



Cincinnati Preschool Promise Equity Policy

Approved 5.16.19

Cincinnati Preschool Promise affirms goals and methods of the Cincinnati Public School Board's [Equity and Excellence in Education](#) policy (Board Policy 2255). We follow Cincinnati Public Schools' understanding that the pursuit of equity "requires that we, as a community, share responsibility for addressing the opportunity gaps that exist within our society and impact our students' ability to reach their full potential," and that, in the pursuit of our mission to expand access to high-quality preschool, we take strides to "counteract the contemporary and historical impact of bias, prejudice and discrimination which for generations has produced a predictability of learning outcomes based on race, class, socioeconomics, gender, ethnicity, sexual orientation, gender identity, cognitive/physical ability, diverse language fluency, and religion." In addition, the Board and staff of Cincinnati Preschool Promise recognize a need to pursue equity with, and for, a broader public that includes not just diverse students and their families, but also CPP vendors, teachers, and preschool providers.

Specifically, Cincinnati Preschool Promise recognizes the following needs:

- Children living in socioeconomically disadvantaged families are more likely to encounter less skilled teachers and higher teacher turnover in preschool. In order to combat these current disparities with historic roots, Cincinnati Preschool Promise should work to stabilize a skilled and qualified workforce, particularly in those classrooms serving Cincinnati's most historically disadvantaged children.
- Teachers in preschool settings have faced barriers in accessing higher education, and in pursuing educational advancement. Efforts to foster a highly skilled preschool teaching workforce should include support for historically disadvantaged teachers.
- The racial and ethnic diversity of preschool educators is immensely valuable to children, their families, and the broader community. Program design should consider impacts on this diversity, and maintain or expand it in any way possible.
- Families should have access to high quality preschool that fits their values and cultural, geographic, and other needs. To ensure this, Cincinnati Preschool Promise should work with a wide variety of provider types (in home, parochial, public, and private or non-profit centers), that are geographically dispersed and culturally and linguistically relevant to the children in their care. These needs include, but are not limited to:
 - Students from non-English speaking backgrounds
 - Students who have experienced trauma and adverse conditions (ACES)
 - Students with special education needs
 - Students residing in quality gap neighborhoods



- Single-site centers and family child care have faced historical disparities in investment and partnership. Cincinnati Preschool Promise should ensure that its work supports these providers, and when possible, avoids exacerbating disparities among providers of different types. Cincinnati Preschool Promise recognizes that the majority of these providers are owned, run, and staffed by women from historically marginalized groups; focusing on the needs of these partners is important to address inequities in the field as well as to provide a wide range of preschool options for Cincinnati’s families.

In addition to adopting the actions outlined in CPS Board Policy 2255, Cincinnati Preschool Promise will address the needs outlined above by taking the following steps in its internal structures, policies, and procedures, and as it designs and implements programming to meet its goals:

- Allocating the organization’s financial, material, and human capital equitably;
- Eliminating, where possible, policies and practice that perpetuate these inequities;
- Ensuring that new CPP initiatives, policies, or procedures do not exacerbate inequities;
- Identify, develop, and apply policies and practices that have demonstrably made a positive difference for teachers and providers from historically disadvantaged backgrounds
- Support building relationships among providers, in order to break down historic barriers and uplift the sector

Key Definitions

As adapted from the Cincinnati Public School Board’s [Equity and Excellence in Education](#) policy (Board Policy 2255), which has also been appended to this document:

Equity means we have a shared community “responsibility for addressing the opportunity gaps that exist within our society and impact our students’ ability to reach their full potential,” and that, in the pursuit of our mission to expand access to high-quality preschool, we take strides to “counteract the contemporary and historical impact of bias, prejudice and discrimination” that have led—and continue to lead—to these gaps in opportunity and outcome. We focus on equity in three areas:

Representational equity, the proportional participation in Cincinnati Preschool Promise’s programs; **Resource equity**, the distribution of Cincinnati Preschool Promise resources in order to close equity gaps; and **Equity-mindedness**, the demonstration of an awareness of and willingness to address equity issues among Cincinnati Preschool Promise leaders and staff

Inequity is understood as “the contemporary and historical impact of bias, prejudice and discrimination which for generations has produced a predictability of learning outcomes based on race, class, socioeconomics, gender, ethnicity, sexual orientation, gender identity, cognitive/physical ability, diverse language fluency, and religion.”