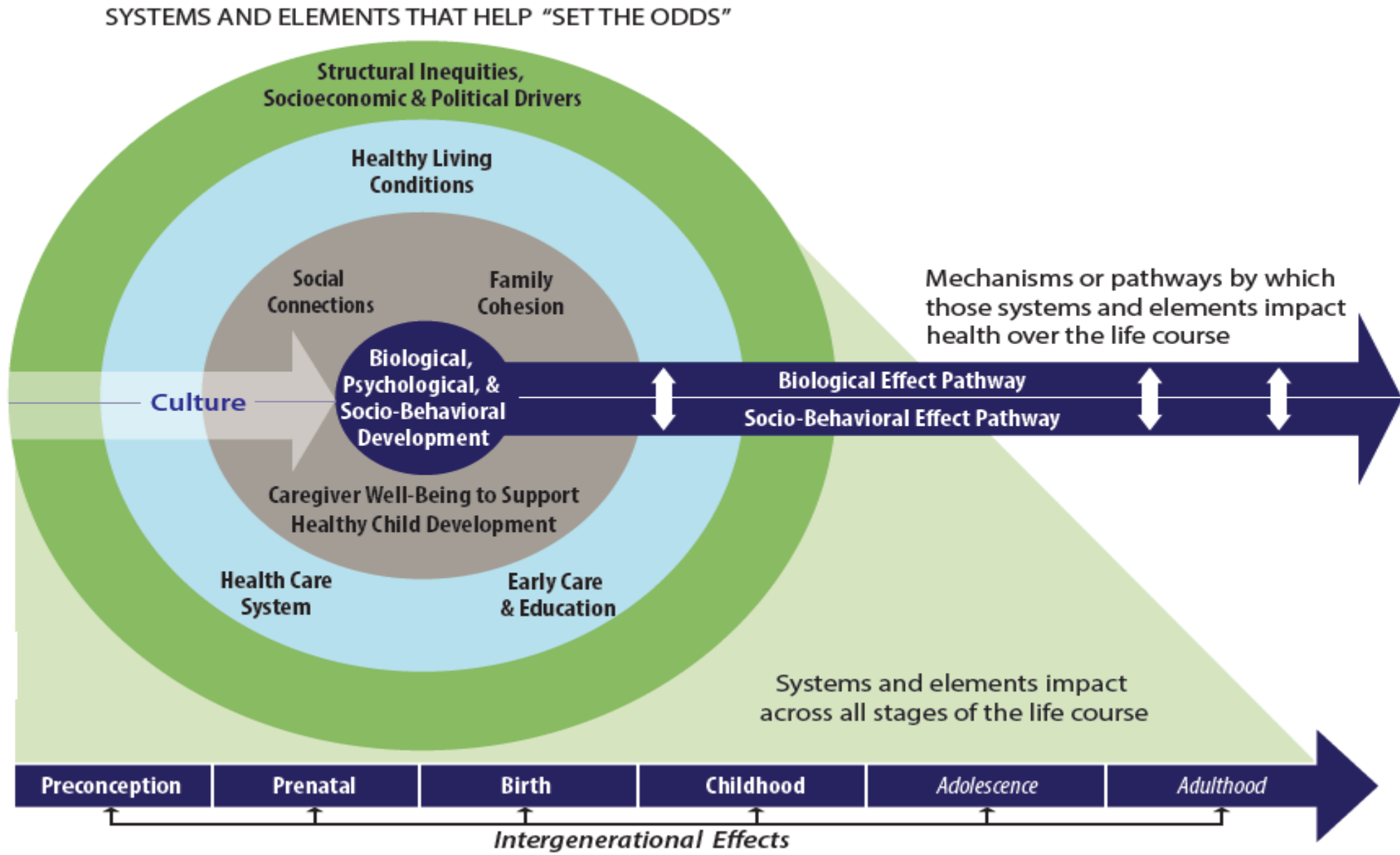
ECE should be
placed within a
life course
economic
strategy

Critical for ECE
to focus on:

- Protection
- Affection
- Correction
- Connection



Importance of life course perspective: #NoMagicBullet



What is often said about early childhood education (ECE)?



ECE benefits families by allowing parents to go to work, get higher education, leading to economic stability and self-sufficiency



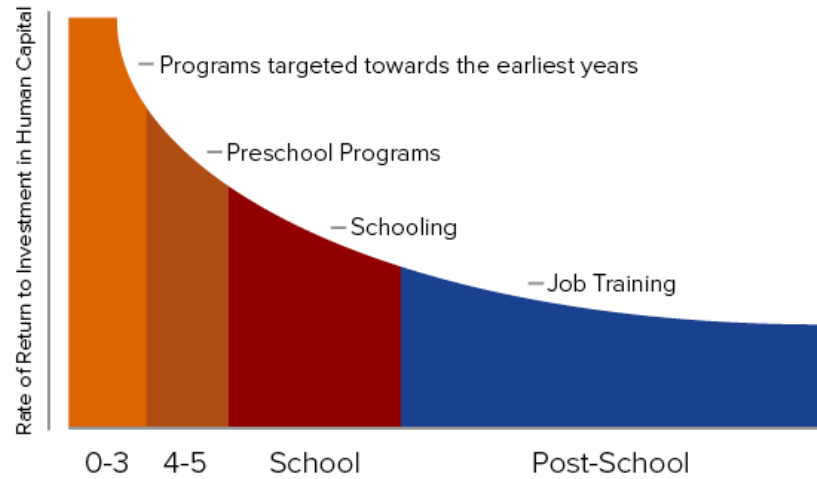
ECE benefits children by exposing them to safe, healthy, and enriching learning environments



ECE benefits society by generating savings by eliminating the need for interventions later in life (e.g., special education, early parenting)

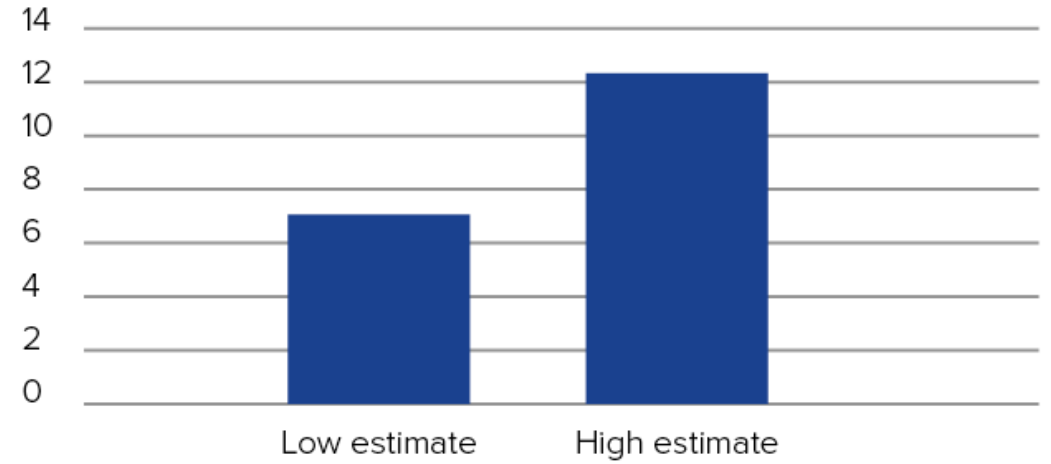


Figure 2: Returns to a Unit Dollar Invested are Highest in Earliest Years



Source: Heckman and LaFontaine (2007)

Figure 1: Perry Preschool Program: Return per \$1 invested

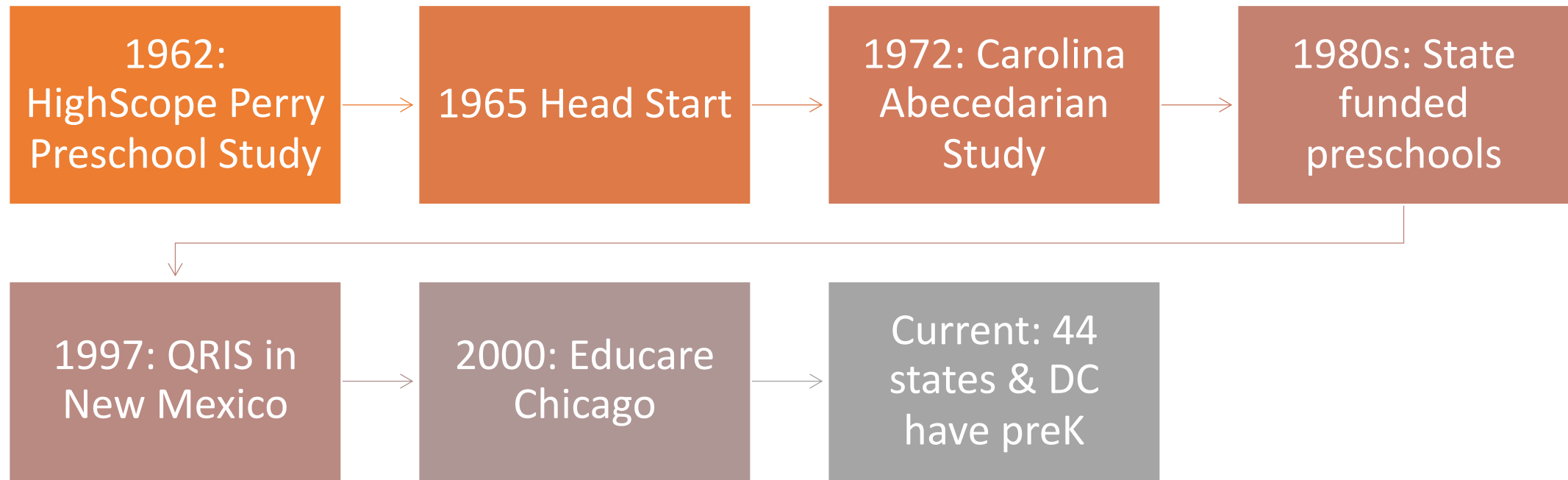


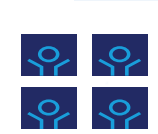
Source: Heckman et al 2009

ROI of \$4-\$12 per \$1 invested



History of early childhood





Goals for Early Care and Education


Ensure that children, specifically, Black children were as prepared as their White peers; this was a school readiness project

Majority of children in HighScope Perry, Carolina Abecedarian, and Head Start were Black children

Today, there is a diversity of children in early care and education programs, serving birth to 5; focus has moved beyond school readiness



**THERE IS STILL A QUESTION AS TO WHETHER WE HAVE MET THE
PROMISE OF EARLY EDUCATION. HAVE WE?**



What do we know now about what matters in ECE?

- ✓ Relationships
- ✓ High staff qualifications and experiences
- ✓ Low staff-child/family ratios
- ✓ Rich language
- ✓ Promoting positive social development (adult & child)
- ✓ Reduction in trauma and toxic stress
- ✓ Individualization and data utilization (tracking)
- ✓ Alignment between public health, ECE, and K-12 (parent-child-school)
- ✓ Family engagement/support (resources & empowerment)



OTHER BIASES AND INEQUITIES IN ECE PROGRAMS AND SYSTEMS



Lack of connections to home language, traditions and lived experiences (e.g., DLL, AAE);



Lack of collaborative and sensitive relationships and interactions with families and communities



Lack of acknowledgement about importance of positive racial and self-identity (diversity of staff and leaders);



Lack of staff that are warm demanders, hold high expectations, and promote academic excellence (less educated workforce)



Lack of fun and engaging content that incorporates racial and ethnic heritage within caring, family- and community-type environments (didactic focused instruction)

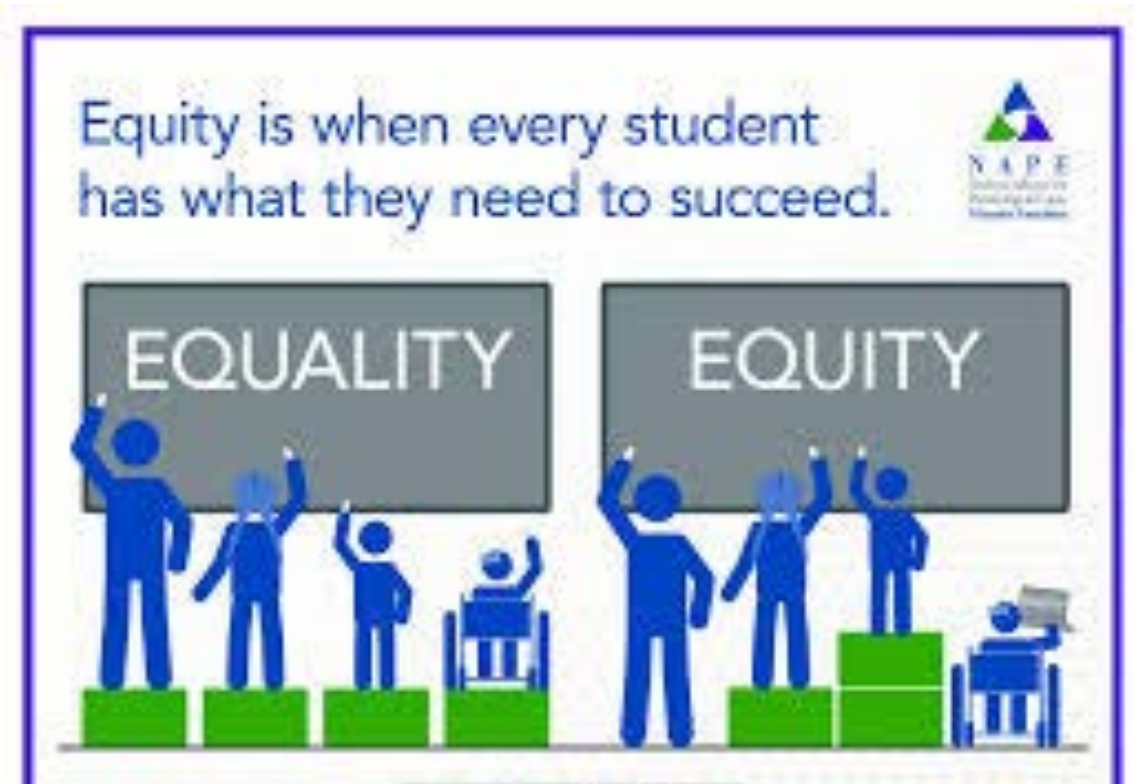


Lack of fair, non-judgmental disciplinary practices (assumption of guilt)



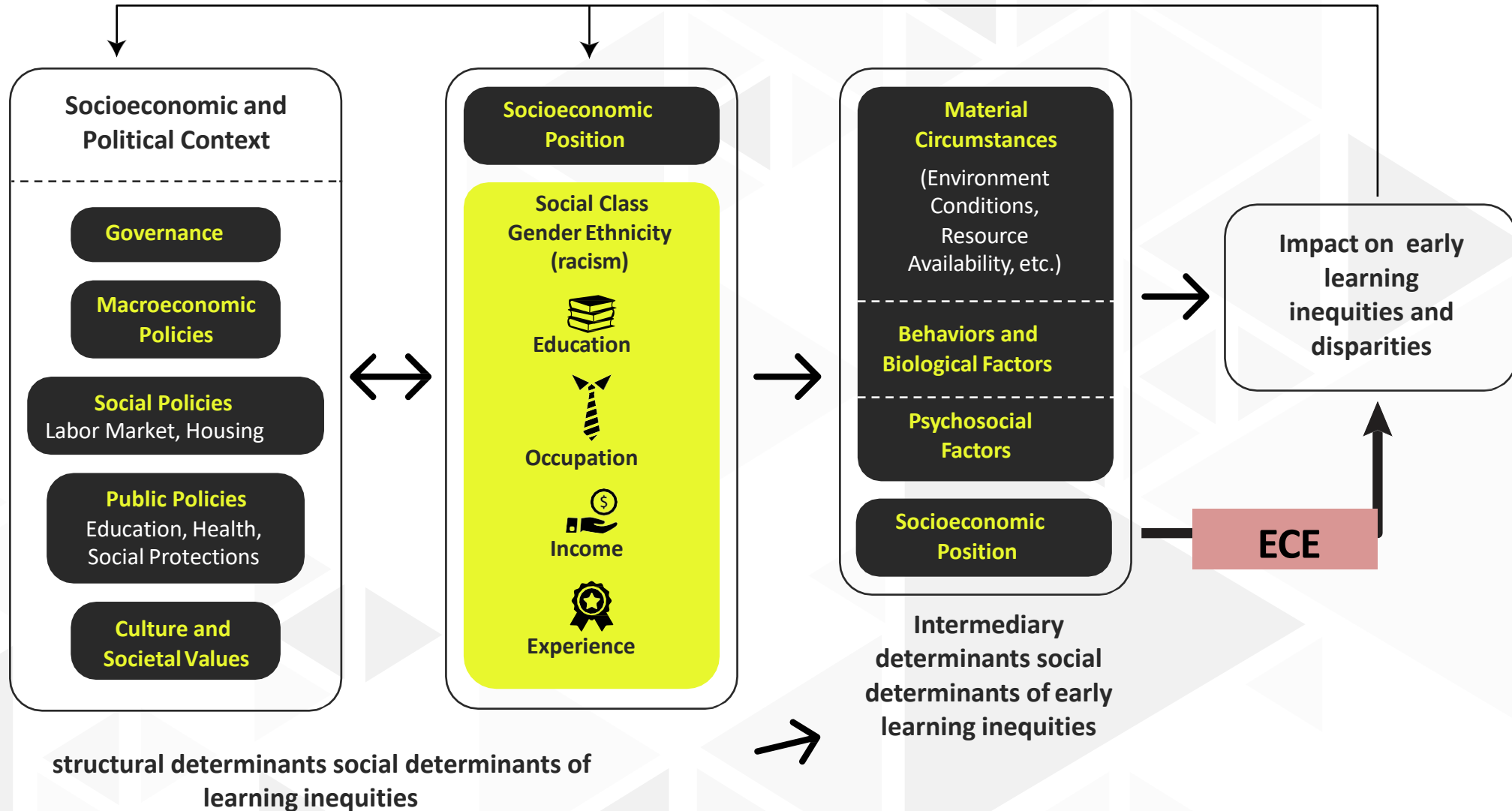
Environments free of microaggressions (assumption of non-intelligence or giftedness and non-academic orientation).

Is this a state that ensures equity or maintain inequities?





Limited Access to High Quality ECE is a Public Health Issue





WHAT CAN ECE DO TO ENSURE EQUITY?



EQUALITY VS. EQUITY VS. DISMANTLING INEQUITY



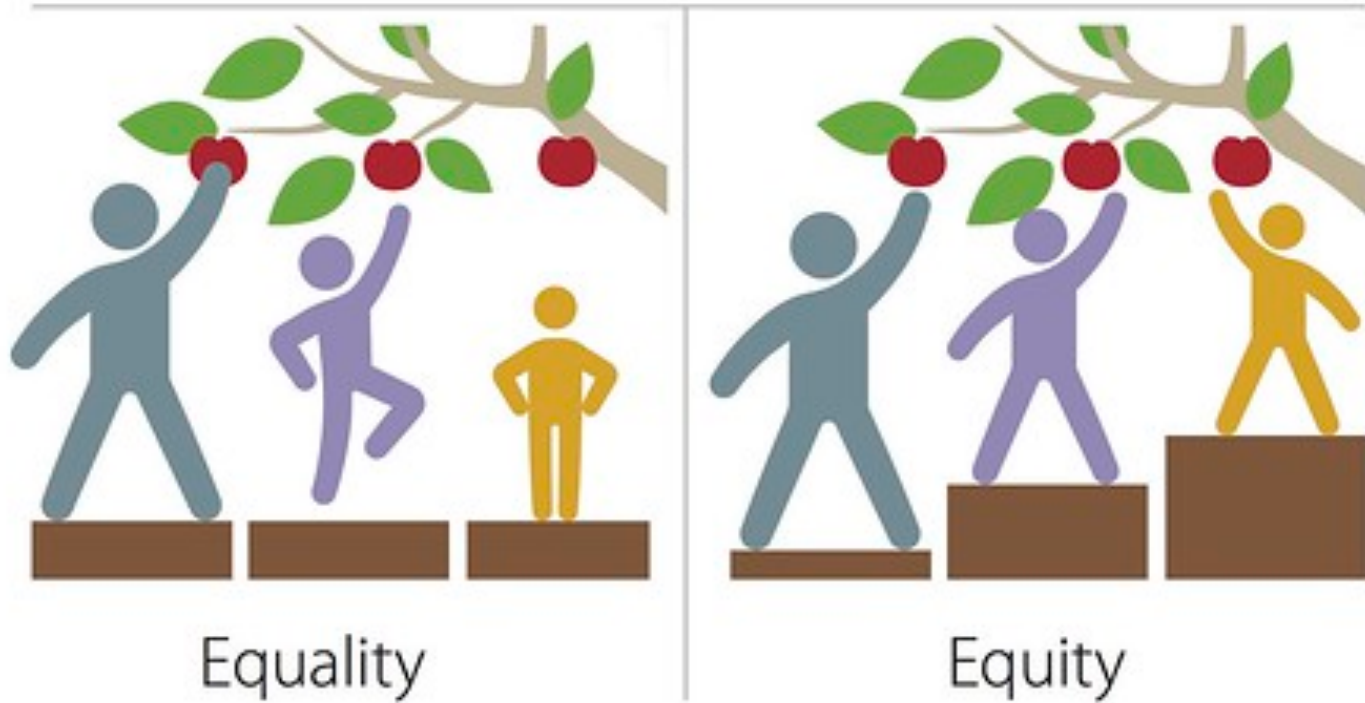
In the first image, it is assumed that everyone



In the second image, individuals are given



In the third image, all three can see the game without any



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Four principles to ensure equity and excellence

- Protection
- Affection
- Correction
- Connection

Protection

- Harm
- Violence
- Psychological Trauma
- Concentrated Disadvantage





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Affection

- Intentional
Affirmation
- Caring
- Nurturance



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Correction

- Support for Adaptive Behaviors
- Reconciliation
- Humanity



Connection

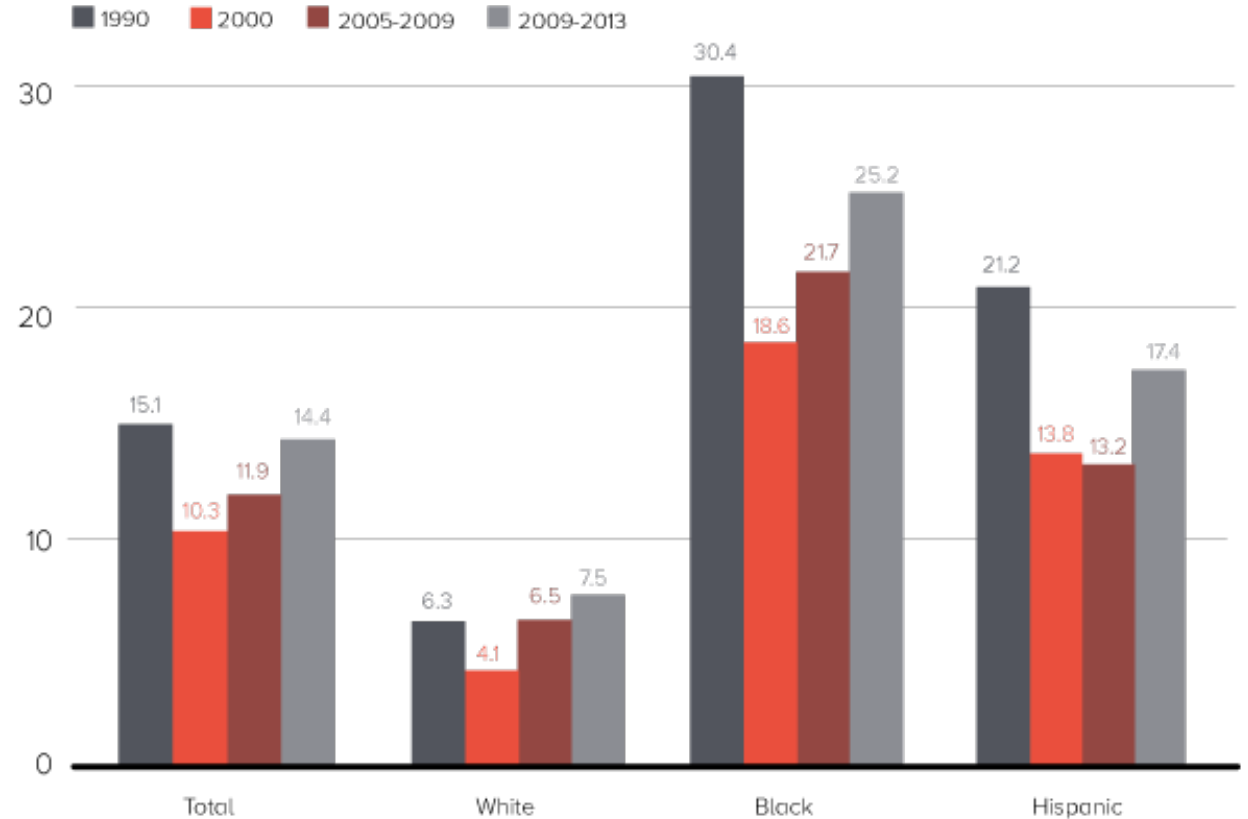
- **Belonging**

- **Value**

- **Uniqueness**

Over 14% of children are living in high-poverty communities

PERCENTAGE OF THE POPULATION LIVING IN HIGH-POVERTY NEIGHBORHOODS

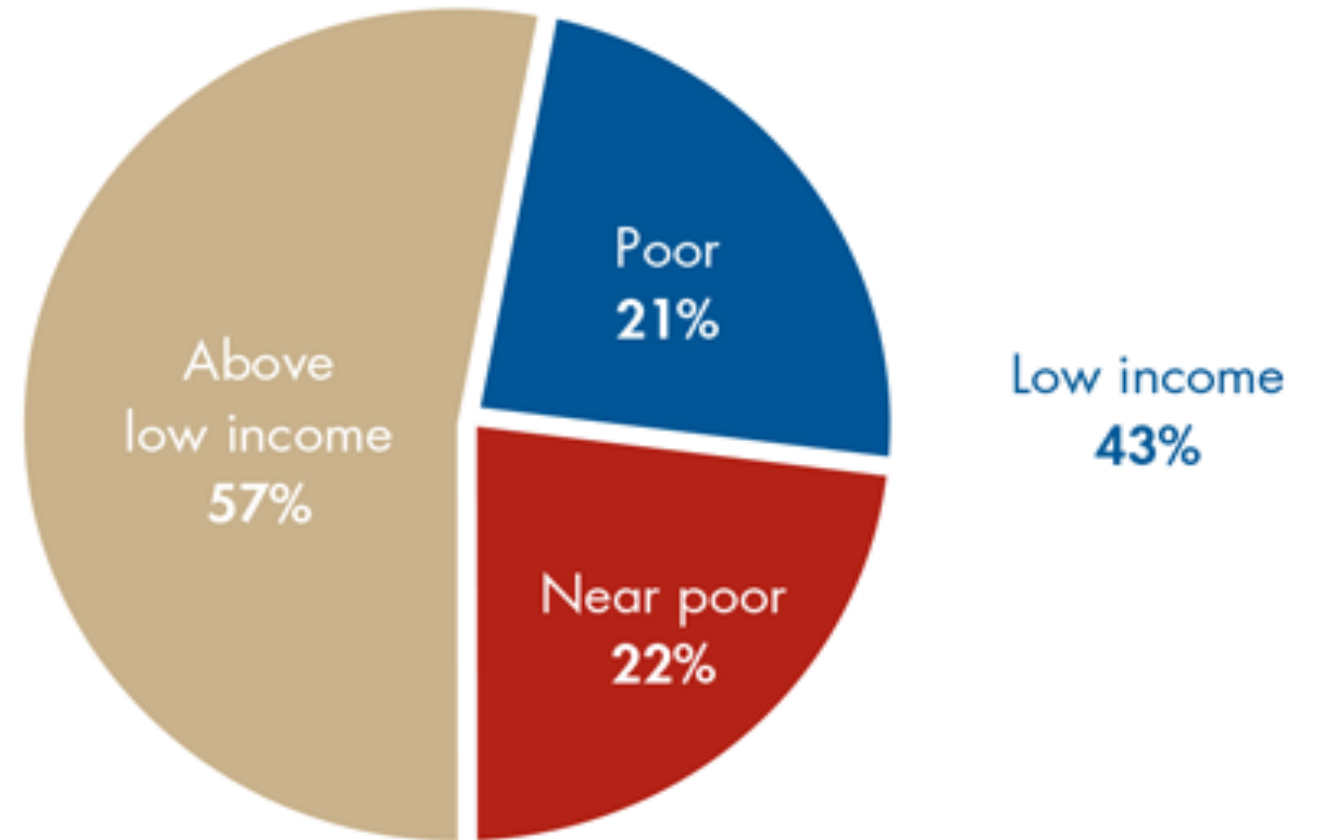


Source: 1990 and 2000 Census, 2005-2009 and 2009-2013 ACS.





Figure 1: Children by family income, 2015



Percentages may not add up to 100 due to rounding.

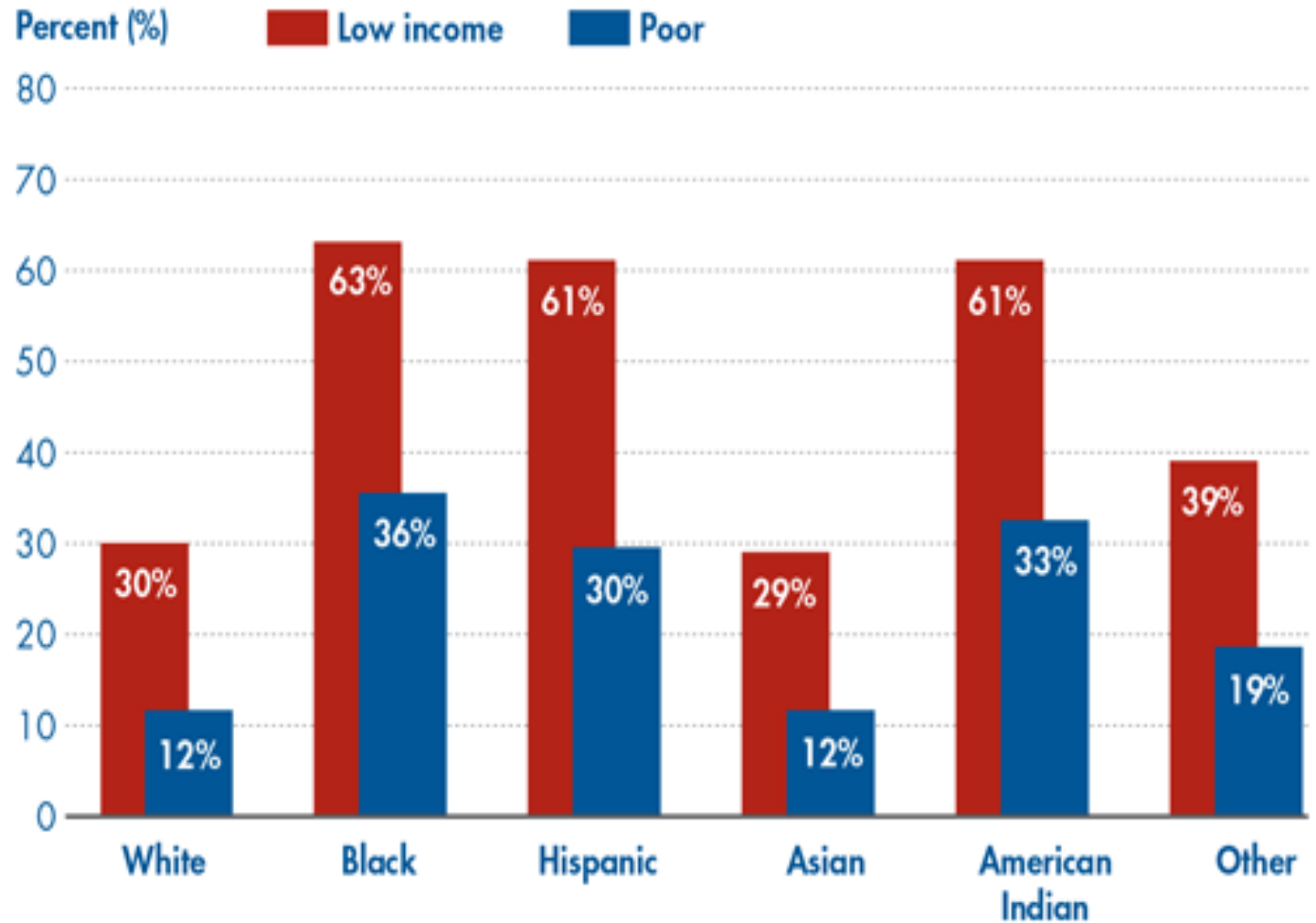
Source. Jian, Y., Granja, M. R., Koball, H., (2017). *Basic Facts about Low-Income Children: Children under 18 Years, 2015*. New York, NY: National Center for Children in Poverty.

Childhood Poverty Rate



Racial
Disparity is
Staggering!

Figure 6: Percentage of children in low-income and poor families by race/ethnicity, 2015

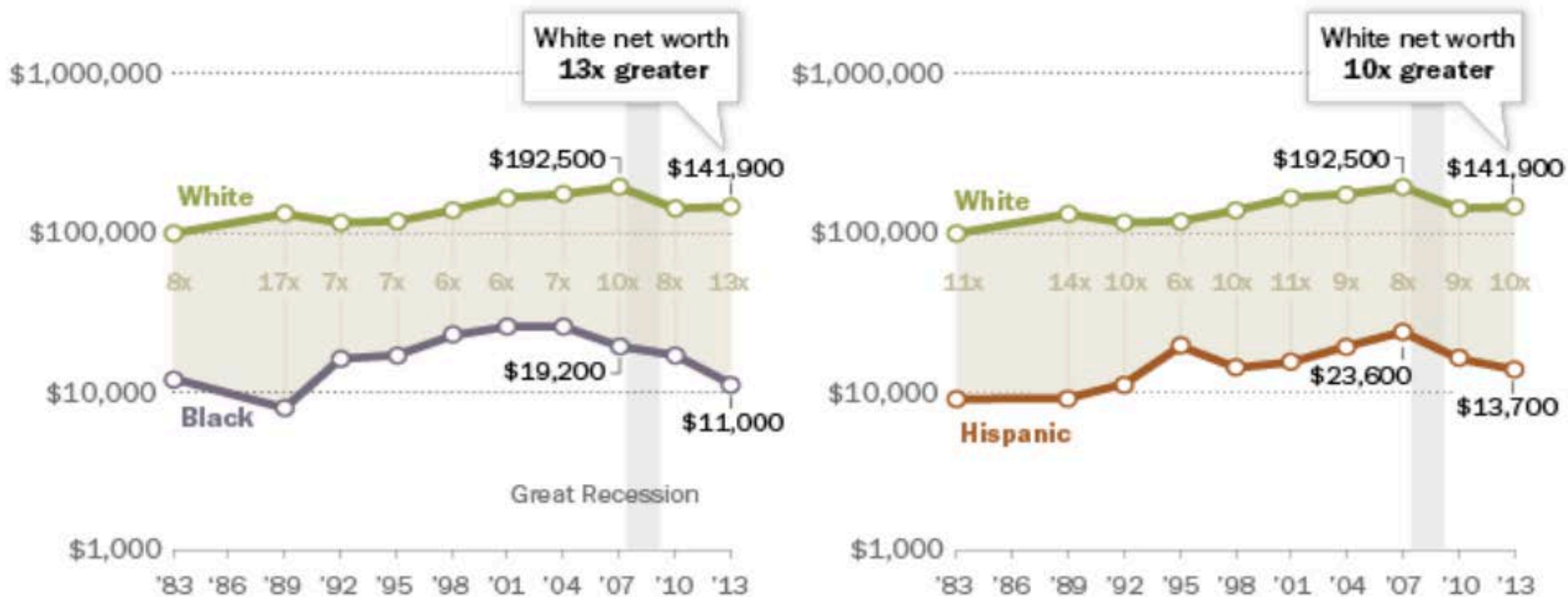


Source. Jian, Y., Granja, M. R., Koball, H., (2017). *Basic Facts about Low-Income Children: Children under 18 Years, 2015*. New York, NY: National Center for Children in Poverty.



Racial, Ethnic Wealth Gaps Have Grown Since Great Recession

Median net worth of households, in 2013 dollars

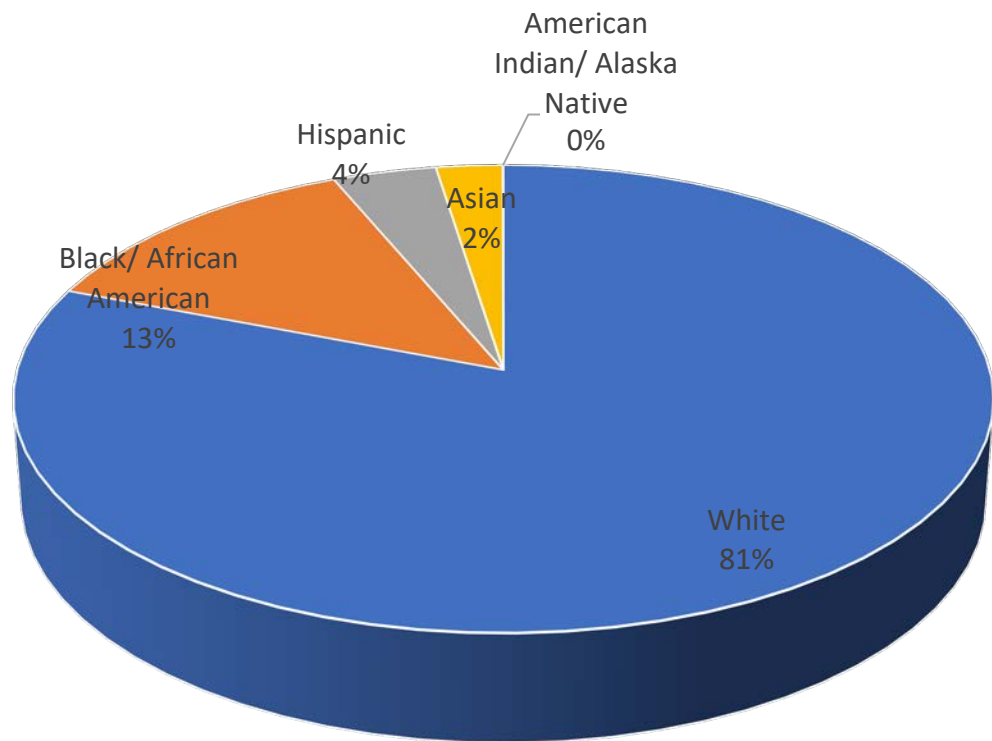


Notes: Blacks and whites include only non-Hispanics. Hispanics are of any race. Chart scale is logarithmic; each gridline is ten times greater than the gridline below it. Great Recession began Dec. '07 and ended June '09.

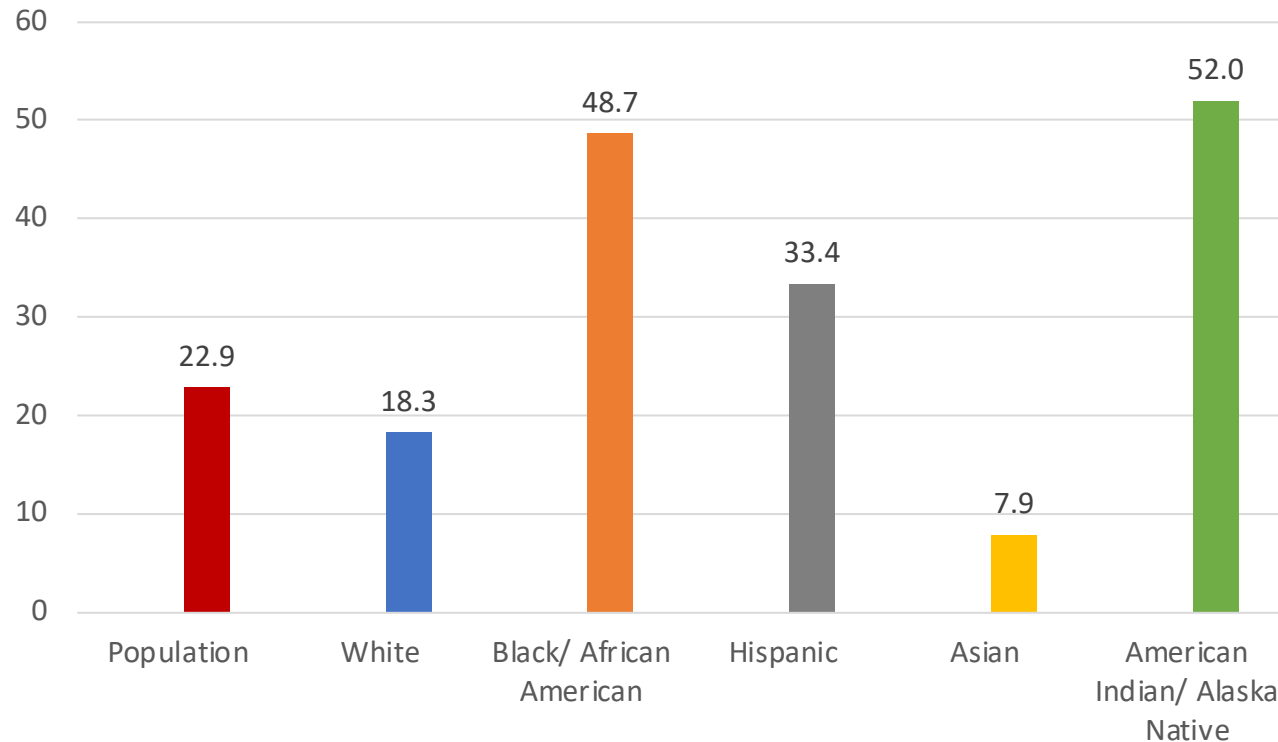
Source: Pew Research Center tabulations of Survey of Consumer Finances public-use data



Ohio Demographics, Race, and Poverty



Percentage of families with children under age 5 below poverty level

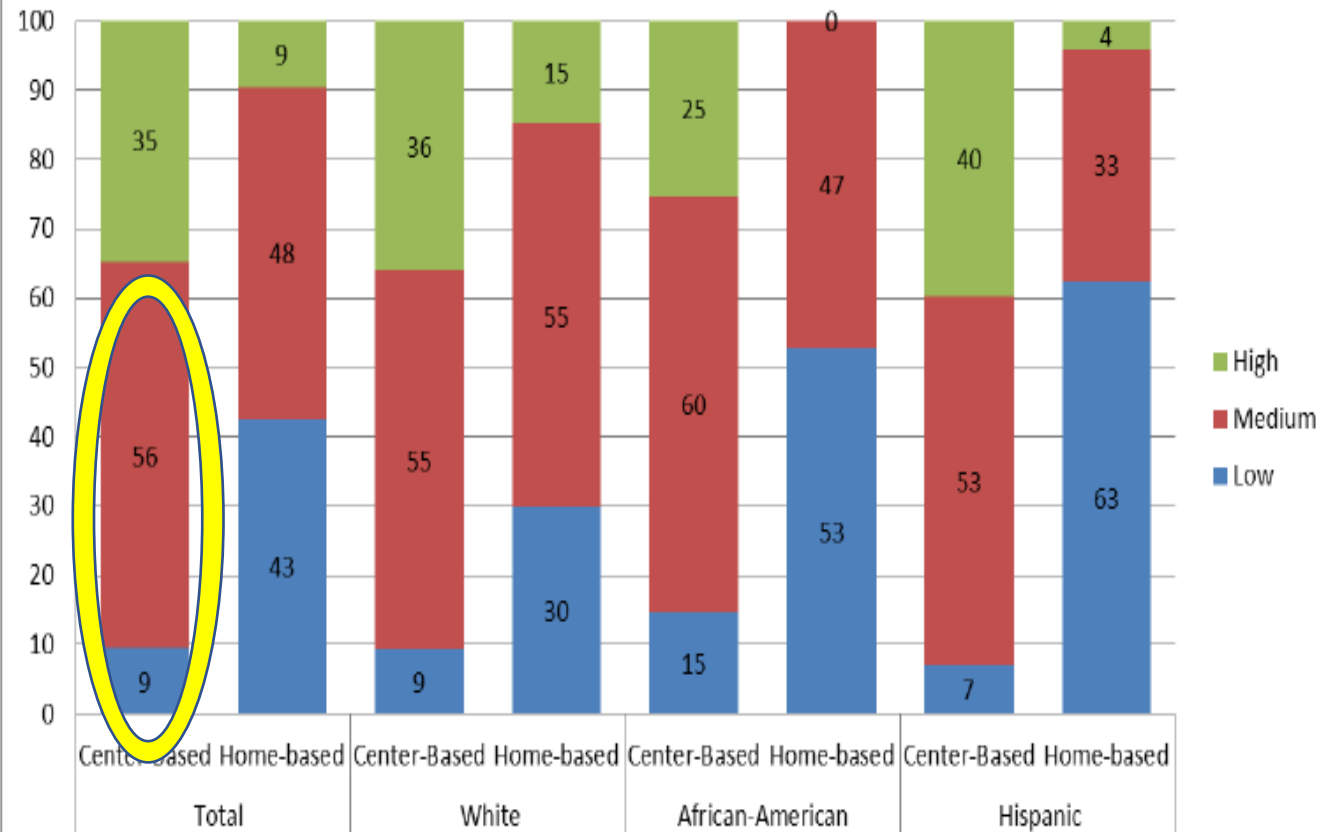


Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, DP03 2011-2015 American Community Survey Selected Population Tables

Quality of early childhood experiences

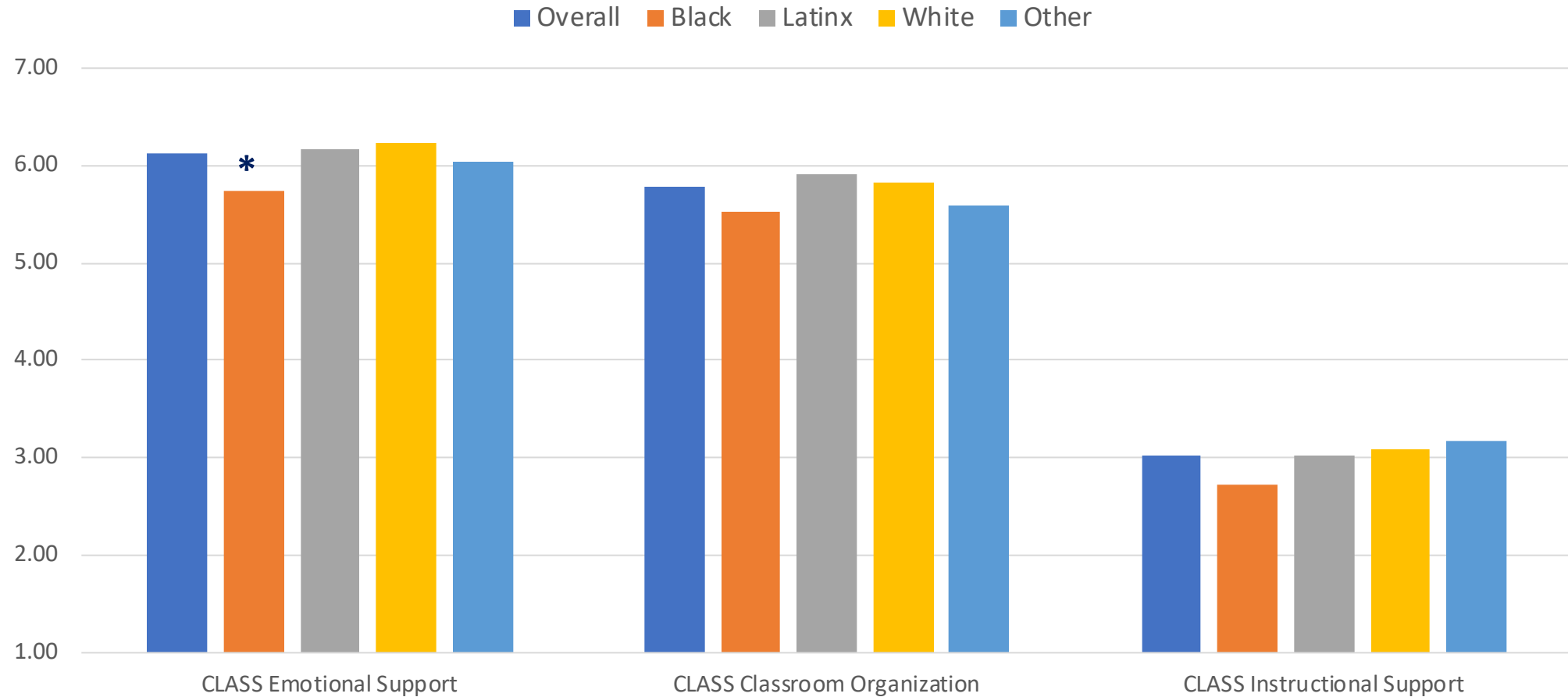
65% of young children in low- to mid-quality center-based programs

Figure 1: Percentage distribution of quality rating of child care arrangements of children at about 4 years of age, by type of arrangement and race/ethnicity: 2005-06

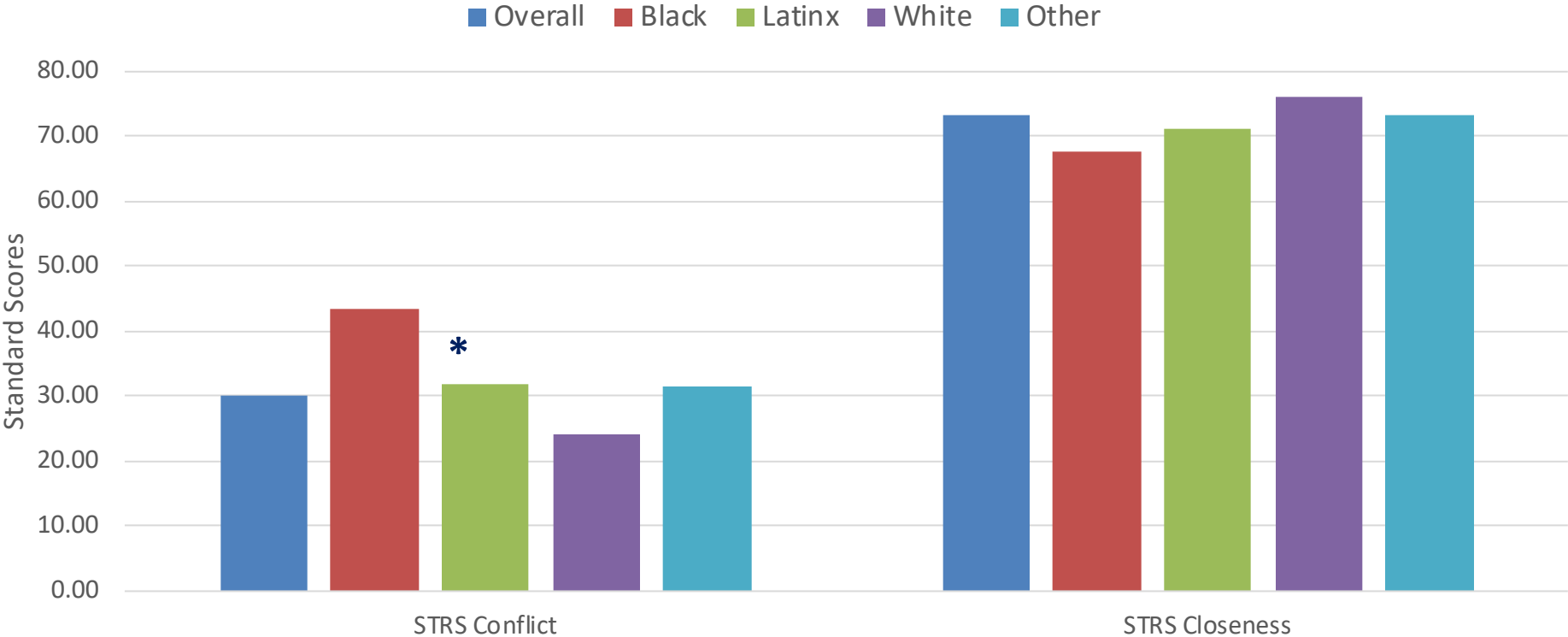


Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort 9-month-Kindergarten Restricted-Use Data File and Electronic Codebook. Table 57. (December 2010)

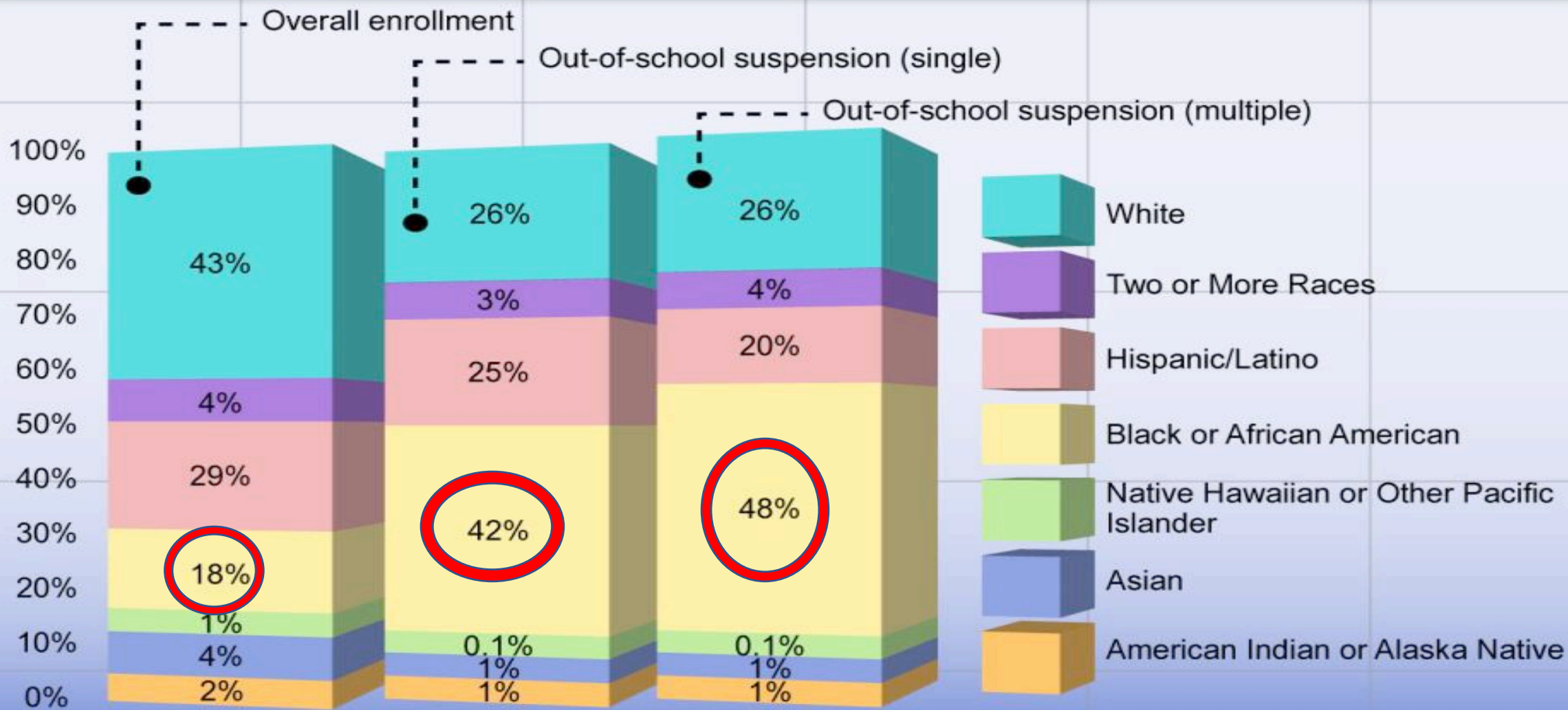
Quality of teacher-child interactions



Most teachers report being close to children, but less close and more conflict with Black children.

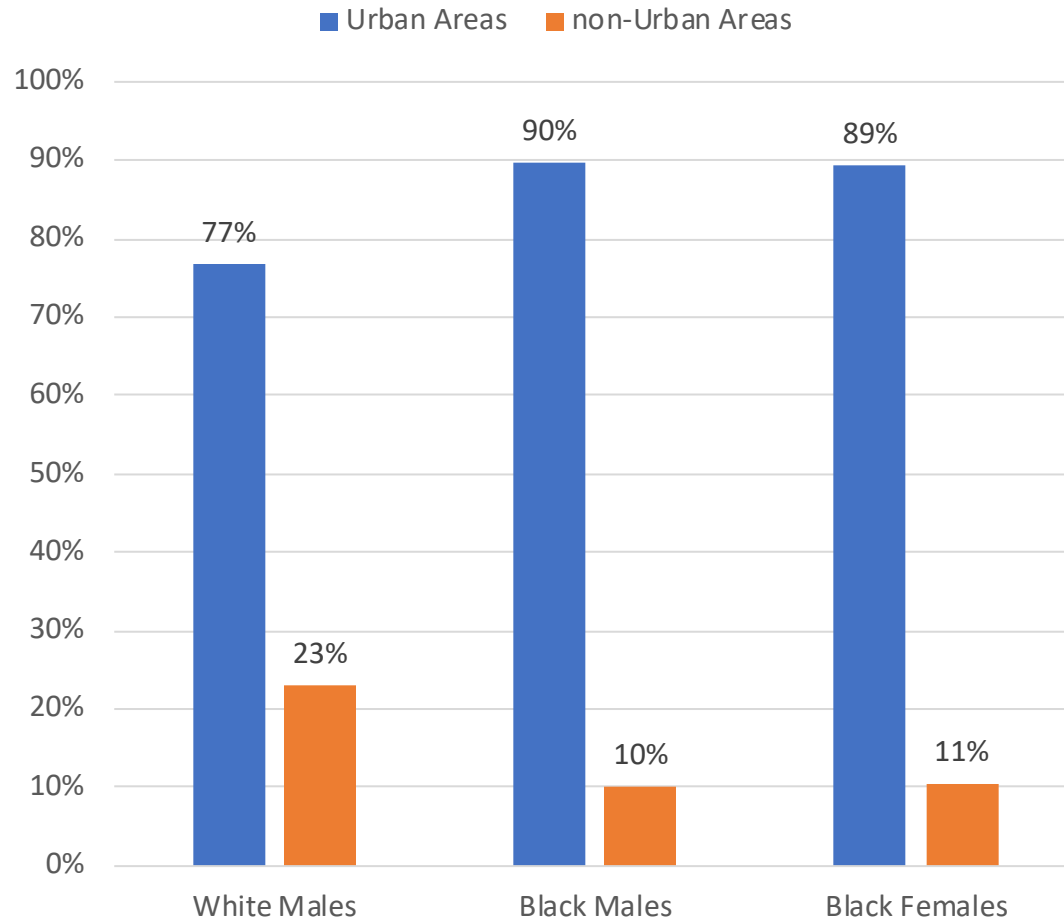


Preschool students receiving out-of-school suspensions, by race and ethnicity



Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection Data Snapshot (Early Childhood), March 21, 2014

Neighborhood



Black children less likely to

- know more neighbors by name
- live in safe communities
- live in rural communities

Social Support Availability

White males' families have more social support than Black children

White males' families know more neighbors by name





HOW CAN HIGH-QUALITY EARLY CARE AND EDUCATION IMPLEMENT PACC?

| Protection | Affection | Correction | Connection |
|---------------------------------------|---------------------------------------|--|--|
| Stable & Educated Caregiver/Teachers | Sensitive Caregivers/Teachers | Conflict Resolution & Self-Reflection | Use of Data & Individualized Learning |
| Routines & Schedules | Language-rich Environment | Autonomy & Choice | Family Engagement & Support |
| Low Mental Load / Clear Choices | Peer Interactions | Encourage Critical Thinking & Cognitively-rich Materials | Community Engagement & Rural Living |
| Reduced Income & Wealth Disparities | Physical Affection | Reduce Disproportionality in Expulsion/Suspension | Cultural Responsive Practices & Policies |
| Eliminate Environmental Toxins | Sensitivity to Individual Experiences | Eliminating Exclusionary Practices | Asset-Developing Resources & Information |
| Reduced Exposure to Violence & Racism | Child-Centered Approaches | Reduction in Low Expectations & Bias | Social Capital & Networks |

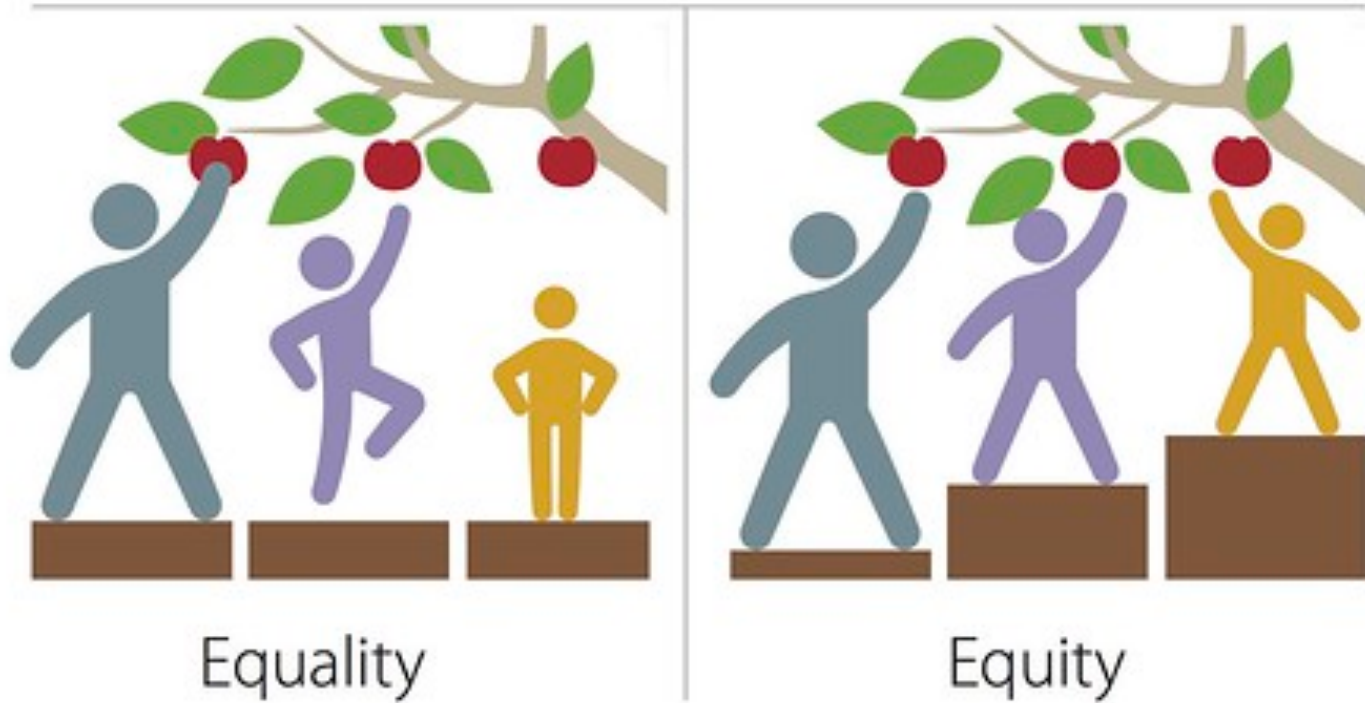




ECE POLICIES AND PROGRAMS NEED TO...

- **PROTECT** children from low quality and harmful environments
 - **AFFECTION** towards children that shows they matter
 - **CORRECTION** for children that is not harmful to their development and identity
 - **CONNECTION** to services and supports are necessary to support children
- ✓ **Two-generation models and access to highest quality programming**
 - ✓ **Strengthen quality of teacher-child interactions and teachers themselves**
 - ✓ **Eliminate preschool suspension and expulsion and focus on SEL**
 - ✓ **Ensure that children and their families are receiving necessary services and supports (e.g., wrap around, EI/SPED)**





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Four principles to ensure equity and excellence

- Protection
- Affection
- Correction
- Connection

Which one can you focus on the most in your current position or life passion?

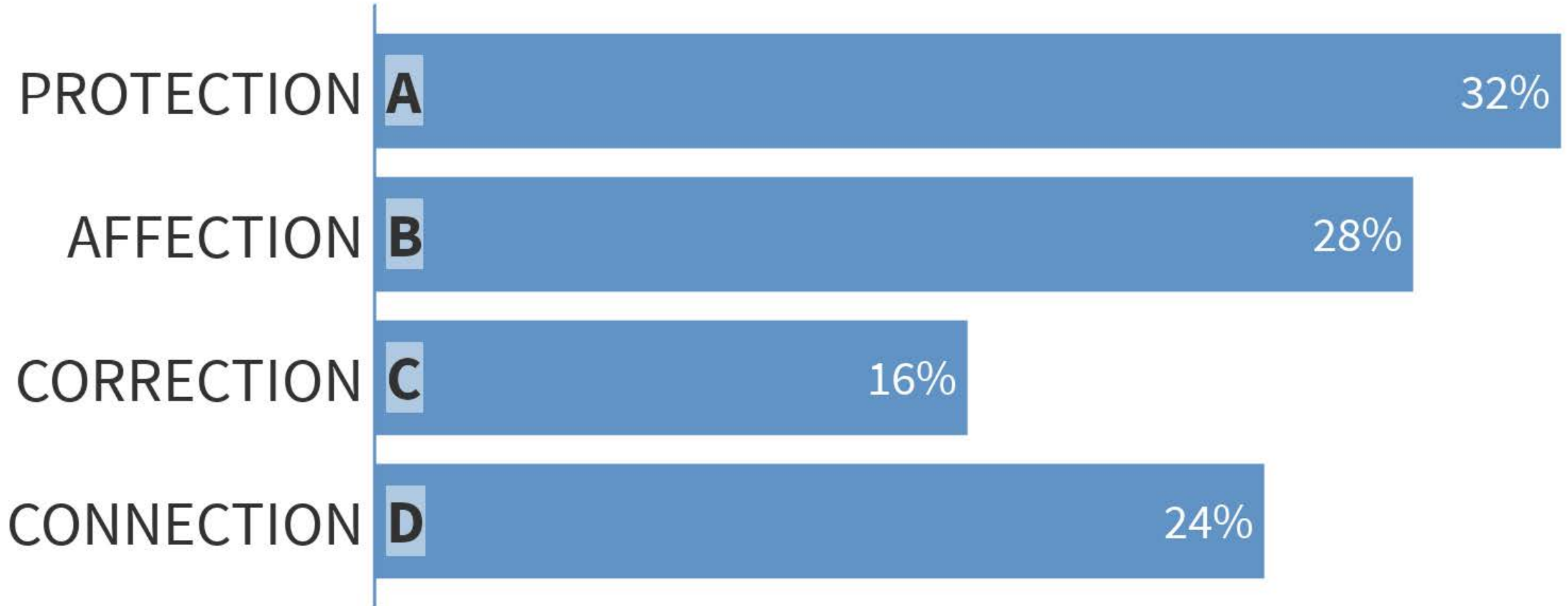
PROTECTION

AFFECTION

CORRECTION

CONNECTION

Which one can you focus on the most in your current position or life passion?



A young girl with a joyful expression is holding a baby. The girl is wearing a black and white patterned top, and the baby is wearing an orange and white striped shirt. The background is a textured, light-colored wall. The entire image is dimmed to serve as a background for text.

THANK YOU!!

QUESTIONS??

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