START WITH EQUITY

FROM THE EARLY YEARS TO THE EARLY GRADES

CHILDREN'S EQUITY PROJECT

Bipartisan Policy Center

CHILDREN'S EQUITY PROJECT

National Initiative Targeted at Building Equitable Child Serving Systems that include…

- Equitable **access** to services
- **Experiences** that are positive, fair
- **Outcomes** that are not associated with demographic characteristics

Research - Policy - Practice

- Arizona State University
- University of California, Los Angeles
- Howard University
- University of Oregon
- Vanderbilt University
- Institute for Racial Equity & Excellence
- Yale University
- University of Miami
- Bank Street College of Ed
- Georgetown University
- University of Southern California
- The Century Foundation
- Florida International University
- NORC, University of Chicago
- Indigo Cultural Center

Equitable learning systems provide access to resources, opportunities, and experiences to children and families that result in positive outcomes that are not associated with children's demographic characteristics. They actively and continuously identify and intentionally eliminate manifestations of systemic racism and other forms of oppression.

14 Priorities to Dismantle Systemic Racism in Early Care and Education

1. DISSEMINATE PUBLIC FUNDS EQUITABLY.
2. MOVE TOWARD HOLISTIC, STRENGTHS-BASED, AND AUTHENTIC INTEGRATION.
3. EMBED EQUITY IN MONITORING AND ACCOUNTABILITY SYSTEMS.
4. ADDRESS WORKFORCE EQUITY.
5. EMBED EQUITY IN WORKFORCE PREPARATION AND DEVELOPMENT.
6. EXPLICITLY INCLUDE EQUITY IN THE DEFINITION OF QUALITY AND ACROSS RATING SYSTEMS.
7. ENSURE HIGH-QUALITY CURRICULUM AND PEDAGOGY ARE ACCESSIBLE AND CULTURALLY RESPONSIVE.
8. ENSURE GLOBAL CLASSROOM QUALITY MEASUREMENT EXPLICITLY ASSESSES EQUITABLE EXPERIENCES.
9. ELIMINATE HARSH DISCIPLINE.
10. ADDRESS EQUITY IN EARLY INTERVENTION AND SPECIAL EDUCATION ACCESS, IDENTIFICATION,
11. AND INCLUSION.
12. IMPLEMENT A DATA-DRIVEN CONTINUOUS EQUITY QUALITY IMPROVEMENT CYCLE.
13. EXPAND FAMILY LEADERSHIP AND ENGAGEMENT EFFORTS.
14. CENTER FAMIIY CHILD CARE
15. EQUITABLY EXPAND ACCESS TO DUAL LANGUAGE IMMERSION APPROACHES FOR DLLS.

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THREE KEY POLICY AREAS

That strongly influence children's experiences in the classroom:

HARSH DISCIPLINE
And its disproportionate application in learning settings

LACK OF INCLUSION
Of young children with disabilities in learning settings

INEQUITABLE ACCESS
To high-quality learning opportunities for dual language & English learners

Cross Cutting Themes: *What We Learned*

- ✔ Racial disparities exist across issues, ages, and states
- ✔ They are fueled by bias, bad policy, poor monitoring, lack of accountability & lack of investment
- ✔ Teacher preparation & development inadequately addresses equity
- ✔ Segregated learning is common for children with disabilities and English learners
- ✔ Programs that serve historically marginalized children are severely underfunded
- ✔ Large policy differences exist between/within states
- ✔ Federal & state equity monitoring is inadequate or altogether absent
- ✔ Data gaps obscure our understanding

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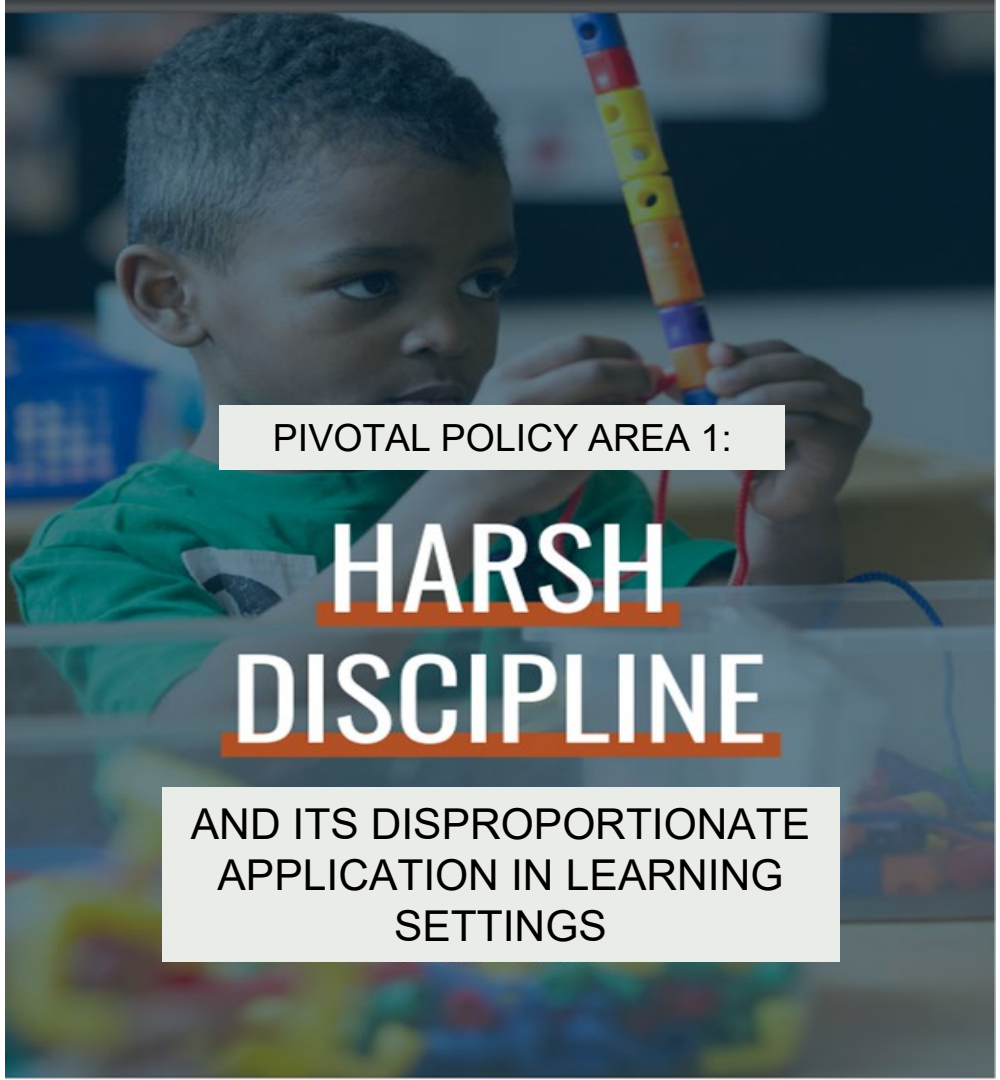
Cross Cutting Themes: *What We Recommend*

- ✔ **Fully fund** programs designed to support children from historically marginalized communities
- ✔ Require states to report & make progress on **equity plans** in federal funding applications
- ✔ Incorporate equity into **monitoring** and **accountability** systems
- ✔ Prioritize **inclusive** learning
- ✔ Recinstate and fund targeted **equity** technical assistance
- ✔ Support educator preparation and development grounded in **equity**
- ✔ Fund **longitudinal disaggregated** data collection on child wellbeing
- ✔ Include funding in upcoming economic stimulus bills on **equitable** access to quality early education



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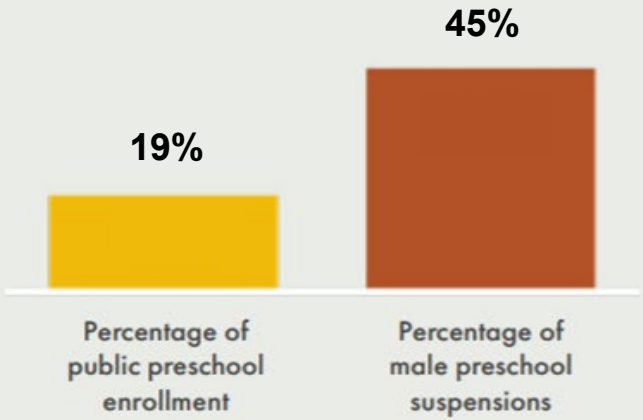
Harsh & Exclusionary Discipline

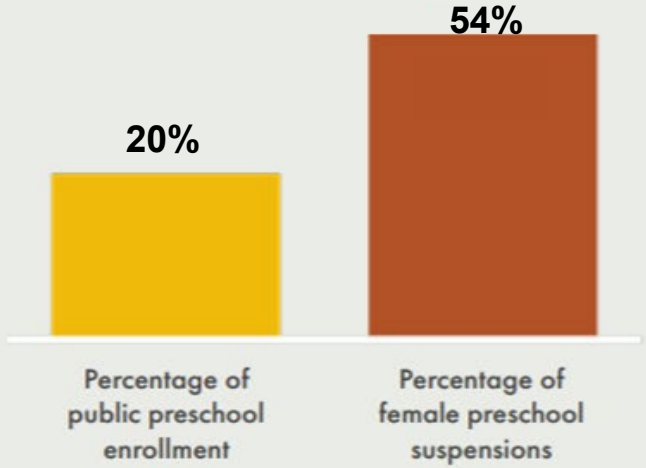
- ✔ Starts early
- ✔ Is disproportionately applied to Black children, boys, and children with disabilities
- ✔ **No** evidence that it works
- ✔ **Abundant** evidence that it has negative short and long-term effects
- ✔ Driven by bias, inadequate training, misguided policies, poor working conditions, lack of supportive resources & school climate
- ✔ A handful of interventions decrease exclusionary discipline, very few shown to reduce disparity

Racial disparities in disciplinary action are vast, even in preschool.

PRESCHOOL SUSPENSIONS, BLACK BOYS



PRESCHOOL SUSPENSIONS, BLACK GIRLS



The Data Landscape in California

- ✔ No state-level data publicly available
- ✔ Only data is Federal Civil Rights Data Collection from the US Dept of ED which only covers public preschool
- ✔ No data on various child care systems, where research suggests, rates may be the highest

CRDC from 2017-2018 school year:

- ✔ 1,754 CSPP reported
- ✔ 15 preschoolers received 1 or more out of school suspension.
- ✔ 14 are Latinx, 1 is White
- ✔ 12 are boys
- ✔ 6 have disabilities
- ✔ 2 are English learners

What is driving racial disparities in exclusionary discipline?

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- **<u>No research</u>** finds that Black children have worse/more frequent misbehavior.
- **Income does not** explain racial disparity
- Researchers have identified three factors significantly associated with risk for expulsion/suspension: ***The 3 Bs***

Do any of them have to do with child behavior?

Adultification Bias

Research finds that adults:

- Overestimate the age of black boys by up to 4.5 years.

- Rate Black girls as:
  - Needing less nurturing
  - Being more independent
  - Being more knowledgable about sex

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Differential Scrutiny

- When asked to anticipate challenging behaviors in a video, teachers were more likely to look at Black boys… even though no challenging behavior was ever exhibited.

Gilliam et al., 2016

Benefit of the Doubt

Research finds that when presented with two identical behavior incident reports, teachers were more likely to recommend suspension after the second incident and ascribe the label of "troublemaker" to a fictitious Black child, compared to a fictitious white child.

Okonofua & Eberhardt, 2016

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Other Likely Contributors

- Program, district, school-level policies
- Educator and provider preparation, development, and access to resources
- Working conditions
- Adult mental health and wellness
- Ratios and group sizes
- School climate

What's worked? What hasn't worked?

Some **interventions** have focused on reducing the rates of suspensions and expulsion. *Few address disparities.*

- Infant and early childhood mental health consultation
- Positive behavior intervention and support
- The Pyramid Model

Most **policy interventions** have focused on limiting exclusionary discipline by:

- Age
- Setting
- Behavior type
- Duration of exclusion

The Policy Landscape in California

- ✔ AB 752 (2017) limits expulsion
  - Only applies to CPPS
  - Does not address suspension
- ✔ AB 2698: Financially incentivizes ECMHC via child care reimbursement
- ✔ No policies limiting exclusionary discipline in the child care system(s), with the exception of a website with prevention resources & requiring licensing inspectors to attend training (2019-2021 CCDF Plan)
- ✔ Corporal punishment allowed in private schools but prohibited in public schools and child care.
- ✔ Seclusion and mechanical restraint are explicitly prohibited in center-based child care, but omitted in home-based child care rules.

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California Recommendations to Address Harsh Discipline and its Disproportionate Application

- Prohibit corporal punishment in private schools.
- Align home-based child care standards with center-based standards in the explicit prohibition of seclusion and mechanical restraint.
- Prohibit suspension and expulsion across all programs that serve young children and receive public funding, including CalWORKS Child Care and other general Child Care and Development programs.
- Work with the state's systems of higher education to ensure that issues of systemic racism, bias, and disparities in the perceptions of behavior and use of discipline, in addition to a deep understanding of development and appropriate behavioral expectations, are core and required components of workforce preparation systems. Direct state- or federally-funded training and technical assistance providers in the state to ensure these issues are a core part of continuous professional development opportunities.

- Expand the California State Preschool Program expulsion policy to include a prohibition on suspensions.
- Include a "no expulsion/no suspension" clause in contracts the state signs with child care providers (via grants, contracts, or subsidy).
- Invest a greater amount of Child Care and Development Block Grant quality funds on early childhood mental health consultants or similar models to support the implementation of a no suspension/no expulsion policy.
- Collect, disaggregate, and publicly report data on suspension and expulsion across all programs that serve young children and receive public funding, including all of the various child care programs. Ensure the effort includes data on soft expulsion and that parents are included as a source of data.
- Create a feedback loop between the state's data collection efforts on this issue and the state's professional development system. Ensure the rapid deployment of targeted technical assistance and coaching resources to programs that show high levels of concern in rate or disparity.
- Conduct a public information campaign directed at parents to raise awareness about their rights (particularly in public preschool where exclusionary discipline is currently limited by law).
- Develop a complaint intake system to receive parent complaints with respect to discipline issues. Tie the reporting system to the state's monitoring and professional development systems to ensure issues are investigated and addressed.
- Provide guidance to counties to incorporate expulsion and suspension prevention indicators at each level of their quality rating and improvement systems, to include (but not be limited to) preventive supports including culturally responsive social and emotional behavioral coaching and consultation, training and coaching that explicitly and directly addresses implicit bias and disparities, collecting and using disaggregated data to track and address disparities in discipline, and policies that prohibit or restrict expulsion, suspension, and other forms of harsh discipline.

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“Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional, friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.”

Inclusion Policy Statement, U.S. Departments of Education and Health and Human Services

What We Know

- ✔ Strong research & policy base
- ✔ Progress has been slow
- ✔ Inclusion varies by disability category, age, race, and location
- ✔ Most infants/toddlers are served in a natural environment
- ✔ Nationally, less than **50%** of preschoolers receive services in regular early childhood programs
- ✔ 3-year olds are the least likely to be served in inclusive settings
- ✔ Black & Latino school-aged children are less likely to spend most of the school day in a general education classroom
- ✔ Barriers = ableism, perceived policy/financial barriers, lack of workforce preparation, lack of oversight & accountability, uncoordinated systems
- ✔ Public Pre-K expansion has not resulted in more inclusive slots for children with disabilities
- ✔ Public Pre-K is an underutilized tool to expand inclusion

California Data Landscape
PART C, IDEA (Early intervention)

In 2018-2019, about 50,000 infants and toddlers in California received early intervention services, most of whom were served in the natural environment.

Settings where Part C Services were received in California, by race

	AI/AN*	Asian	Black	Latinx	Native Hawaiian/ Pacific Islander	Other Races	White
% of all children served	<1%	9%	5%	59%	<1%	12%	23%
% receiving services in home	89%	83%	85%	86%	88%	82%	86%
% receiving services in community settings	3%	10%	8%	8%	6%	10%	8%

*American Indian/Alaska Native

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CA Data Landscape
PART B, Section 619

In 2018-2019, 86,456 children received preschool special education services, most of whom receive their services in segregated settings.

Only about a third of CA preschoolers with disabilities received their services in inclusive settings.

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California Data: Placement by Age

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	Age 3	Age 4	Age 5
% of all children served	26%	35%	39%
% receiving services in home	4%	3%	2%
% receiving services in community settings	66%	62%	56%
% receiving services in regular EC Programs	30%	35%	43%

A lower percentage of children across every age and racial/ethnic/language group in California receive preschool special education services in inclusive settings, compared to the national average.

Younger children most likely to receive services in segregated settings

Asian children were the most likely to receive services in segregated settings, followed by those who identified in the "other" races category and English learners

California Data: Placement by Race and Language

	AI/AN	Asian	Black	Latinx	Native Hawaiian/ Pacific Islander	Other Races	White	English Learners
% of all children served	<1%	9%	9%	58%	<1%	10%	22%	18%
% receiving services in home	<3%	2%	2%	3%	3%	3%	4%	3%
% receiving services in community settings	51%	67%	61%	60%	58%	64%	60%	62%
% receiving services in regular EC Programs	46%	31%	37%	37%	39%	33%	36%	35%

California Policy Landscape
Inclusion of Children with Disabilities

- **Assembly Bill 1808 (2018):** Establishes the Inclusive Early Education Expansion Program, including a **$167.2 million** General Fund appropriation to increase access to inclusive early learning programs.
- California Statewide Special Education Task Force (2015), State Systemic Improvement Task Force (2016).
- CDE Guidance reaffirming support for inclusion (2019)
- **Workforce**
  - Preschool special educator credential
  - Preschool inclusion facilitator certification
  - Beginning Together, a professional development program aimed at promoting the inclusion of young children with disabilities

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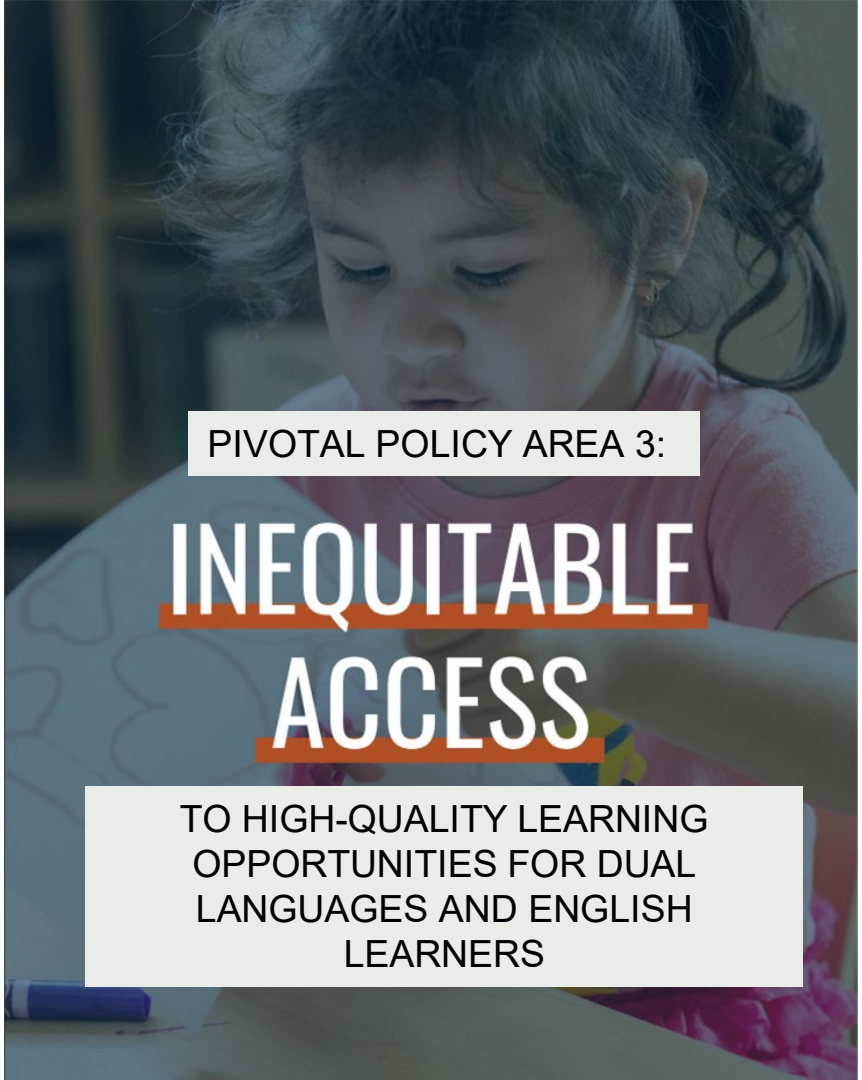
California Recommendations to Increase Access to Inclusive Learning for Children with Disabilities

- Conduct a statewide, district-level analysis to identify the areas with the greatest levels of segregated learning for children with disabilities, including all segregated preschool special education systems. Examine the factors leading to segregated learning within the counties or districts with the lowest levels of inclusion.
- Increase funding for the Inclusive Early Education Expansion Program (SEEEP) and target supports first to communities with segregated, self-contained preschool special education programs.
- Ensure all coaches supported by state or federal funds in the state [e.g. quality coaches, instructional coaches, mental health consultants) are knowledgeable about supporting inclusive practices to facilitate the learning and development of children with disabilities*
- Issue guidance and hold statewide trainings for IEP and IFSP administrators and teams that review the provision of the least restrictive environment to ensure placement decisions are in line with federal law.

- Ensure that the funded evaluation of the IEEEP includes an analysis of equitable access to new inclusive opportunities, including by race and DLL background.
- Develop a plan to transition all self-contained preschool special education systems to integrated systems within the local early education system, with articulated benchmarks and a timeline.
- Increase funding and expand the state s Better Together effort to assist in the transition from self-contained systems to inclusive systems. Deploy "inclusion TA teams'* to localities with the highest levels of segregated learning. Work with local communities and systems to adjust funding models, staffing structures, implement co-teaching or itinerant teaching models, shared professional development experiences for early educators and special educators, and formalize partnerships with local community-based early childhood providers to expand the number of inclusive slots available to children with disabilities.
- Align California's 5 State Preschool Progrom with Head Starts standard to require 10% of enrollment be children with disabilities. Ensure that all children with disabilities are included at the classroom level with individualized supports and appropriate accommodations.
- Conduct a review of all statewide early childhood policies and initiatives and ensure children with disabilities are meaningfully included. These should include (but not be limited to) quality rating improvement systems, early learning guidelines, California Public Preschool standards, state child care subsidy policy, licensing standards for the various child care programs in the state, and early childhood personnel standards and credentialing/ certification across levels (Le. entry-level to leadership level).
- Incorporate classroom inclusion assessments as part of all global classroom quality measurement, monitoring, and evaluation systems, including QRIS and licensing.



PIVOTAL POLICY AREA 3:

INEQUITABLE ACCESS

TO HIGH-QUALITY LEARNING OPPORTUNITIES FOR DUAL LANGUAGES AND ENGLISH LEARNERS

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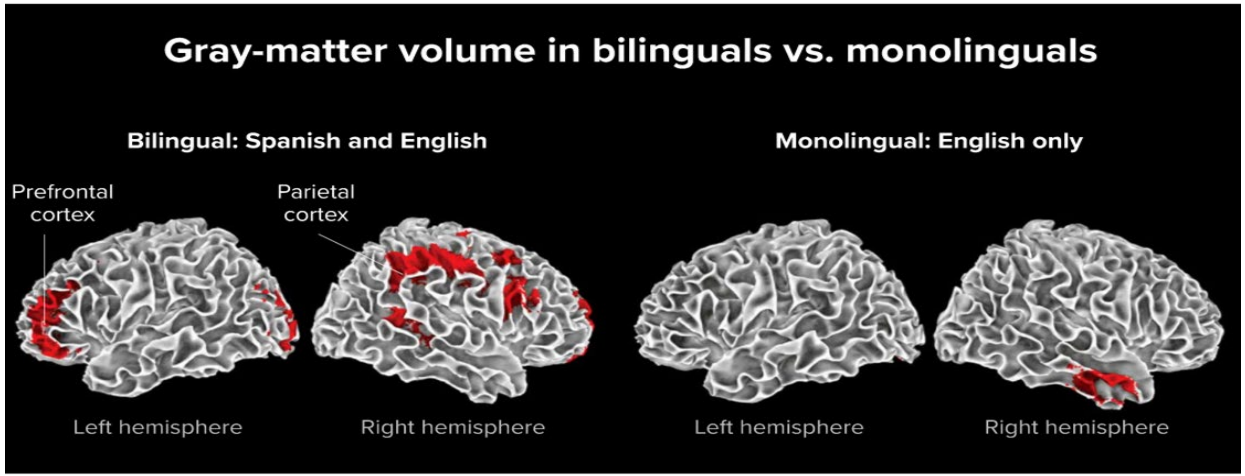
Bilingualism

- The brain is equipped to learn as many languages as we expose it to.
- Robust body of brain science indicates early & sustained benefits of bilingualism.
- Structural brain differences, differences in executive functioning, education outcomes, economic opportunity, and even Alzheimer's risk



Results from a study measuring gray-matter volumes in monolingual or bilingual undergraduates. Red areas indicate where gray-matter volumes were greater in one group versus the other. In total, study participants who spoke both English and Spanish had greater gray-matter volume compared to participants who spoke only English.

The Research Landscape

Dual language instruction creates lasting, wide-ranging benefits for all students.

DUAL LANGUAGE LEARNERS ENROLLED IN THESE INSTRUCTIONAL MODELS ARE MORE LIKELY TO:

Become proficient in English more quickly

Outperform peers in both math and reading

Reach national academic performance norms

Become biliterate

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Children's positive racial socialization, feelings of belonging, pride in home language, and more direct opportunities for family partnerships are important aspects of culturally responsive DU models.

Unfortunately, emerging data find that DLLs may be under-represented in bilingual learning approaches.

Significant data gaps in the number of DLLs in ECE and the number of DLI slots significantly hamper our understanding of access and equity.

The Data Landscape: California's DLLs

- 60% of California's young children live in a house where a language other than English or in addition to English is spoken.
- Most (70%) identify as Hispanic/Latino, speak Spanish.
- The next largest group is children speaking an Asian language (16.8%).
- These children and families are diverse by almost every measure — regionally, socioeconomically, racially, linguistically, and by country of origin.
- **They have an abundance of strengths, including cultural and linguistic strengths, as well as a host of cognitive advantages associated with bilingualism.**

The robust research supporting dual language immersion, combined with the large number of DLLs in California, indicate that expanding access to such models is among the wisest investments the state can make.

The Policy Landscape in California

No program has a comprehensive set of policies to support DLLs, and some, like the state's various child care programs, barely address DLL issues at all.

California's TK program has the most comprehensive standards for DLLs including requiring a written plan, providing extra funding, mandating specialized training and certifications, and monitoring/supporting bilingual learning models.

CSPP allows bilingual learning models and screens/assess children in the home language. There are no noted requirements for the workforce or teaching practices.

California's child care system(s) do not include policies that directly relate to children's experiences in the classroom or workforce development specific to DLLs.

The Policy Landscape in California

Proposition 58 (2016): repealed state's English-only law.

DLL Pilot (2017): $20 million in funding, supplemented by local investments, to identify and evaluate effective teaching practices for young DLLs.

AB 2514 (2018): establishes dual language programs in state preschools and higher grades, but has no accompanying funding.

California English Learner Roadmap: a comprehensive policy guide that promotes an asset-based approach to education for DLLs and lists biliteracy as a goal.

CDE DLL Professional Development grants: support organizations in offering professional development around DLLs.

California Recommendations to Increase Access to High-Quality Bilingual Learning Opportunities for DLLs

- ✓ Increase funding for early childhood programs to transition to dual language immersion models. Prioritize programs serving the greatest numbers of DLLs.
- ✓ Conduct a statewide analysis identifying existing publicly funded early childhood dual language programs, including the number of total and available slots, their location, and the demographics of current enrollment.
- ✓ Publish a registry of dual language immersion early childhood programs and partner with parent organizations to ensure that families, especially immigrant families and families of DLLs, know about these programs.
- ✓ Publish quality benchmarks for dual language learning models in early childhood programs. Use these benchmarks to conduct an analysis of the quality of existing dual language programming. Deploy technical assistance supports to programs not meeting benchmarks.
- ✓ Ensure that workforce credentialing, across levels and systems, starting with the Child Development Permit, requires knowledge and demonstrated competencies related to dual language learning and working with linguistically diverse children and families.
- ✓ Implement a standard home language survey in the enrollment process across all early childhood programs and use data to inform resource allocation, specialized training, coaching, and other supports related to dual language learning.
- ✓ Require bilingual teaching staff if at least 20% of a program's students are DLLs with a common home language in all programs that serve young children and receive public funding.
- ✓ Ensure all screenings, assessments, and evaluations, including kindergarten readiness assessments, are conducted in children's home language and English.

- ✓ Conduct on analysis of enrollment in duel language immersion models, including demographic characteristics of children in existing slots. Use this analysis to inform equitable funding allocation for expansion of dual language immersion, prioritizing localities or programs that serve greater numbers of DLLs.
- ✓ Provide guidance to all state-contracted early childhood providers who serve significant proportions of DLLs to transition away from English-only instruction and toward dual language approaches. Stress the importance and policy strategies to ensure equitable expansion, prioritizing DLLs.
- ✓ Adopt Head Start's DLL standards in the California State Preschool Program and across all other programs that serve young children and receive public funding.
- ✓ Work with institutions of higher education and workforce professional development systems to ensure that knowledge and competencies about DLLs and bilingual learning are core to their preparation, ongoing coaching, and professional development efforts.
- ✓ Conduct review of all state-level policies and systems and ensure that considerations about DLLs are incorporated throughout, including but not limited to the provision of bilingual staff, the use of home language surveys at enrollment, home language instruction and assessment, equitable access to dual language immersion models, and meaningful and ongoing staff training and development on issues associated with dual language learning and linguistically diverse families.
- ✓ Create a new workforce preparation fund that affords credentialing and higher education opportunities to existing ECE professionals, with a priority for existing bilingual staff who are not already in lead teacher roles, including paraprofessionols and teacher's aides.
- ✓ Encourage localities to incorporate DLL specific indicators across every level of Quality Counts California, the state's QRIS, including the provision of bilingual staff, instruction, and assessments, as well as the overall quality of DLI programs.

Thank you!

To learn more about the Children's Equity Project, visit our webpage:
https://childandfamilysuccess.asu.edu/cep

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