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Implementing a New Vision for High-Quality Preschool Curriculum: Proceedings of a Workshop—in Brief (2024)

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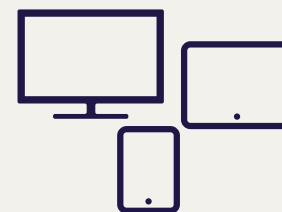
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Implementing a New Vision for High-Quality Preschool Curriculum

Proceedings of a Workshop—in Brief

INTRODUCTION

The National Academies of Sciences, Engineering, and Medicine’s (National Academies’) Forum for Children’s Well-Being hosted an implementation summit on June 13, 2024, titled “Implementing a New Vision for High-Quality Preschool Curriculum.” This event brought together a diverse group of thought leaders, researchers, policymakers, leaders from nonprofit and professional associations, educators, as well as community representatives. They gathered to build on the recommendations from the National Academies report, *A New Vision for High-Quality Preschool Curriculum*.

Together, participants discussed the translation of the report’s recommendations into actionable next steps, focusing on advancing equity and excellence in preschool curricula. Through dynamic panel discussions and interactive sessions, participants explored models of curriculum development, implementation, and evaluation, highlighting the importance of culturally responsive practices, evidence-based approaches, and systemic support for educators. The event underscored a collective commitment to enhancing early learning experiences for all children, particularly those from historically mar-

ginalized communities. Additional details, including a workshop recording, can be found online.¹

LOOKING FORWARD: NEW VISION FOR HIGH-QUALITY PRESCHOOL CURRICULUM

The first panel conversation set the stage for the day’s collaborative work. Moderated by April Joy Damian (The Weitzman Institute), the panel featured committee members of the consensus study *A New Vision for High-Quality Preschool Curriculum*,² including Sue Bredekamp (Former Director of Professional Development at the National Association for the Education of Young Children), Garnett Booker (Early Childhood English Language Learner Teacher with District of Columbia Public Schools), Douglas Clements (Professor and Executive Director of the Marsico Institute of Early Learning and Literacy at University of Denver) as well as experts in early childhood education from outside of the study committee, including Gail Joseph (Bezos Family Professor in Early Learning at the University of Washington), Bernita Bradley (Director of the National Parent Union Center For Parent Voice & Outreach), and Amy Madigan (Senior Policy Advisor

¹ Complete workshop agenda, speaker bios, and speaker slides can be found here: https://www.nationalacademies.org/event/42683_06-2024_implementing-a-new-vision-for-high-quality-pre-k-curriculum-a-workshop

² National Academies of Sciences, Engineering, and Medicine. (2024). *A new vision for high-quality preschool curriculum*. The National Academies Press. <https://doi.org/10.17226/27429>

in the Office of Early Childhood Development of the Administration for Children and Families in the U.S. Department of Health and Human Services). This panel aimed to briefly review and reflect in greater depth on the vision and recommendations for high-quality preschool curriculum outlined in the report.³ Emphasizing the necessity of advancing equitable and high-quality curriculum in preschool education, the panelists explored the integration of evidence-based practices, the rejection of deficit models, and the importance of culturally and linguistically responsive teaching. The discussion also highlighted the critical role of family and community engagement, teacher preparation, and systemic support in realizing this new vision. Through their discussion, the panelists provided a roadmap for implementing the recommendations advanced by the report.

The Vision and Its Importance

Damian began the dialogue by inviting the panelists to reflect on the substance of the report's vision and the importance of that vision. Responses began with study committee members. Bredekamp emphasized that the field previously lacked a coherent vision for high-quality curriculum and that the report's comprehensive vision vitally links high-quality programs to the advancement of equity for young children. She highlighted the importance of a vision that transforms the understanding of early education to include rich content promoting children's joyful engagement and agency, incorporates culturally responsive practices, and focuses on evidence-based outcomes for diverse groups of children. Clements then highlighted the misleading nature of either-or scenarios in early childhood education, such as academic-based learning versus play-based learning. These false dichotomies lead people to believe they must prioritize one style of learning over the other, when in fact, research shows that they work together synergistically. Therefore, Clements stressed, that there is a heightened importance of integrating play into preschool curricula to improve learning outcomes. He underscored the importance of understanding children's thinking and considering the full scope of their learning trajectories instead of simply meeting children where they are.

Clements then suggested that teachers must have the tools to develop meaningful, engaging content informed by learning trajectories, that supports both academic and socioemotional growth. Such an approach, he continued, is essential for fostering better outcomes for all children—especially those from marginalized communities. Booker offered reflections on the report's vision from the perspective of everyday teaching experiences. He stressed the importance of sensory and emotional engagement of children in learning and echoed Clement's emphasis on the potential for children to learn through play. Booker noted that engaging all senses in learning experiences helps create a safe and meaningful environment for children, enabling more effective implementation of the report's vision.

Vision Alignment

Invited to share reflections on the report from a parent's perspective, Bradley discussed the critical role of fostering parents' understanding of what constitutes high-quality preschool curricula, providing access to high-quality preschool settings, and ensuring that policies aimed at enhancing access meaningfully meet parent and community needs. She emphasized the importance of keeping parents involved in the planning and implementation of preschool programs and policies. Offering an essential clarification, Bradley noted, "People will always say, well we have parents [at the table], because I'm a parent. No, I'm talking about the parents we're talking about, the parents who are closest to the pain [...] That's the only way we're going to have successful outcomes for our young people." Madigan highlighted the report's alignment with the Administration for Children and Families' priorities, particularly Head Start performance standards that encourage responsiveness to every child's developmental strengths as well as their language and culture. She noted the great variability in the preschool quality across settings, communities, and funding streams. Madigan also highlighted the challenges of balancing the values of community/school autonomy alongside the need for centralized guidance for curricula selection and implementation. She explained that she particularly appreciated that the report provides an opportunity to develop a better roadmap for early care and education programs across settings. Joseph reflected on how research can inform teacher supports

³ Find a summary of the report vision and recommendations here: https://nap.nationalacademies.org/resource/27429/High_Quality_Preschool_Curriculum_Highlights.pdf

and preparations. She then underscored the importance of teacher wellbeing in implementing high-quality equity-driven curricula, highlighting the links between stress and reductions in executive functioning skills vital for high-quality childhood education.

Key Next Steps and Actors

Shifting the focus to implementation, Bredekamp stressed the importance of having curricula that promote inclusivity by moving away from deficit models and instead embracing the strengths, cultures, and languages of historically marginalized children. This approach ensures that all children have an opportunity to thrive. She called for the revision of existing curricula and the creation of new curricula that reflect this vision, making them educational for both teachers and students. Bredekamp emphasized the need to involve curriculum developers, policymakers, and families in this process. Clements emphasized the importance of an evidence-validated curriculum developed through a rigorous, iterative process involving qualitative and quantitative research, which supports both academic and socioemotional development. He stressed the critical importance of collaboration among curriculum experts, researchers, teachers, and families. Booker then emphasized the collective responsibility (“we”) in being mindful of the necessary changes in the curriculum and

educational experiences. Madigan highlighted the crucial step of ongoing monitoring to identify biases in curricula and emphasized the importance of providing strong support for teachers during implementation. Bradley emphasized the key role of parental engagement and advocated for better compensation for early childhood educators. Joseph suggested bringing together teacher educators to collaboratively develop open-source curricula with iterative, evidence-based improvements.

Tabletop Discussions

The workshop included two tabletop discussions in which the in-person participants and panelists were invited to brainstorm and discuss preset questions (see Box 1). Each of the eight tables included representatives from a diverse array of sectors including, educators, researchers, funders, curriculum developers, parents and caregivers, federal, state, and local decision-makers, as well as non-profit leaders. The topics of the two tabletop discussions were “Reflecting on A New Vision and Next Steps,” and “Building Bridges: Fostering Collaboration.”

The “Reflecting” discussion focused on the alignment of vision and priorities with the report, and on the practical steps for implementing its recommendations. Key themes included the importance of including diverse partners, addressing systemic barriers, and ensuring cultural relevance and equity in education.

BOX 1

REFLECTING ON A NEW VISION AND NEXT STEPS

TABLETOP DISCUSSION 1

Aim: Focused on the alignment of vision and priorities with the report and on the practical steps for implementing its recommendations

Participants: Each of the eight tables had an intentional mix of the following sectors: educators, researchers, funders, curriculum developers, parents and caregivers, federal, state, and local decision-makers, and nonprofit leaders.

Crosscutting themes noted in discussion: Including diverse stakeholders in development and implementation of high-quality preschool curriculum, addressing systemic barriers to access to high-quality preschool settings, and ensuring cultural relevance in curricula and equity in educational settings and outcomes.

continued

BOX 1 Continued

GUIDING QUESTIONS

1. Alignment with Vision and Priorities:

Vision: Considering the overall vision of the report, how does this vision align with your priorities within this space? How does it address the needs and opportunities you perceive in your role or sector? Individuals reported on behalf of their discussion groups, noting the below takeaways shared by multiple participants among their group:

- Emphasized the critical role of comprehensive partner involvement, including parents, educators, and policymakers.
- Discussed the alignment with Every Student Succeeds Act priorities and the role of evidence in state-level funding.
- Stressed the importance of content for children and the role of accountability in measuring outcomes.
- Highlighted that alignment with organizational priorities, support for teachers, and advocacy were critical to advancing the report's vision.
- Focused on breaking down institutional silos and the benefit of early parental engagement.
- Emphasized equity in teacher pay and the call for developmental and anti-racist curriculum practices.
- Appreciated the report's focus on equity and inclusion, especially for children with disabilities.
- Discussed the complexity of implementation and the importance of engaging families and communities.

Gaps: Are there aspects or elements you feel are missing in the report? Individuals reported on behalf of their discussion groups, noting the below takeaways shared by multiple participants among their group:

- Highlighted the value of ongoing measurement and adjustments, stressing the urgency of immediate action.
- Discussed the potential use of a framework to bridge the gap between investment and research-based implementation.
- Amplified attention to addressing gaps in dual language support and workforce quality.
- Addressed the challenge of engaging state governments with equitable early learning approaches.
- Highlighted the necessity of resources for teachers and comprehensive long-term outcome studies.
- Addressed the core role of professional development alignment and individualized teacher support.
- Stressed the importance of aligning birth to third-grade education (early learning to develop numeracy, social-emotional skills, executive function, and content knowledge between birth and age three) and engaging higher education institutions.
- Focused on the value of local iterative curriculum development and incentivizing resource use.

continued

BOX 1 Continued

2. Implementation and Strategy:

Reflecting on your role or sector, what do you see as the crucial next steps for implementing the report's recommendations? Individuals reported on behalf of their discussion groups, noting the below takeaways shared by multiple participants among their group:

Low-hanging fruit: Are there any changes suggested by the report that would be the easiest or most straightforward to implement in your area?

- Immediate partner identification and involvement.
- Leveraging existing evidence frameworks.
- Building research partnerships.
- Leveraging existing policies and standards.
- Engaging curriculum publishers.
- Addressing resources for children with disabilities.
- Implementing developmental and anti-racist curriculum practices.
- Aligning birth to third-grade education.
- Utilizing existing resources for iterative development.

Collaborations: Which report recommendations will require collaboration with other sectors? How might these collaborative efforts be structured?

- Collaboration across various sectors including government and philanthropic organizations.
- Bridging gaps between investment and research-based practice.
- Engaging nonprofits and advocacy organizations for narrative change.
- Engaging advocacy groups for policy translation and support.
- Breaking down institutional silos and fostering localized collaborations.
- Aligning professional development and coaching with diverse educator qualifications.
- Engaging higher education and disability advocates.
- Engaging families, communities, and researchers.

Policy and programmatic changes: Which report recommendations will necessitate changes in policy and/or programmatic choices? What are possible strategies for implementing these changes?

- Continuous measurement and iterative improvements of curricula.
- Establishing clear frameworks for evidence in evidence-based curricula and achieving funding alignment.
- Addressing workforce quality and related funding issues.

continued

BOX 1 Continued

- Promoting nuanced curricula and critical thinking skills.
- Ensuring comprehensive support for report recommendations and necessary training for educators.
- Addressing equity in teacher pay and responsibility alignment.
- Reauthorizing and funding comprehensive educational programs.
- Incentivizing local development work and supporting cultural and linguistic initiatives.

MODELS OF EARLY CHILDHOOD CURRICULUM DEVELOPMENT, IMPLEMENTATION, AND EVALUATION

The second panel showcased innovative and practical approaches to advancing early childhood education. Moderated by Vivian Wong (Associate Professor in Research, Statistics, and Evaluation at the School of Education and Human Development at the University of Virginia), this panel featured Christine Sims (Director of The American Indian Language Policy Research and Teacher Training Center at the University of New Mexico), Meghan McCormick (Research and Impact Officer at the Overdeck Family Foundation), Stephanie Curen-ton (Professor at the Educational Leadership & Policy Studies Department at Wheelock College of Education & Human Development at Boston University), Amanda Williford (Batten Bicentennial Professor of Early Childhood Education and Associate Director of Early Childhood for the Center of Advanced Study of Teaching and Learning at the School of Education and Human Development at the University of Virginia), and Jenna Conway (Deputy Superintendent, Early Childhood at the Virginia Department of Education). Each panelist presented a unique case study highlighting successful models of curriculum development and implementation that address diverse educational needs. The panel was framed to emphasize the critical interplay between the “will, wallet, and wisdom” in driving these initiatives, showcasing how, community engagement (will), funding (wallet), and research-based and culturally sensitive strategies (wisdom) can collectively enhance the quality and equity of early childhood education. A fourth category, “extra work” was included to highlight additional efforts that cannot be categorized into will, wallet, or

wisdom. Several members of the panel underscored the necessity of collaboration between researchers, educators, and policymakers to develop, implement, and evaluate effective curricula that are equitable, culturally responsive, and evidence-based.

Indigenous Language Immersion Programs in New Mexico

The Walatowa Head Start Immersion Program and the Keres Children’s Learning Center are community-driven initiatives aimed at revitalizing and preserving Indigenous languages among Native American tribes in New Mexico. These programs, in collaboration with the University of New Mexico, focus on integrating cultural and linguistic elements into early childhood education to ensure that young children learn and maintain Indigenous languages and cultural practices.

- Will: Sims described the commitment of the Native American communities in New Mexico to preserve their languages and cultures through innovative early childhood education programs. The will to sustain cultural heritage drove communities to create immersive language programs deeply rooted in their traditions.
- Wallet: Funding for these programs often comes from private foundations, rather than state or federal sources (Sims mentioned the W.K. Kellogg foundation as one example). This allows the programs to maintain their cultural integrity without external mandates that might conflict with their goals.
- Wisdom: The programs leverage the wisdom of elders and community leaders, integrating traditional knowledge and practices into the curriculum.

This ensures that the education children receive is culturally relevant and supports their identity and community values.

- **Extra Work:** Sims noted the significant effort required to train teachers within the community to deliver this specialized curriculum, and to develop and revise existing curriculum materials that accurately reflect the cultural and linguistic needs of the students.

Boston Public Schools' Pre-K to Second-Grade Alignment

The Boston Public Schools Department of Early Childhood has developed a robust pre-K model through a long-standing research-practice partnership between the University of Michigan, the Overdeck Family Foundation, and the Manpower Demonstration Research Corporation. This initiative focuses on more closely aligning K–2 education with pre-K education, in part by incorporating developmentally appropriate play-based learning and creating a continuous learning experience to improve educational outcomes for young children. The model emphasizes evidence-based curricula, high-quality teaching, and structural investments in quality education.

- **Will:** McCormick emphasized the role of strong leadership in the Boston efforts, including the Boston Mayor, who championed universal pre-K, and an engaged advocate within the school district who advanced an evidence-based approach. She also highlighted the importance of the will to invest in structural coaching and face-to-face contact with teachers to support quality instruction.
- **Wallet:** McCormick noted that implementation of this pre-K model was costly, including the cost of ensuring pay equity for preschool educators (who are paid on the same scale as K–12 teachers) and providing access to ongoing professional development.
- **Wisdom:** The program draws on decades of evidence-building and implementation science in employing domain-specific curricula. McCormick noted that the program's curricula follow the scope (curriculum content) and sequence (order and pacing of curriculum content) recommended in the National

Academies report, which have served as an effective means of boosting quality and student outcomes.

- **Extra Work:** Implementing this model requires ongoing collaboration between pre-K and K–12 educators, as well as continuous assessment and adjustment to maintain alignment and effectiveness. The commitment to professional development and systemic support is a significant, but necessary, undertaking, McCormick noted.

Virginia's STREAMin³ Curriculum Model *Curriculum Development*

The STREAMin³ Curriculum Model, developed by the Center for Advanced Study of Teaching and Learning at the University of Virginia, is designed to offer a comprehensive, free curriculum for diverse early childhood education settings. This initiative, supported by the Virginia Department of Education, primarily targets private childcare centers and family day homes (in-home daycare), providing extensive support to ensure effective curriculum implementation and improvement in school readiness for children across the state. Williford spoke in this section on her role as the curriculum developer. In the following section, Conway spoke on her role in this model as the state-level policy stakeholder.

- **Will:** Williford emphasized the cross-sector commitment to developing and implementing the STREAMin³ curriculum, driven by the goal of enhancing early childhood education quality. While she emphasized the significant role of the Virginia Department of Education (VDoE) in providing funding and support, she also mentioned the involvement of early childhood advocates, researchers at the University of Virginia, and educators in the field. This collaboration was essential in tailoring the curriculum to meet the specific needs of underserved early childhood programs and ensuring its practical applicability and scalability, so that all children, regardless of their educational setting, are prepared for kindergarten.
- **Wallet:** Financial support for the STREAMin³ curriculum comes from the VDoE and leveraged COVID-19 relief funds. Robust resources were essential for scaling the curriculum, providing

training, professional development, and necessary materials to educators at low or no cost.

- **Wisdom:** The STREAMin³ model is built on evidence-based research and continuous feedback from educators. This approach ensures that the curriculum is practical, effective, and adaptable to the diverse needs of early childhood settings. Further, the integration of Classroom Assessment Scoring System helps reinforce instructional quality and continuous improvement.
- **Extra Work:** The implementation of the STREAMin³ curriculum involves ongoing training and support for educators, including synchronous and asynchronous resources, webinars, and on-site coaching. This extensive support system ensures that teachers can effectively incorporate the curriculum into their classrooms, adapting it to meet the specific needs of their students, Williford explained.

State-Level Policy Initiatives

- **Will:** Conway highlighted the role of state-level policy initiatives in supporting high-quality early childhood education. The commitment of policymakers to improve early learning outcomes was essential to driving these initiatives.
- **Wallet:** State funding is crucial for these initiatives, providing the financial support needed to implement and sustain high-quality programs across different communities. This includes funding for teacher training, curriculum development, and systemic support structures.
- **Wisdom:** The policies are informed by research and best practices in early childhood education, ensuring that they are both effective and scalable. By leveraging evidence-based strategies, policymakers can create comprehensive frameworks that benefit all children.
- **Extra Work:** Implementing state-level initiatives requires coordination across various agencies and partners. This involves a significant administrative effort to align goals, resources, and practices, as well as continuous monitoring and evaluation to ensure the programs' effectiveness and sustainability, Conway noted.

Racial Equity and Culturally Responsive Teaching Practices

The Justice, Equity, Diversity, and Inclusion (JEDI) Curriculum and evaluation tools—developed by Curenton, Ximena Franco-Jenkins (University of North Carolina Frank Porter Graham Child Development Institute), and the team at the Center on the Ecology of Early Development at Boston University—aims to integrate racial equity and cultural diversity into early childhood education curricula. These tools provide a structured way to evaluate and improve curricula, ensuring they address issues of equity and inclusion while being practical for educators to implement.

- **Will:** Curenton noted that a shared will to address systemic inequities and provide all children with an equitable start drives these initiatives. She emphasized the imperative of integrating racial equity and culturally responsive teaching practices into early childhood education to achieve these goals.
- **Wallet:** The development and implementation of the JEDI curriculum and evaluation tools, and those like it, were supported by private grants dedicated to promoting educational equity. These financial resources are essential for creating and offering training programs for educators on culturally responsive practices. Funding for the JEDI curriculum and evaluation tools comes from both public sources and private grants aimed at promoting educational equity.
- **Wisdom:** The curriculum audit tools developed by Curenton and Franco-Jenkins are grounded in extensive research and evidence-based practices in racial equity and culturally responsive education. These tools provide a structured approach to evaluating and improving curricula, ensuring they address issues of justice, equity, diversity, and inclusion. They are user-friendly, empowering educators and administrators to make well-informed decisions regarding curriculum content.
- **Extra Work:** Currenton explained that the additional effort involves ongoing professional development and curriculum adjustments to ensure that teaching practices remain culturally relevant and responsive. This requires a commitment to continual learning

and adaptation on the part of educators and administrators. Further, tools, like the audit tool, are continuously refined based on feedback and practical application, ensuring ongoing relevance and effectiveness.

Tabletop Discussions

The “Building Bridges” discussion focused on identifying shared strengths, structural supports, and individual contributions necessary for fostering effective collaboration between educators and diverse partners. Key themes that emerged included the importance of sustain-

able supports, addressing systemic biases and equity in education, leveraging empirical evidence, engaging and fostering partnerships with diverse stakeholders, and integrating cultural and community-based perspectives. The discussion highlighted how structural supports such as funding, leadership buy-in, and systemic tools are essential for successful implementation. Personal roles and contributions focused on leveraging resources, advocating for policy changes, and building partnerships to promote sustainable educational practices.

The exact discussion questions and group responses can be found in Box 2 below.

BOX 2

BUILDING BRIDGES: FOSTERING COLLABORATION BETWEEN EDUCATORS AND OTHER STAKEHOLDERS

TABLETOP DISCUSSION 2

Aim: Focused on identifying shared strengths, structural supports, and individual contributions necessary for fostering effective collaboration between educators and diverse partners.

Participants: Each of the eight tables had an intentional mix of the following sectors: educators, researchers, funders, curriculum developers, parents and caregivers, federal, state, and local decision-makers, and nonprofit leaders.

Crosscutting themes: Common themes include the importance of sustainable supports, addressing systemic biases and equity in education, leveraging empirical evidence, engaging and fostering partnerships with diverse partners, and integrating cultural and community-based perspectives.

GUIDING QUESTIONS

1. Shared Learnings from Diverse Models: Reflecting on the methods and contexts discussed in the previous panel, what common strengths or shared learnings can we identify from these models? (You might focus on learnings that resonate with your sector/community/context.) Individuals reported on behalf of their discussion groups, noting the below takeaways shared by multiple participants among their group:
 - Pointed out common strengths including the role of nonprofits in bridging the gap between the field and policymakers, ensuring sustainable implementation supports, and making high-quality curriculum affordable and accessible.
 - Recognized great value in using tools like the JEDI audit tool to improve current measures. Discussions highlighted the importance of understanding and applying advanced evaluation methods such as regression discontinuity and randomized controlled trials.
 - Emphasized the value of tools and supports to address and disrupt embedded biases in assessments, with a particular focus on language equity to sustain children’s home languages while learning new ones.

continued

BOX 2 Continued

- Highlighted the importance of exemplars in the field to draw from, such as military early childhood curricula, and emphasized the socioecological model’s relevance in supporting worker productivity and child wellbeing.
 - Stressed the importance of engaging families and legislators to support high-quality curriculum, advocating for a universal understanding and acceptance of its necessity.
 - Noted the criticality of linking existing data systems and investments, ensuring all stakeholders, including parents and educators, understand and support high-quality curriculum.
 - Called for considering cultural wisdom and community-based evidence in policy-making, emphasizing long-term goals for building future generations and healthy learning environments.
 - Suggested creating annual summaries of state-level implementations of quality curriculum systems and governance structures to share knowledge and advocate effectively. Highlighted the critical issue of workforce crisis and the important role of sustainable leadership to implement high-quality curricula effectively.
2. Structural Supports for Implementation: Based on the examples shared and your own experiences, what structural supports (the “wisdom, will, and wallet”) are necessary to scale models like these or achieve their broader goals? Individuals reported on behalf of their discussion groups, noting the below takeaways shared by multiple participants among their group:
- The critical role of funding and creating sustainable implementation supports. High-quality curriculum access demands structural support to become affordable and attainable.
 - The value of meta-tools for improving current measures and using empirical evidence to support structural changes in the field.
 - The value of systemic tools and supports to address bias in assessments, focusing on equity in language and communication.
 - The necessity of early wins for continuous funding and revisiting state-level standards to ensure they align with new findings and support leadership buy-in.
 - Recognizing that structural support involves mobilizing engagement outside of one’s own organization, calling for high-quality curriculum as a right, and providing legislators with information to support funding.
 - The vital role of linking data systems, ensuring timely and meaningful data delivery, and fostering partnerships that reflect shared goals and motivations.
 - The value of considering long-term cultural wisdom in policy decisions, building nations and future generations through respected and supportive learning environments.

BOX 2 Continued

- Highlighted the potential impact of a systematic approach to quality curriculum, creating summaries of state implementations, and governance structures to facilitate advocacy. Reiterated the necessity of addressing the workforce crisis and supporting program leaders for sustainable curriculum implementation.
3. **Personal Role and Contributions:** What role do you play in the context of wisdom, will, and wallet? What resources do you have, what do you need, and what can you facilitate? How can you connect your efforts to other needs within this framework?
- As a nonprofit intermediary, one participant described their capacity to advocate for funding, support sustainable implementation, and connect Technical Assistance Center efforts to establish structural supports for high-quality curriculum access.
 - In a role that leverages empirical evidence, a participant supports improvements in current measures and advocates for tools such as the JEDI audit tool to enhance assessment frameworks.
 - Focusing on systemic changes, one participant advocates for addressing bias in assessments and supports language equity in early childhood programs.
 - One participant described contributions that include identifying early champions, fostering funder relationships, and revisiting standards to support state-level implementation based on new findings.
 - Advocating for family and legislative engagement, one participant supports mobilizing organizational efforts to promote high-quality curricula's universal understanding and acceptance.
 - By linking data systems and fostering partnerships, some participants advocate for ensuring timely data delivery to support implementation and advocacy for high-quality curricula.
 - Bringing cultural wisdom and long-term community perspectives into policy discussions, one participant advocates for respectful and supportive learning environments for future generations.
 - By advocating for systematic quality curriculum implementations, a participant creates summaries of state-level efforts to facilitate knowledge sharing and advocacy. They address the workforce crisis, support program leaders, and advocate for the sustainable implementation of high-quality curricula in early education.

CLOSING REFLECTIONS

To conclude the workshop, Wong and Him led a reflection on the panel and tabletop discussions. One pressing question revolved around the practical implementation of the proposed high-quality, equity-driven curricula in diverse educational settings. Most of the participants

grappled with how to ensure that curricula not only meet rigorous evidence-based standards but are also adaptable to the unique cultural and linguistic needs of varied student populations.

Another challenge discussed was the systemic issue of workforce support. Some participants noted that ensuring

that early childhood educators receive adequate training, compensation, and professional development remains a significant hurdle. The opportunity lies in developing comprehensive support systems that address these needs, thereby enhancing teacher retention and effectiveness. Family and community engagement was also highlighted as both a challenge and an opportunity. Several participants noted that while engaging families as partners in education is crucial, practical strategies for achieving meaningful involvement require further exploration. These participants continued, noting that the opportunity here is to create frameworks that facilitate active family participation and collaboration with educators.

Lastly, several participants noted the integration of anti-bias approaches within existing curricula and the devel-

opment of new, inclusive curricula emerged as a critical area for future work. This involves not only identifying and addressing biases but also proactively embedding anti-bias education to foster an inclusive learning environment for all children.

The closing session underscored the importance of continuing these conversations and working collaboratively across sectors to overcome challenges and seize opportunities in early childhood education. This ongoing commitment and collaboration will help create a future where all children have access to equitable and high-quality preschool experiences.

DISCLAIMER This Proceedings of a Workshop—in Brief was prepared by **Libby Tilton** as a factual summary of what occurred at the workshop. The statements made are those of the rapporteur(s) or individual workshop participants and do not necessarily represent the views of all workshop participants; the planning committee; or the National Academies of Sciences, Engineering, and Medicine.

REVIEWERS To ensure that it meets institutional standards for quality and objectivity, this Proceedings of a Workshop—in Brief was reviewed by **Carrie Gillispie**, New America. We also thank staff member **Alison Boland-Reeves** for reading and providing helpful comments on this manuscript. **Kirsten Sampson Snyder**, National Academies of Sciences, Engineering, and Medicine, served as the review coordinator.

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For additional information regarding the workshop, visit: https://www.nationalacademies.org/event/42683_06-2024_implementing-a-new-vision-for-high-quality-pre-k-curriculum-a-workshop

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