

# Cincinnati Education Panel meeting

## October 19, 2020 Notes

### Attendees

Members: Dick Adams, Kent Friel, John Simpkinson, Sam Brewer, Jeff Stec, Sarah Gideonse, Barbara Glueck, Loren Johnson, Elliott Grossman, Joe Girandola, Gary McClimans, Julie Sellers, Ed Buyniski, Bill Muse, John Young,

Guests: Rob Reifsnyder, Dr. Kareem Moffett

### Presentation

Dr. Moffett discussed the following **equity issues** in early childhood education, some of which might be relevant for our “standard of care” process.

1. Affordability. Low income families spend up to 1/3 of their income on childcare – far too high to be sustainable – so many parents use friends and family members to handle “preschool”. While the Preschool Promise pays for preschool for families at or below 200% poverty, single working moms might miss this threshold and be left in the gap.
2. Provider deserts. Some neighborhoods do not have high quality CPS providers, and some (often single) parents have limited transportation options and cannot get their kids to another neighborhood for preschool – so they sometimes are stuck with low quality community preschool (closer to daycare). Also, the city and CPS don’t always plan together for growth.
3. Preference for meeting cultural needs. Some parents highly value a school that meets their children’s cultural and linguistic needs, and sometimes unintentionally sacrifice academic quality.
4. Culturally relevant teaching. Preschool teachers need more training and professional development to ensure that their pedagogy is culturally relevant.
5. Increased pay for preschool teachers. It’s not daycare – pay them more!
6. Increased ESL funding. This isn’t done by state formula, so schools with high numbers of ESL students
7. Inequitable discipline. Yes, even in preschool, students are put on the expulsion track, which begins the prison pipeline.
8. Achieving equity in education requires good allies. To be a good ally, we should...
  - a. Accept that systemic racism is real.
  - b. Assume that we have privilege as whites and men.
  - c. Assume we don’t have any answers.
  - d. Go to the “everyday experts”, the people who are “on the ground” experiencing the issue – parents, students, teachers – as well as those who they trust like doctors, nurses, social workers, family, friends, etc.
  - e. Get information from relationships, not just surveys.
  - f. Seek qualitative data to complement quantitative data.
  - g. Be an active listener.
  - h. Build a relationship before “doing” something.
  - i. Don’t speak for others, support them.

**Note on our “standard of care” concept.** This is meant to support our advocacy with the public and community leaders, not with education experts who already know this. We have heard several times that the public needs a far more sophisticated awareness of what is required for great (preschool and other) education. Our standard of care would help build awareness of – and therefore financial and political support for – essential pieces of great modern education.

*Our next step is to listen to “everyday experts” on our draft standard of care (see below, and the list above). In November we hope to have a community provider from the Preschool Promise.*

**Standard of Care** (draft elements – need to incorporate elements from Dr. Moffett’s presentation)

- a. Universal preschool that includes
  - i. Subsidized preschool tuition for low income parents.
  - ii. Livable wages for teachers.
  - iii. Science based curriculum and instruction
    1. Reading science program from Mt. St. Joseph.
    2. Other TBD
- b. High quality staffing
  - i. Quality professional development
  - ii. High quality materials and curriculum
  - iii. Cultural competency training for all staff
  - iv. Quality and well-trained instructional assistants.
  - v. Quality community preschool providers.
  - vi. Ongoing mentoring and coaching for staff (esp. peer-to-peer)
- c. Robust community support
  - i. Adequate public financing
  - ii. Volunteer support at all levels
- d. Relevant educational assessments
  - i. Predictive factors
  - ii. *Protective* factors (e.g. reading skills can overcome trauma).
- e. Quality social/emotional supports for children.
  - i. Assessments (e.g. ACE’s score).
  - ii. Teacher training
  - iii. Strong relationship with teachers (child and parent)
  - iv. Adult engagement and support
  - v. Reading science
- f. Physical health
  - i. Nutrition
  - ii. Exercise