

**CHILDREN'S EQUITY
PROJECT**



BIPARTISAN POLICY CENTER

**START
WITH
EQUITY**

**FROM THE
EARLY
YEARS TO
THE EARLY
GRADES**

Data, Research,
and an
Actionable Child
Equity Policy
Agenda



**CHILDREN'S EQUITY
PROJECT**



Bipartisan Policy Center

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CHILDREN'S EQUITY PROJECT



BIPARTISAN POLICY CENTER

- Key Issue Areas
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- Inclusion
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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*



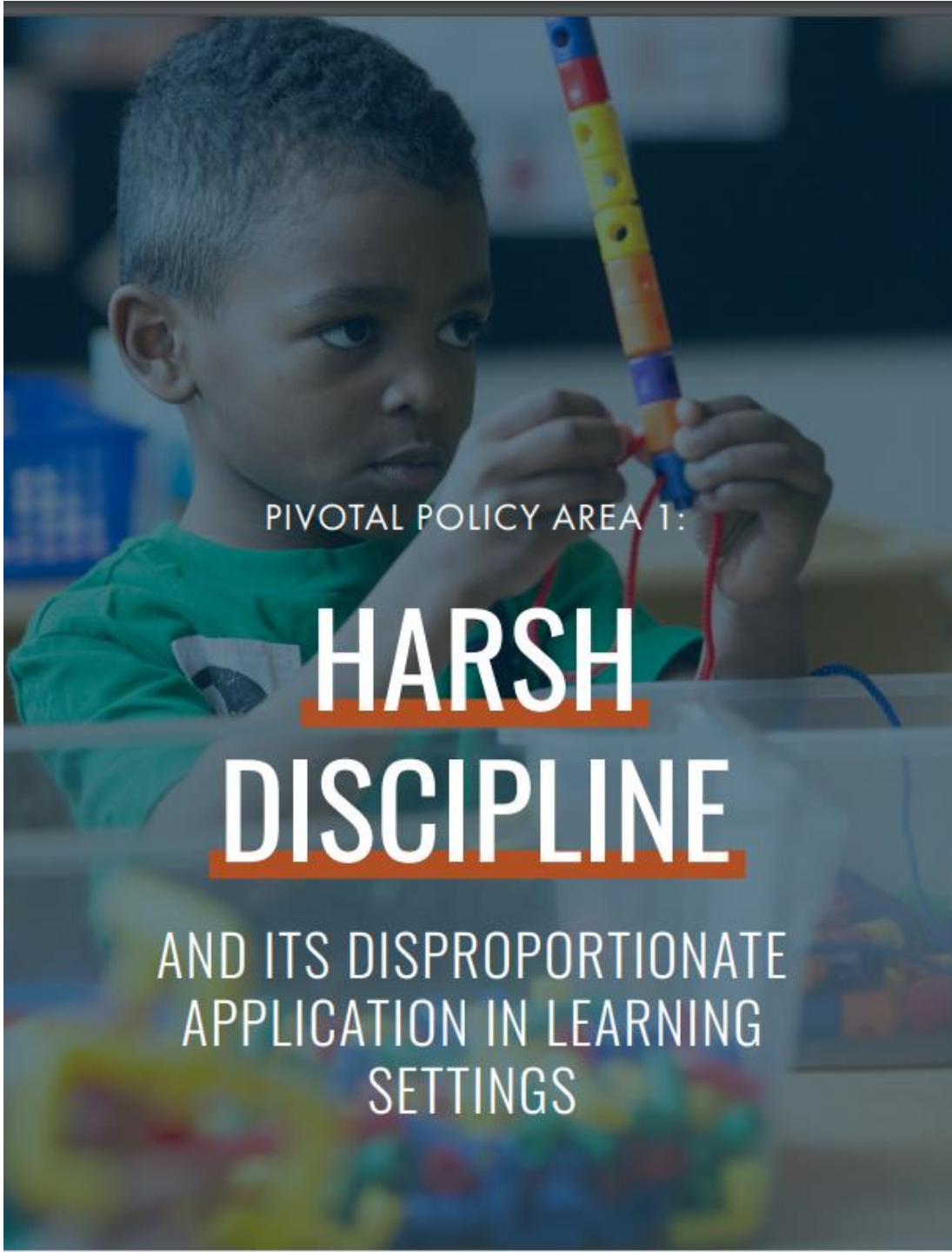
- ✓ Racial disparities exist across issues, ages, and states
- ✓ They are fueled by bias, bad policy, poor monitoring, lack of accountability & lack of investment
- ✓ Teacher preparation & development inadequately addresses equity
- ✓ Segregated learning is common for children with disabilities and English 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

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
- ✓ Reinstate 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



PIVOTAL POLICY AREA 1:

HARSH DISCIPLINE

AND ITS DISPROPORTIONATE
APPLICATION IN LEARNING
SETTINGS

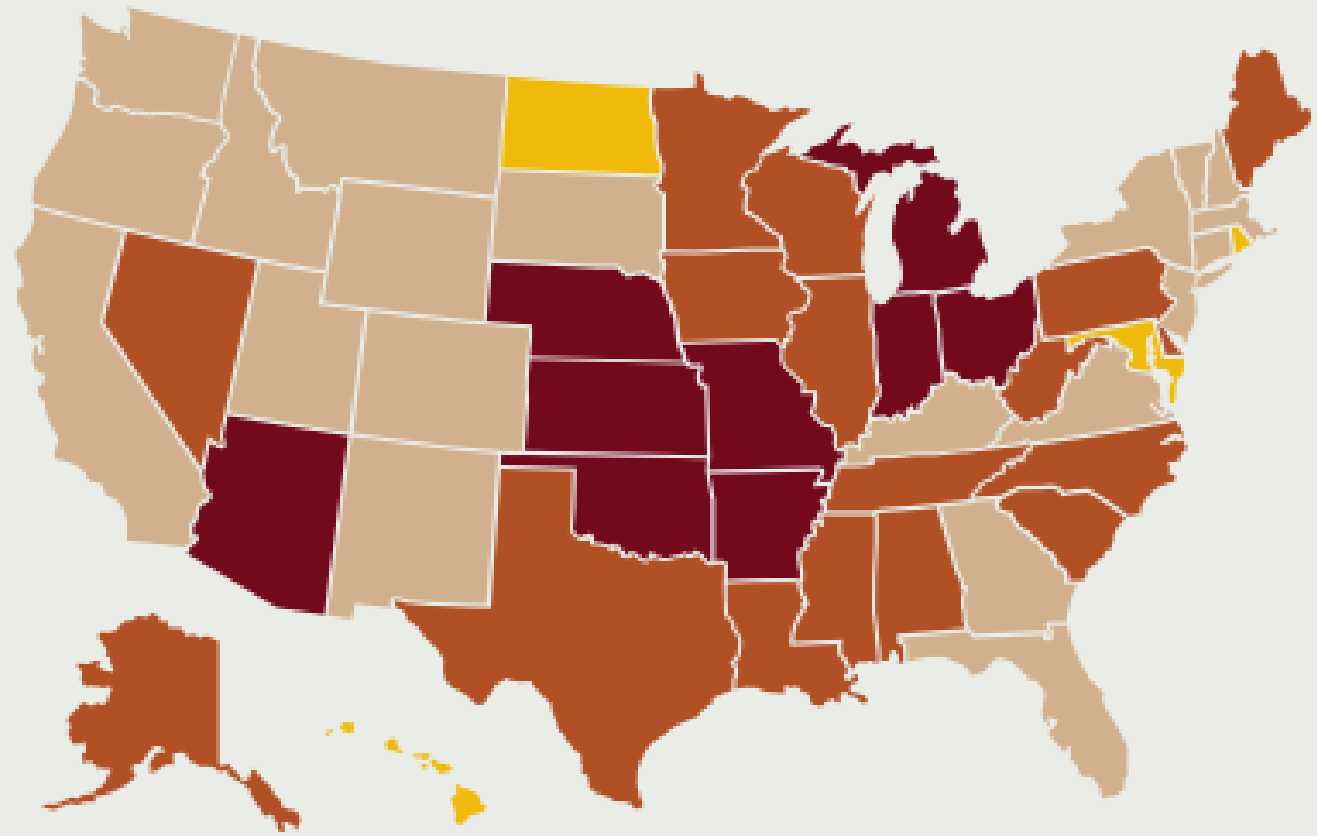


- ✓ It starts early, it happens often, and its disproportionate.
- ✓ **No** evidence that it works
- ✓ **Abundant** evidence that it has negative effects
- ✓ Rates and disparities vary between and within state lines
- ✓ Bias, inadequate training, misguided policies, poor working conditions, lack of supportive resources & school climate drive rates and disparities
- ✓ Handful of interventions decrease exclusionary discipline, very few shown to reduce disparity
- ✓ Largely unregulated federally
- ✓ Large influx of state and community-level policy development since 2014
- ✓ Quality of policies greatly vary

On average, the rate at which young Black students are excluded is more than double that of their peers.

DISPARITY RATES IN THE EXCLUSION OF YOUNG BLACK STUDENTS

- Disparity rate of 100 or greater
- Disparity rate of 70-99
- Disparity rate of 30-69
- Disparity rate of 0-29



Black and AI/AN children in Pre-K through elementary school

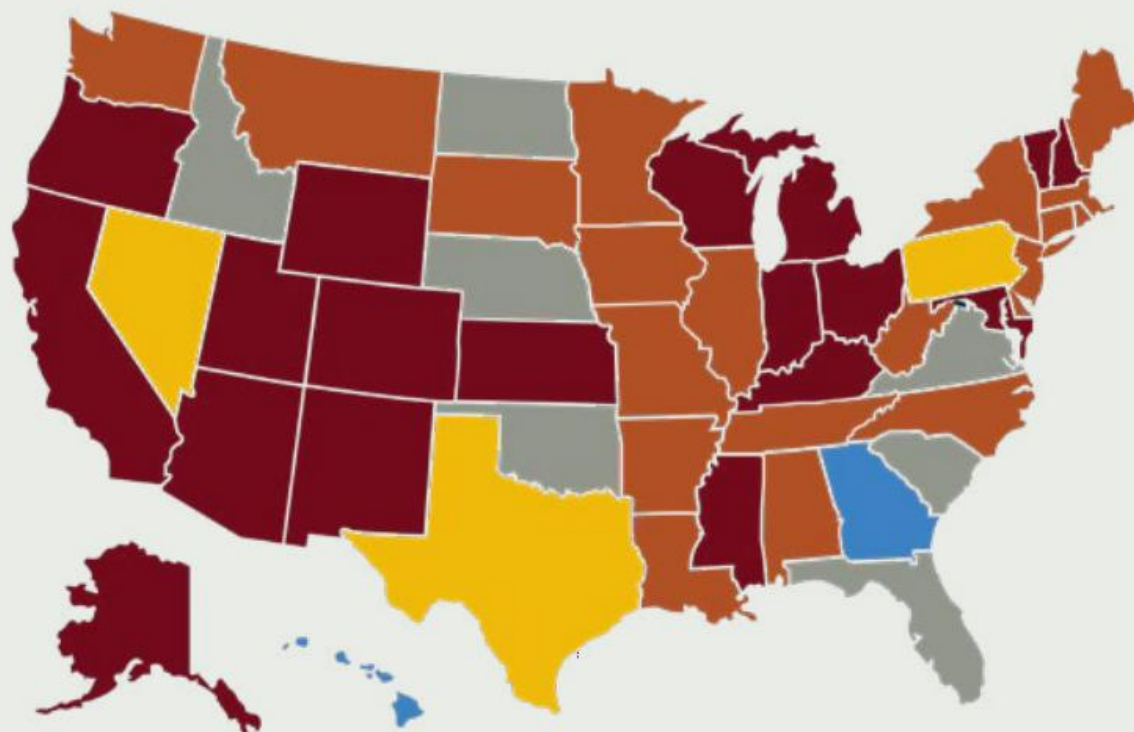
are disproportionately subjected to corporal punishment.

	Young Black students		Young AI/AN students	
	% of total corporal punishment cases	% of total enrollment	% of total corporal punishment cases	% of total enrollment
Alabama	32.96%	35.62%	0.75%	0.95%
Arizona	0.00%	4.68%	0.00%	5.78%
Arkansas	26.48%	22.05%	0.13%	0.66%
Colorado	*	*	*	*
Florida	26.42%	26.28%	0.61%	0.38%
Georgia	46.22%	38.44%	0.31%	0.27%
Idaho	*	*	*	*
Indiana	0.00%	11.95%	0.00%	0.28%
Kansas	*	*	*	*
Kentucky	7.59%	12.02%	0.00%	0.19%
Louisiana	60.90%	47.69%	0.90%	0.73%
Mississippi	67.43%	53.34%	0.53%	0.30%
Missouri	15.36%	17.68%	0.18%	0.47%
North Carolina	5.71%	26.44%	11.43%	1.40%
Oklahoma	7.38%	10.29%	23.77%	11.61%
South Carolina	50.00%	38.82%	0.00%	0.41%
Tennessee	29.09%	25.33%	0.66%	0.25%
Texas	20.58%	13.79%	0.62%	0.43%
Wyoming	*	*	*	*



Policies regarding restraint and seclusion

vary widely from state to state.



- States that ban seclusion outright
- States that ban seclusion for children with disabilities
- States that limit seclusion for children with disabilities
- States that explicitly limit seclusion for all children to incidents involving a serious safety threat

PROMOTING POSITIVE DISCIPLINE: SOLUTIONS BEGIN WITH POLICY CHANGE.

Congress should:

- ✓ Pass legislation to end corporal punishment, seclusion and exclusionary discipline, and limit restraint across programs that serve young children and receive federal funding.
- ✓ Eliminate the 10-day suspension allowance for children with disabilities
- ✓ Increase funding for mental health interventions and personnel
- ✓ Prioritize child mental health and positive school climate over punitive discipline in budgets

Federal agencies

should:

- ✓ Raise awareness about the negative impacts of harsh discipline and family rights
- ✓ Tie federal funds to state progress reducing harsh discipline and disparities in its use
- ✓ Reinstate guidance that discourages the use of exclusionary discipline and address racial disparities
- ✓ Require states to report their use of harsh discipline and its disproportionate application in child care

States should:

- ✓ Prohibit corporal punishment, seclusion, and exclusionary discipline in learning settings serving young children and limit restraint
- ✓ Invest in data systems and professional development
- ✓ Develop infrastructure to receive, investigate, and act on parent complaints

Districts should:

- ✓ Ban harsh discipline even in states where it remains legal
- ✓ Ensure that young children never have negative interactions with school resource officers via intimidation, inappropriate restraint, handcuffing, or arrest
- ✓ Invest in systems for training, coaching, and evaluating the use of positive discipline and anti-bias approaches



PIVOTAL POLICY AREA 2:

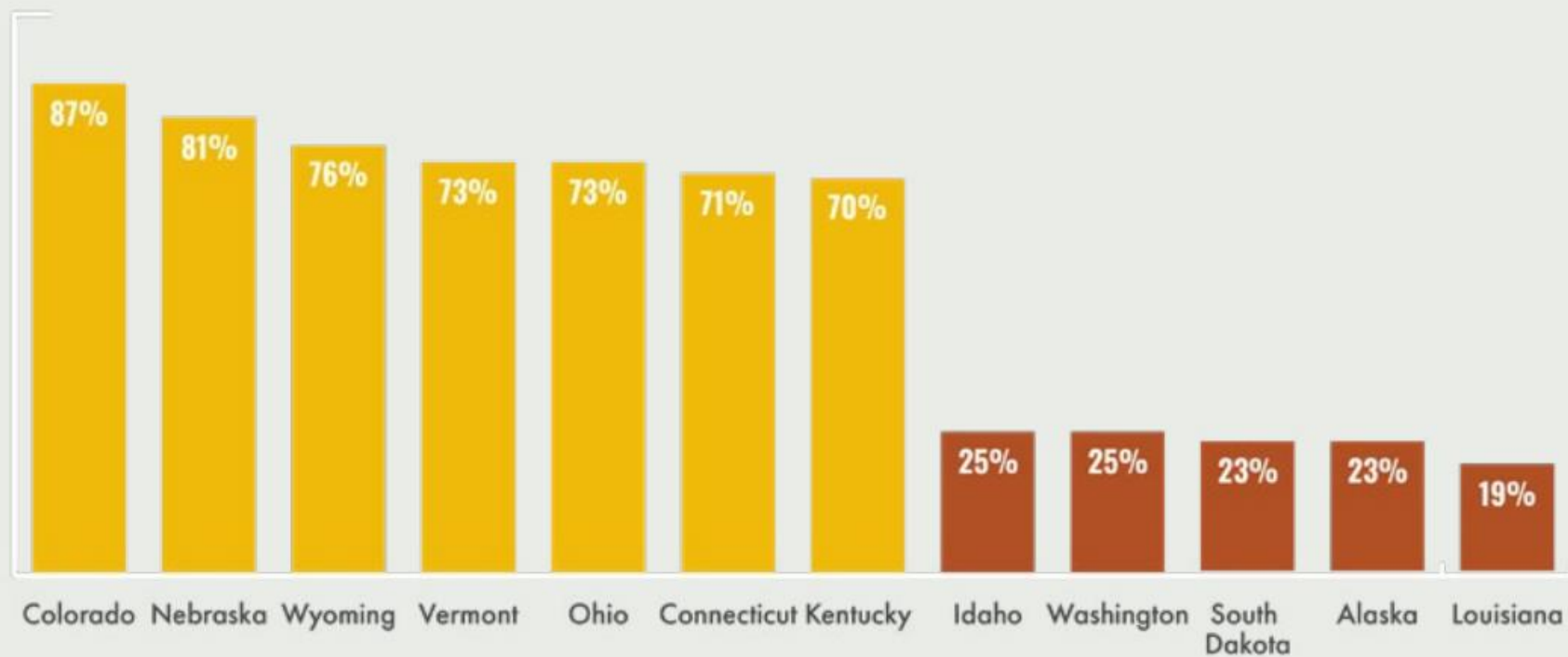
SEGREGATED LEARNING

FOR YOUNG CHILDREN
WITH DISABILITIES



- ✓ Strong research & policy base
- ✓ Progress has been slow
- ✓ Inclusion varies by disability category, age, race, and location
- ✓ Most infants/toddlers are served in natural environment
- ✓ **Less than 50% of preschoolers receive services in regular early childhood programs**
- ✓ 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

States provide services to preschool children in regular early childhood programs at widely varying rates.



It is clear that the public Pre-K system is not being used to its full potential to include children with disabilities.



State	% of 4-year-olds enrolled in state Pre-K	% of 4-year-olds with disabilities attending a regular early childhood program
District of Columbia	85%	49%
Florida	77%	32%
Vermont	76%	76%
Oklahoma	74%	31%
Wisconsin	68%	*
West Virginia	67%	37%
Iowa	65%	43%
Georgia	61%	35%
New York	51%	46%
Texas	49%	30%
South Carolina	46%	43%
Maine	42%	54%
Maryland	38%	58%
California	37%	35%
Kansas	36%	39%
Nebraska	33%	81%
Arkansas	32%	13%
Michigan	32%	26%
Louisiana	31%	26%
New Mexico	31%	46%
Connecticut	30%	68%

State	% of 4-year-olds enrolled in state Pre-K ²⁰⁹	% of 4-year-olds with disabilities attending a regular early childhood program ²⁴
Colorado	23%	93%
North Carolina	23%	38%
Tennessee	22%	22%
Virginia	18%	34%
Pennsylvania	14%	63%
Oregon	12%	50%
Ohio	11%	71%
Minnesota	10%	*
Rhode Island	10%	44%
North Dakota	9%	23%
Washington	9%	22%
Delaware	5%	38%
Mississippi	5%	48%
Nevada	5%	28%
Arizona	4%	28%
Alaska	3%	17%
Hawaii	2%	22%
Missouri	2%	25%
Montana	2%	23%
Idaho	0%	17%
Indiana	0%	32%

INCREASING INCLUSION OF CHILDREN WITH DISABILITIES IN LEARNING SETTINGS: SOLUTIONS BEGIN WITH POLICY CHANGE.

Congress should:

- ✓ Fully fund IDEA
- ✓ Increase funding for infants and toddlers with disabilities
- ✓ Increase funding for training, monitoring, and accountability
- ✓ Request 3 GAO reports on the costs of funding inclusive services, the effects of failing to fully fund IDEA, and implementation of the Equity in IDEA rule
- ✓ Give the Dept of Ed. authority to hold states accountable for funding their share of IDEA services, in line with findings from the above GAO studies

Federal agencies

should:

- ✓ Monitor and hold states accountable for placement practices that ensure students are served in inclusive settings
- ✓ Incentivize inclusion through grants
- ✓ Use federal funds to incentivize states to develop and test teaching models that support inclusion
- ✓ Ensure early learning programs are ADA compliant

States should:

- ✓ Monitor districts on inclusion and hold them accountable
- ✓ Increase funding for inclusion
- ✓ Require 10% of early childhood enrollment across programs to be for children with disabilities or delays
- ✓ Ensure IEP teams are well-trained and accountable for inclusion
- ✓ Deploy teams to work on this issue locally

Districts should:

- ✓ Make meaningful reforms to expand access to inclusive learning for children with disabilities, including restructuring budgets, physical space, and staffing structures; training IEP teams on inclusion; formalizing partnerships with community-based early childhood providers; and requiring joint training for early and special educators



PIVOTAL POLICY AREA 3:

INEQUITABLE ACCESS

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



- ✓ DLLs have cultural, linguistic, and cognitive strengths, including cognitive advantages associated with bilingualism
- ✓ DLLs and ELs do better in dual language or bilingual models
- ✓ Limited data show that ELs may be underrepresented in bilingual learning models
- ✓ Major gaps exist in assessment-both child level and global classroom quality
- ✓ Policies and standards vary by system, state
- ✓ Head Start has the most comprehensive standards
- ✓ No state has comprehensive high quality standards for young DLLs-**18 have no policies specific to DLLs at all.**
- ✓ Funding for DLLs and ELs is insufficient. Title III has been stagnant & has not kept up with inflation or increase in EL population

**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

EQUITABLY EXPANDING ACCESS TO BILINGUAL LEARNING: SOLUTIONS BEGIN WITH POLICY CHANGE.

Congress should:

- ✓ At least double funding for students learning English through ESSA Title III and any other relevant funding streams
- ✓ Request a GAO study on federal funding for DLLs/ELs
- ✓ Align policy with research and prioritize dual language and strengths-based approaches, and tie prioritization to federal funding. Phase out ineffective English-only approaches
- ✓ Hold hearings on best practices and funding models that optimally support ELs and DLLs and use GAO reports and hearings to inform additional investments
- ✓ Fund a national effort to expand the number of qualified bilingual educators.

Federal agencies should:

- ✓ Pilot and invest in strengths-based bilingual education and linguistically diverse workforce preparation programs
- ✓ Invest in classroom assessment tools to assess the quality of dual language approaches
- ✓ Invest in child-level assessment tools for DLLs and ELs in languages other than English
- ✓ Require states to report their plans to equitably expand access to dual language programming

States should:

- ✓ Discontinue segregated programs for ELs
- ✓ Discontinue all “English-only” programs
- ✓ Use federal funds to expand bilingual programs and prioritize DLLs and ELs in expansion
- ✓ Adopt Head Start dual language learner standards in state-funded Pre-K, incorporate into accountability frameworks, and make funding contingent on adherence to these standards
- ✓ Improve existing—and create new—workforce preparation programs to expand linguistic diversity and knowledge



Eugene Garcia, PhD
Professor Emeritus
Arizona State University



Rosemarie Allen, PhD
Associate Professor
Metropolitan State
University of Denver



Mary Louise Hemmeter, PhD
Professor
Vanderbilt University



Shantel Meek, PhD
Founding Director
Children's Equity Project
Arizona State University



Linda Smith
Director
Early Childhood Initiative
Bipartisan Policy Center

Join us for our Upcoming Webinars!



Harsh Discipline

Tuesday, July 22nd, from 3-4:30 p.m. ET

Inclusion

Tuesday, July 28th, from 3-4:30 p.m. ET

Dual Language Learning

Thursday, August 6th from 3-4:30 p.m. ET



Sign up and Download the Full Report Here:

<https://childandfamilysuccess.asu.edu/cep/start-with-equity>

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