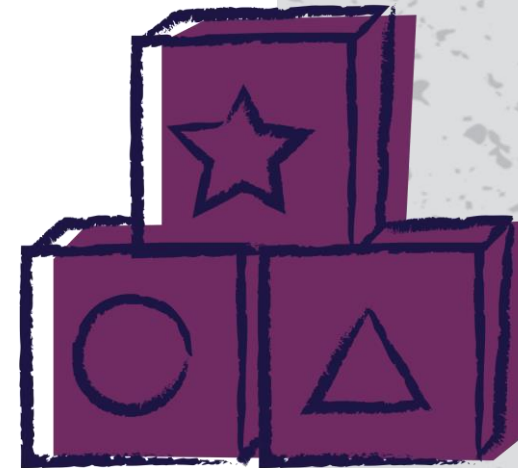# ALLIANCE FOR RESOURCE EQUITY

Dimension 8: High-Quality Early Learning

Diagnostic Blueprint

On the following slides, we share the types of data analyses that districts can conduct to assess resource equity for this dimension.

Key Question for this Dimension:

Does each student have access to high-quality

preschool programs?

HIGH-QUALITY
EARLY LEARNING

Access and quality are two important factors to consider when analyzing equitable access to early learning programs. Our proposed analyses focus on access as a starting place.

While the term "early learning" refers to educational experiences from birth through third grade, this blueprint focuses on **preschool,** as data is more readily available:

Access
Analyzing the demographics of students that enroll in the district's Pre-K program is a helpful starting point in understanding which students have access to Pre-K programs. Ideally, data on Pre-K enrollment in private and other programs within the broader community is also available for analysis to provide a greater understanding of access to early learning.

Quality
There are many ways to measure the quality of Pre-K programs. Consider some of the other dimensions of resource equity as they relate specifically to Pre-K, including funding; teaching quality & diversity; empowering, rigorous content; instructional time & attention; positive & inviting school climate; student supports & intervention; and diverse classrooms & schools.

Understanding who does not currently attend the district's Pre-K program can help district leaders begin to understand equitable access to early learning.

For example, in District X …

% Kindergarteners **Enrolled in District Pre-K Program** the Prior Year by Student Demographics

% Not Enrolled in Pre-K
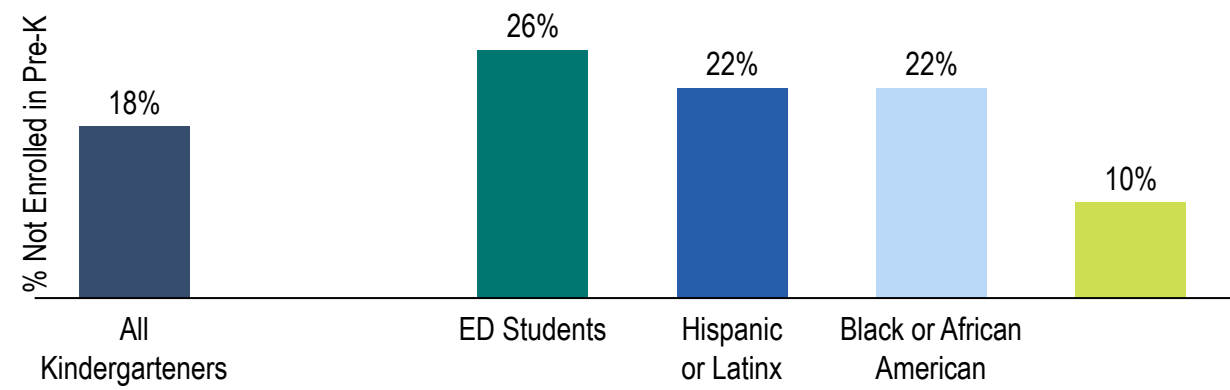
	All Kindergarteners	ED Students	Hispanic or Latinx	Black or African American	
	18%	26%	22%	22%	10%
# K Students Enrolled in District-Run Pre-K*	1,000	700	500	200	200
# K Students Not Enrolled in District-Run Pre-K*	5,000	2,100	1,800	900	1,400

Are these students accessing Pre-K elsewhere?

For example, in District X:

- Very few Kindergarteners (18%) enrolled in the district Pre-K the prior year.

- While economically disadvantaged students and students of color were more likely to enroll in the district-run Pre-K, most students did not enroll despite the district's recruitment efforts.

- Next, district leaders followed up with the economically disadvantaged (ED) students and students of color who did not enroll in the district-run Pre-K program to understand whether they attended Pre-K elsewhere or if they were not being serviced. These findings helped the district improve future recruitment efforts.

*Notes: Student counts are rounded to the nearest hundred, and therefore may not represent the exact percentage shown in the bar chart; Measure of economically disadvantaged students will depend on the district context (I.e., federal free-and-reduced lunch, direct certification
Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity

DIMENSION 8: HIGH-QUALITY EARLY LEARNING

Summary of analyses:

8.1 Does each student have access to high-quality preschool programs?
- % Kindergarteners Enrolled in District Pre-K Program the Prior Year by Student Demographics

Now, it's your turn!

Use our free toolkit to conduct these analyses in your district:

1 Conduct these analyses by plugging in your district's data into our analysis tool.

2 Engage stakeholders in discussions using our guiding questions and protocols.

3 Prioritize areas for further inquiry and identify potential root causes and actions using our dimension guidebooks.

ALLIANCE FOR RESOURCE EQUITY