

Report urges changes to preschool curricula to improve equity and support high-quality early education in the U.S. ^[1]

Author: National Academies of Sciences, Engineering, and Medicine
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Excerpt

A report from the National Academies of Sciences, Engineering, and Medicine lays out a new vision for high-quality preschool curricula that support equitable early education for all children. The report recommends that in the next five years, federal agencies, school district and state policymakers, foundations and funders, publishers, and teacher educators should support the revision of existing curricula and the development of new curricula to align with this vision.

Despite decades of research linking high-quality preschool to positive social and academic outcomes, access remains unevenly distributed, the report says. Children from historically marginalized communities, multilingual children, children living in poverty, and children with disabilities face greater barriers in access to preschool. They are also more likely to be enrolled in programs that are underfunded, have less qualified teachers, and do not support their home language and culture.

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Related link: A new vision for high-quality preschool curriculum ^[3]
Region: United States ^[4]
Tags: curricula and pedagogy ^[5]
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