Research-Informed High-Quality Early Care and Education Strategies

1. Build the capacity of leaders and staff to make educational equity a priority and clearly communicate about race and equity with staff, students and parents.

2. Develop a comprehensive birth-through-third-grade system for young children's academic success. Advancing students’ academic success in the early grades will require an intentional, comprehensive system that involves students, families and teachers working together at the school, community and state levels.

3. Make high-quality early care and education more affordable for families.

4. Increase supply of high-quality early care and education services, including wrap-around services.

5. Authentically engage with parents and provide parent education and support around child development, wellness, early literacy and parenting.

6. Provide wraparound supports through schools, such as home visits, summer learning opportunities, housing supports and health and nutrition services, to help meet families' basic needs and support early literacy.

7. Ensure curricula, materials and instructional time are culturally responsive.

8. Ensure students of color, English-language learners, students with disabilities and other vulnerable students have the academic supports they need to succeed, including high quality early education, gifted education, remedial supports, tailored interventions, and access to technology.

9. Ensure safe and supportive learning environments and positive school climates, including focusing on social-emotional health and learning.

10. Ensure transitions (to kindergarten and between grades) are smooth and supported.

11. Raise standards and compensation for early care and education teachers to professionalize the early childhood workforce.

12. Support specific efforts to recruit, professionally prepare, compensate and retain a well-qualified workforce across multiple birth through eight settings, including family and center-based child care as well as public and charter schools.

13. Raise teachers' and leaders' capacity to effectively teach children of color, English-language learners, children with disabilities, and children from low-income families.

14. Recruit and retain more teachers and school leaders of color, and ensure that students of color have access to teachers and school leaders of color.

15. Ensure children of color and children in Title I schools have high quality teachers and leaders. Whether quality is defined as certification, subject knowledge or impact, poor students and children of color are less likely to be taught by well qualified teachers than their peers.

16. Engage in classroom practices that are proven to improve early literacy.
17. **Build leadership capacity for effective teaching and learning in high-need schools and districts.**

18. **Improve data collection and analysis and use data to ensure quality,** including, among other things, equitable distribution of quality teachers, focus placed on school climate and non-academic measures of school success, and personalized education plans for individual students.

19. **Ensure that measurement tools for young children and the classrooms in which they learn are culturally, linguistically and developmentally valid and reliable,** and build culturally relevant accountability systems that measure student outcomes and classroom quality to ensure high quality education for children of color and those from low-income families.

20. **Ensure equitable and adequate funding for K-3 education,** including investing in supports which are more likely to contribute to student academic success and decrease disparities, and monitor funding distribution.

21. **Use socioeconomic integration models to diversify schools and prevent re-segregation.** Race and class are strongly correlated, and policies that assign students to schools according to socioeconomic variables can also increase racial diversity.

22. **Reduce barriers to getting to school.**