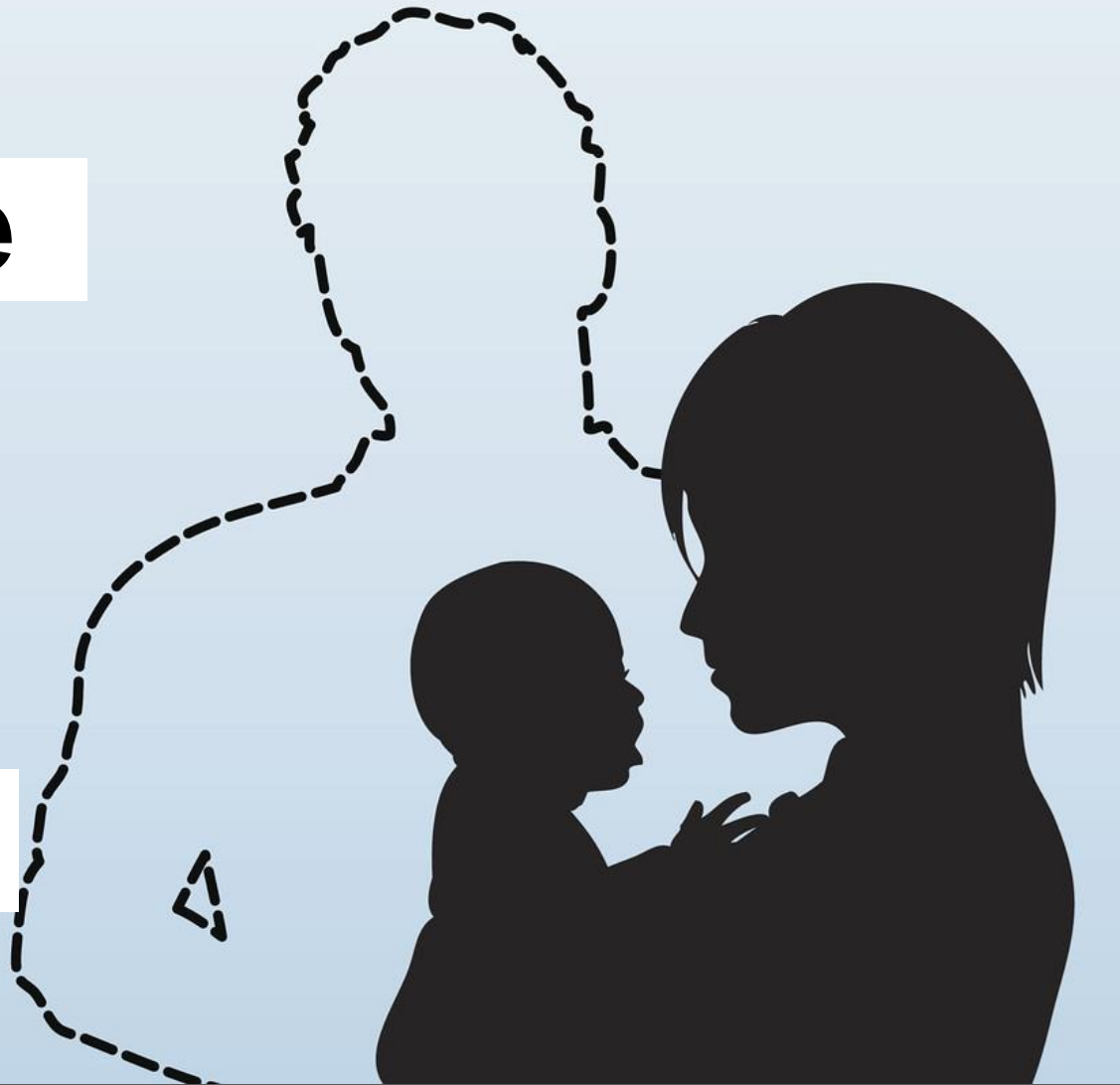


**Measure**

**What**

**Matters**



December 12,  
2018

Education 20/20 Series - Ian Rowe

# My Story

2



# Girls Prep Then (2005) & Now

3



publicPREP

girlsPREP

boysPREP

prePREP



JOAN GANZ COONEY  
EARLY LEARNING PROGRAM



Carleton



Spelman College

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY



JOHNSON & WALES  
UNIVERSITY

**Tufts**  
UNIVERSITY

**Yale**



**PennState**

**TEMPLE**  
UNIVERSITY

**DENISON**  
UNIVERSITY

**ITHACA**  
COLLEGE



The  
College  
of Saint  
Rose

**Muhlenberg**  
College



**NAZARETH**  
COLLEGE

**STEPHENS**  
COLLEGE

**SKIDMORE**  
COLLEGE



**Williams**



**SYRACUSE**  
**S**



**HOWARD**  
UNIVERSITY



**UMass**  
Dartmouth

**WESLEYAN**  
UNIVERSITY

**HOFSTRA**  
UNIVERSITY

**BARRY**  
UNIVERSITY

**Gettysburg**  
COLLEGE

# NYC District Ranking by Child Wellbeing

2015 HIGHEST RISK COMMUNITY DISTRICT			
Hunts Point (Bronx 02)			
Early Education Enrollment	ELA State Test Pass Rate	Math State Test Pass Rate	High School Graduation Rate
53%	10.5%	12.1%	37.2%
2015 LOWEST RISK COMMUNITY DISTRICT			
Upper East Side (Manhattan 08)			
Early Education Enrollment	ELA State Test Pass Rate	Math State Test Pass Rate	High School Graduation Rate
81.9%	64.5%	71.1%	81.1%

# Who's Your Daddy?

6



*Mobile DNA  
Testing Center*

*Swab Stories*  
VH1



# NYC Child Well Being District Ranking

7

## 2015 HIGHEST RISK COMMUNITY DISTRICT

Hunts Point (Bronx 02)

Children in Single-Parent Families	Teen Birth Rate	Teen Idleness (16 to 19 years)	Adults Without a High School Degree
60.0%	28.0%	19.0%	42.5%

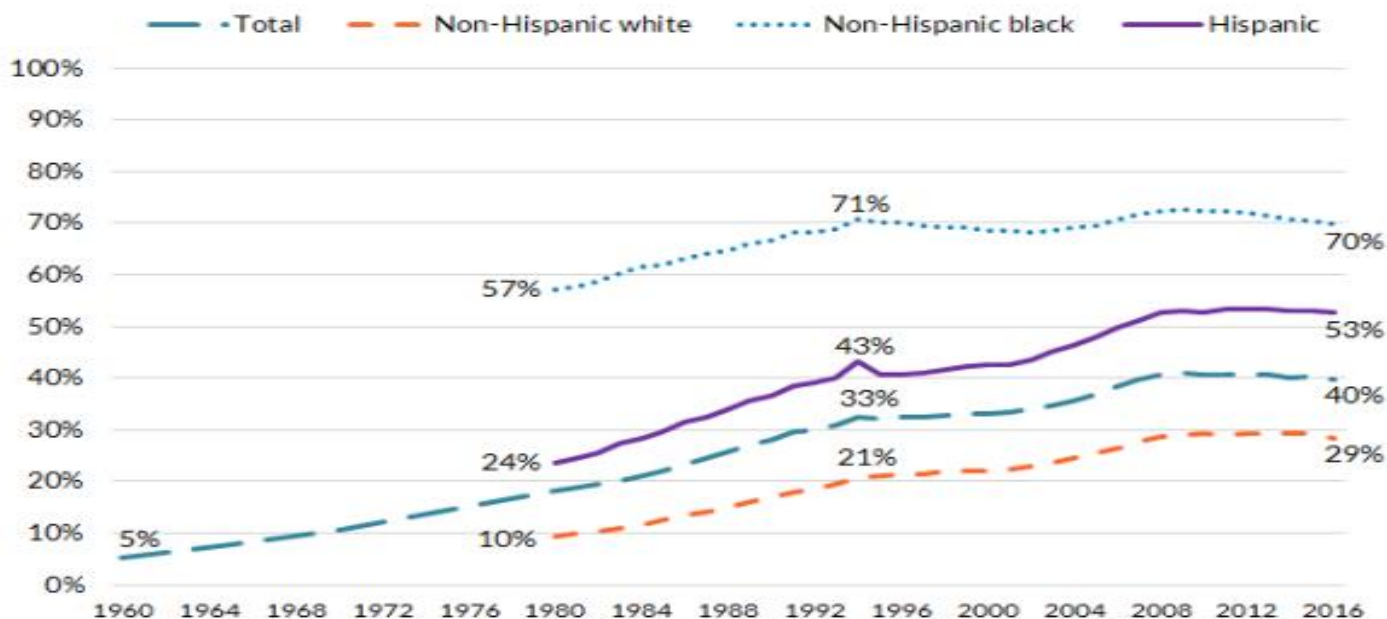
## 2015 LOWEST RISK COMMUNITY DISTRICT

Upper East Side (Manhattan 08)

Children in Single-Parent Families	Teen Birth Rate	Teen Idleness (16 to 19 years)	Adults Without a High School Degree
13.9%	3.8%	1.5%	1.9%

# Changing Family Structure

## Percentage of All Births that Were to Unmarried Women, by Race and Hispanic Origin: Selected Years, 1960-2016



Sources: Data by race and Hispanic origin for 1980-1989: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics. (2014). Health, United States, 2013 [Table 5]. Hyattsville, MD: Author. Retrieved from <http://www.cdc.gov/nchs/hus/previous.htm#tables>. All other data for 1960-1999: Ventura, S. J., & Bachrach, C. A. (2000). Nonmarital childbearing in the United States, 1940-1999 [Table 4]. National Vital Statistics Reports, 48(16). Retrieved from [http://www.cdc.gov/nchs/data/nvsr/nvsr48/nvsr48\\_16.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr48/nvsr48_16.pdf). Data for 2000-2006: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics. (2002-2009). Births: Final data for 2000-2006. Hyattsville, MD: Author. Retrieved from <http://www.cdc.gov/nchs/products/nvsr.htm>. Data for 2007-2016: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics. (2018). CDC WONDER [Data tool]. Hyattsville, MD: Author. Retrieved from <http://wonder.cdc.gov/nativity-current.html>.



# The Coleman Report - 1966

9

- The Civil Rights Act of 1964 required a survey "concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions."
- Surveyed 4,000 schools; 645,000+ American school children
- **“Taking all these results together, one implication stands out above all: That schools bring little influence to bear on a child’s achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school.”**

## EQUALITY OF EDUCATIONAL OPPORTUNITY

By James S. Coleman, Johns Hopkins University

and

Ernest Q. Campbell, Vanderbilt University  
Carol J. Hobson, U.S. Office of Education  
James McPartland, U.S. Office of Education  
Alexander M. Mood, U.S. Office of Education  
Frederic D. Weinfeld, U.S. Office of Education  
Robert L. York, U.S. Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

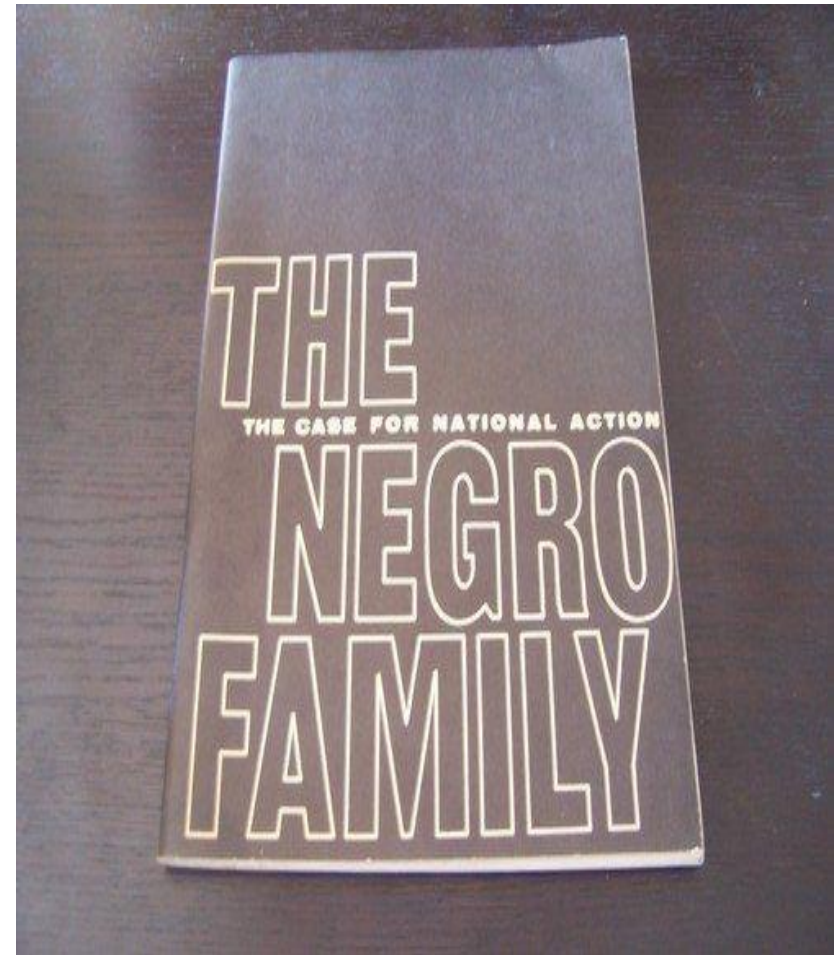
John W. Gardner, *Secretary*

OFFICE OF EDUCATION, Harold Howe II, *Commissioner*

# The Moynihan Report - 1965

10

- “Three centuries of injustice have brought about deep-seated structural distortions in the life of the Negro American. At this point, the present tangle of pathology is capable of perpetuating itself without assistance from the white world,”
- **“...at the center of the tangle of pathology is the weakness of the family structure. Once or twice removed, it will be found to be the principal source of most of the aberrant, inadequate, or antisocial behavior that did not establish, but now serves to perpetuate the cycle of poverty and deprivation.”**



# Equal Opportunity Tsunami

11

<b>2015 US Births to Women Aged 10 to 24</b>				
<b>(Total and Unmarried)</b>				
	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Total</b>
<b>Births to All Women (Age 10–24)</b>	<b>490,788</b>	<b>226,481</b>	<b>317,614</b>	<b>1,034,883</b>
<b>Births to Unmarried Women Aged 10–24</b>	<b>301,894</b>	<b>204,631</b>	<b>231,950</b>	<b>738,475</b>
<b>Percent to Unmarried Women (Aged 10–24)</b>	<b>61.51%</b>	<b>90.35%</b>	<b>73.03%</b>	<b>71.36%</b>

# Education Outcomes by Family Type

12

Children who live with a single parent between the ages of 14 and 16 have consistently completed less schooling than children from two-parent families, with the gap widening over time.

Figure 1a

Schooling completed

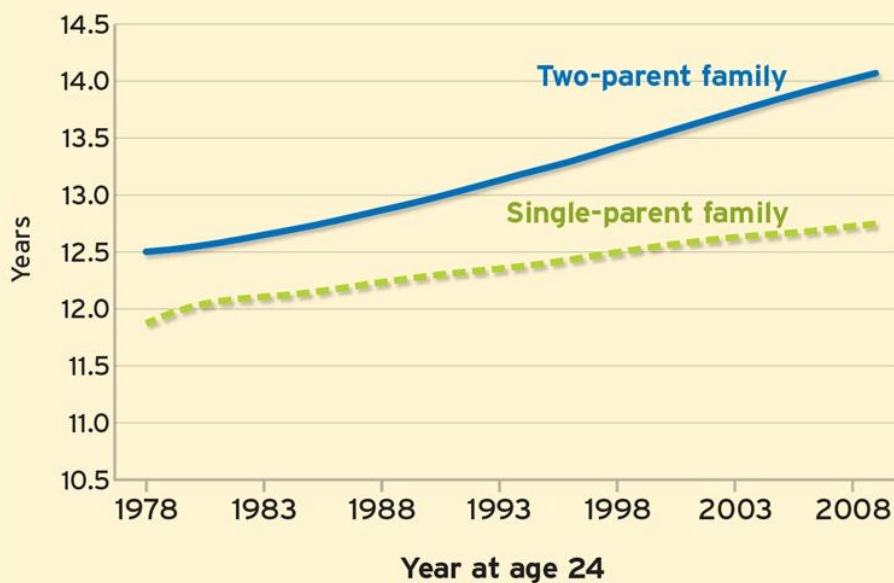
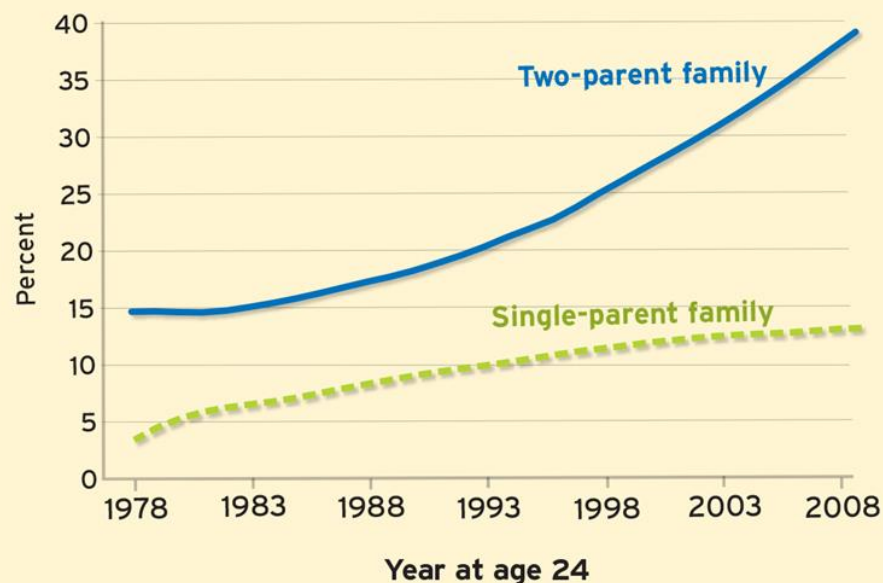


Figure 1b

Rate of college completion



NOTES: Children from single-parent families are those who lived with a single parent for at least one year between the ages of 14 and 16. Years of completed schooling and college graduation are measured at age 24.

# National Center for Health Statistics

13

## Family Structure & Children's Health in the US (2010)

***“In view of the changing family structure distribution, new categories of families such as unmarried families or unmarried stepfamilies need to be studied so that the health characteristics of children in non-traditional families can be identified.”***

# National Center for Health Statistics

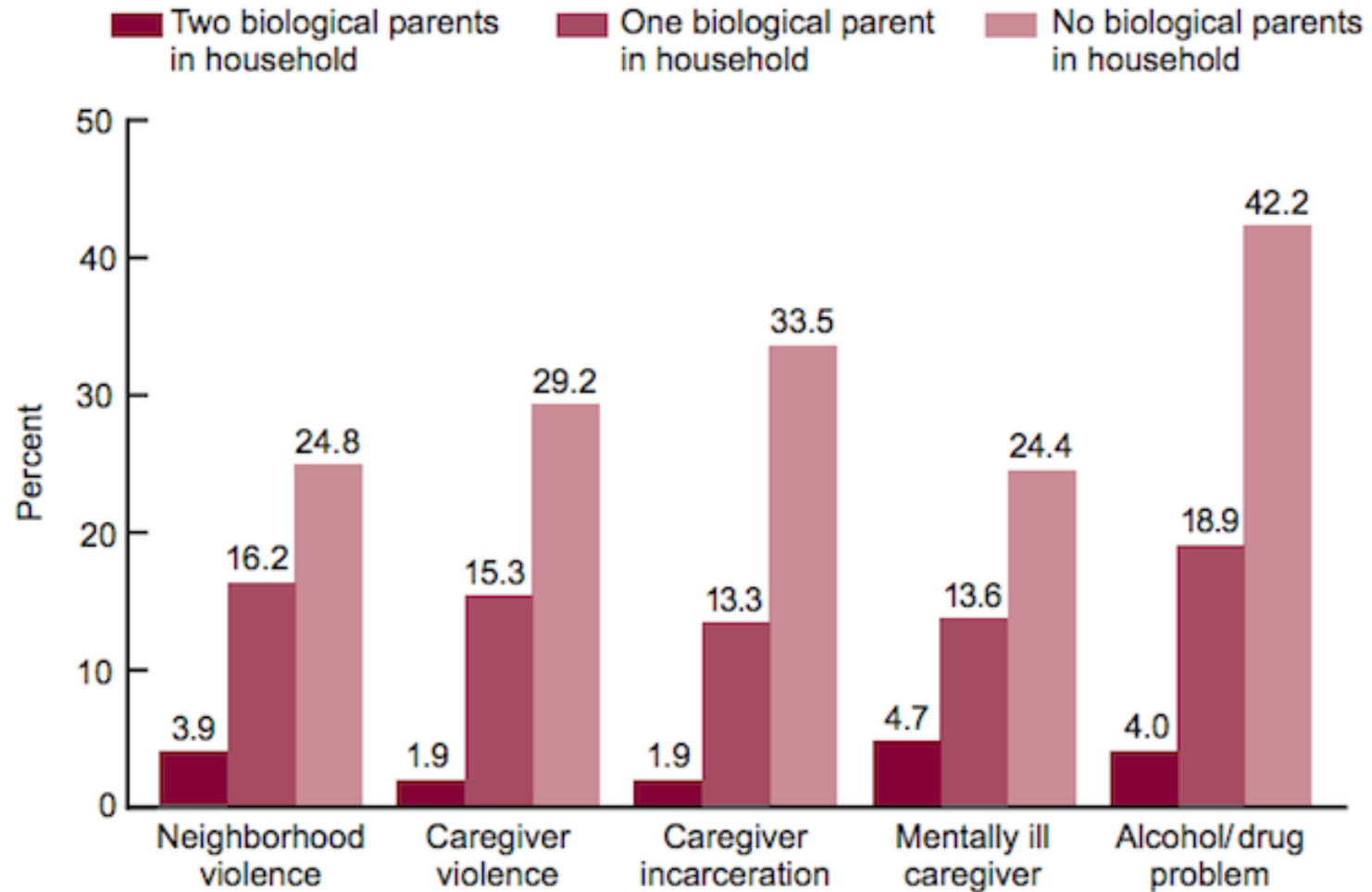
14

Seven distinct, mutually exclusive family structures:

- Nuclear (Married, two-parent, biological or adoptive)
- Single-parent
- Blended
- Unmarried biological or adoptive families
- Co-habiting
- Extended
- Other (related or unrelated adults who are not biological or adoptive parents (e.g. grandparents)).

# National Center for Health Statistics

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# Racial Disparities in PreK Suspensions

16

When it comes to suspensions, racial inequities start in preschool:

## BLACK



Percentage of all preschoolers  
Percentage of all suspended preschoolers

## WHITE



10% 20% 30% 40% 50%

Source: Department of Education, 2013-14

Mother Jones

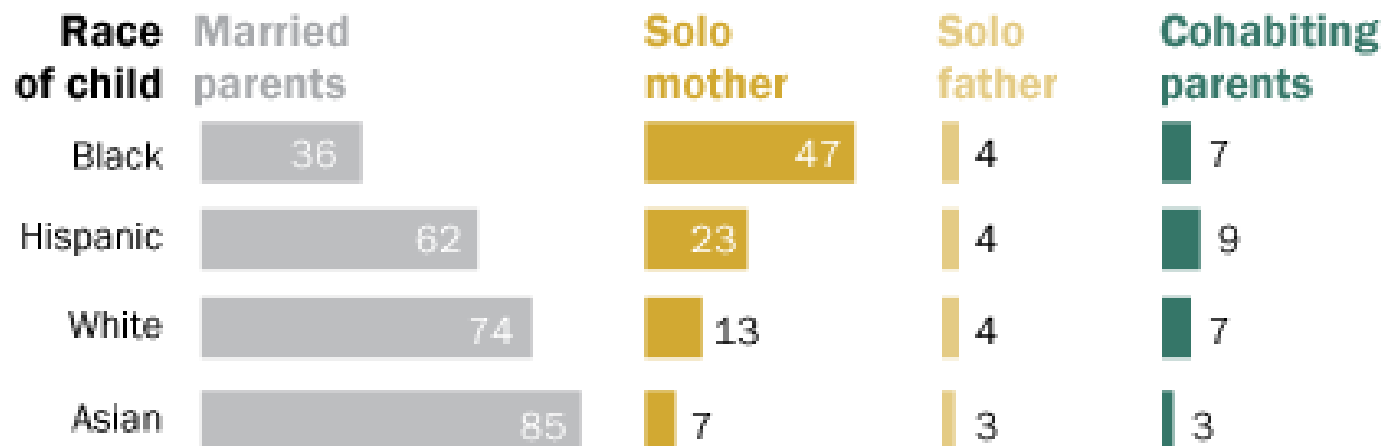


# Could Family Structure be a Factor?

17

## Nearly half of black children live with a solo mom

*% of children younger than 18 living with ...*



Note: Children who are not living with any parents are not shown.

Source: Pew Research Center analysis of 2017 Current Population Survey March Supplement (IPUMS).

PEW RESEARCH CENTER

# Family Structure Matters

18

- **We must remove taboo to discuss family structure. Have COURAGE!**
- **What should we do early for children being raised in fragile families?**
- **What to teach the next generation re choices most linked to life success?**
- **Measure academic outcomes by family structure (+race, gender,**

# Parent Child Home Program

19

Through Public Prep's partnership, younger siblings of current Boys Prep and Girls Prep students who are toddlers as young as eighteen months old will receive nearly one hundred home visits and a two-year literacy head start before they receive automatic lottery preference into PrePrep.



PCHP children are **50% more likely to measure ready for kindergarten** than their socio-economic peers.

**Outperformed the statewide average** on third grade state math achievement test.



Program graduates **scored 2 ½ times higher on social-emotional skills assessment** than the control group.

**30% higher graduation rate** than their socio-economic peers.



Enter school performing **10 months above their chronological age**.

**50% less likely to be referred to special education services** by the third grade.



For two years — two times each week — a trained, community-based early learning specialist will bring a new high-quality book or educational toy that is a gift to the family.

# Pathways to Power/Personal Agency

20



**June 2017 - Girls Prep at AEI - “Success Sequence” research by Ron Haskins and Isabelle Sawhill, senior fellows at the Brookings Institution. Among U.S. adults who graduated from high school, got a full-time job (or belonged to a family where someone did), and then delayed having babies until after they were 21 years old and married, only about 2% lived below the poverty line.**

**Meanwhile, 71% ended up in the middle class or above.**

# Public Prep Core Values

21

Brotherhood/Sisterhood

Merit

Responsibility

Scholarship

publicPREP

girlsPREP

boysPREP

prePREP

JOAN GANZ COONEY  
EARLY LEARNING PROGRAM