

# CHILDREN'S EQUITY PROJECT



START WITH  
EQUITY:  
CALIFORNIA

# CHILDREN'S EQUITY PROJECT

National initiative focused on *dismantling systemic racism in learning settings and closing opportunity gaps so that all children thrive.*

## Research - Policy - Practice

Housed at Arizona State University, led in partnership with researchers and advocates in 16 other universities and organizations x country.



- 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
- Trinity University
- The Century Foundation
- Florida International University
- NORC, University of Chicago
- Indigo Cultural Center



# START WITH EQUITY

FROM THE  
EARLY  
YEARS TO  
THE EARLY  
GRADES



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Bipartisan Policy Center



# THREE KEY POLICY AREAS

that strongly influence children's experiences in the classroom:

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## HARSH DISCIPLINE

and its disproportionate  
application in  
learning settings

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## LACK OF INCLUSION

of young children  
with disabilities in  
learning settings

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## INEQUITABLE ACCESS

to high-quality learning  
opportunities for dual  
language & English learners



PIVOTAL POLICY AREA 1:

# **HARSH DISCIPLINE**

AND ITS DISPROPORTIONATE  
APPLICATION IN LEARNING  
SETTINGS

- **Corporal Punishment**
- **Expulsion**
- **Suspension**
- **Seclusion**
- **Restraint**

# What We Know

- ✓ It starts early, it's disproportionately applied to Black children, boys, and children w disabilities.
- ✓ **No** evidence that it works.
- ✓ **Abundant** evidence that it has negative 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
- ✓ Rates and disparities vary between & within states
- ✓ Largely unregulated federally
- ✓ Large influx of state & local policy since 2014 but quality varies

# 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



# 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 school settings but prohibited in public schools and center- and home-based child care.
- ✓ Seclusion and mechanical restraint are explicitly prohibited in center-based child care, but omitted in home-based child care rules.

# 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.



PIVOTAL POLICY AREA 2:

# SEGREGATED LEARNING

FOR YOUNG CHILDREN  
WITH DISABILITIES

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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**

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# 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 received those services 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

# California Data Landscape

## PART B, Section 619 (Preschool special education)

*In 2018-2019, about 86,456 children received preschool special education services in California, **most of whom** received those services in settings separate from their peers.*

In California, only 37% of preschoolers receive their special education services in a regular program, a figure ten percentage points under the national average.



## California Data: Placement by Age

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

*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*

## CHILDREN'S EQUITY PROJECT

**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.**

## 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 separate 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



# 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 (IEEEP) 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 State Preschool Program with Head Start's 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 (i.e. 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  
LANGUAGE AND ENGLISH LEARNERS

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# 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.**



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Start with Equity: From the Early Years to the Early Grades

# 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



**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 DLI 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 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 an analysis of enrollment in dual 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 paraprofessionals 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.



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# Thank you!

Check out the full report here:

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



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